North Cottonwood

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Mr. Don Ray, Principal

📍 Principal, North Cottonwood

About Our School

Welcome to North Cottonwood School, "Home of the Coyotes." I am pleased to have your family be a part of the Coyote team. North Cottonwood is a "School of Excellence." Our mission is to promote academic, social, physical, and moral excellence in all that we do.

Academic success is a true partnership between the students, parents, and the school staff. Our main areas of emphasis at North Cottonwood School are "time-on-task" and a safe, orderly and prideful environment. Our whole staff is committed to providing a rigorous core curriculum that reflects the California Content Standards. In addition, our staff instructs and emphasizes that our students be STAR (Safe, Trustworthy, Attentive, and Respective) Coyotes. With a visit to our campus or just a conversation with one of our students, it will not take long to realize that North Cottonwood School is truly a "School of Excellence."

North Cottonwood School and the Cottonwood Union School District have a "Tradition of Academic Excellence." I invite you to become a part of our family and enjoy the
wonderful school culture that is NORTH COTTONWOOD SCHOOL.

Contact

North Cottonwood
19920 Gas Point Rd.
Cottonwood, CA 96022-9115

Phone: 530-347-1698
E-mail: dray@cwusd.com

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Cottonwood Union Elementary
Phone Number	(530) 347-3165
Superintendent	David Alexander
E-mail Address	dalexander@cwusd.com
Web Site	http://www.cwusd.com

School Contact Information (School Year 2016-17)	
School Name	North Cottonwood
Street	19920 Gas Point Rd.
City, State, Zip	Cottonwood, Ca, 96022-9115
Phone Number	530-347-1698
Principal	Mr. Don Ray, Principal
E-mail Address	dray@cwusd.com
Web Site	http://north.cwusd.com/
County-District-School (CDS) Code	45699550111393

Last updated: 1/26/2017

School Description and Mission Statement (School Year 2016-17)

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8). The schools have consistently earned the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.

North Cottonwood has an outstanding staff consisting of 24 teachers, one curriculum coach, fourteen instructional aides, four special education aides, two supervision aides, one librarian, two secretaries, one health clerk, two custodians, one psychologist, and one principal. In addition, the school has a kitchen staff of two that serves both breakfast and lunch.

Students at North Cottonwood School are guided by specific rules and classroom expectations that promote respect, communication, empowerment and community. The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents and the school, and a balance between support and accountability structures. Parents and students are informed of discipline policies through the student handbook and principal's newsletters. The principal meets with all new students and parents before they attend class and communicates to them the high standards of student behavior and the dress code. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A referral system is in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior.

Last updated: 1/23/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	97
Grade 1	93
Grade 2	112
Grade 3	95
Grade 4	100
Total Enrollment	497
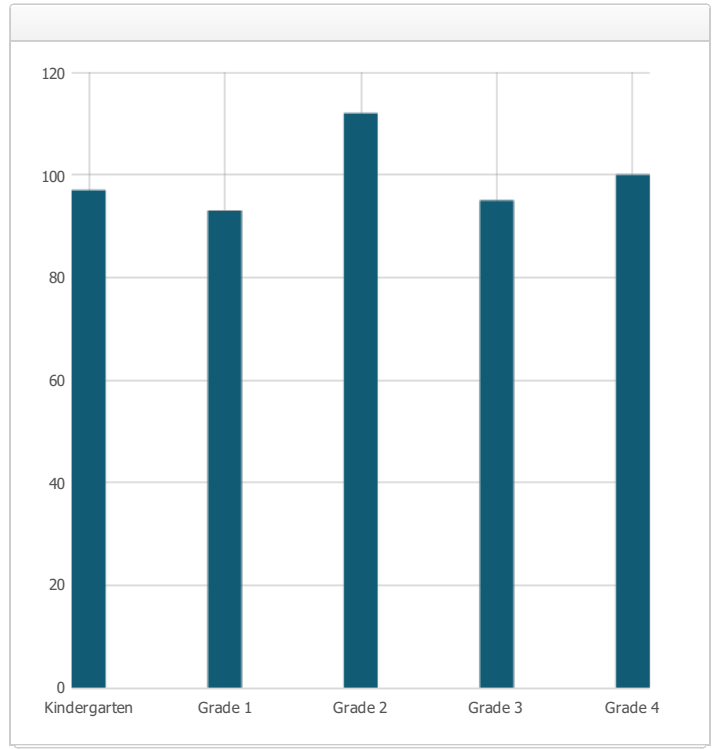
Last updated: 1/23/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	3.4 %
Asian	1.6 %
Filipino	0.2 %
Hispanic or Latino	17.3 %
Native Hawaiian or Pacific Islander	0.6 %
White	69.4 %
Two or More Races	6.8 %
Other	0.3 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.4 %
English Learners	3.6 %
Students with Disabilities	5.8 %
Foster Youth	1.8 %

Last updated: 1/23/2017

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	25	44
Without Full Credential	0	3	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
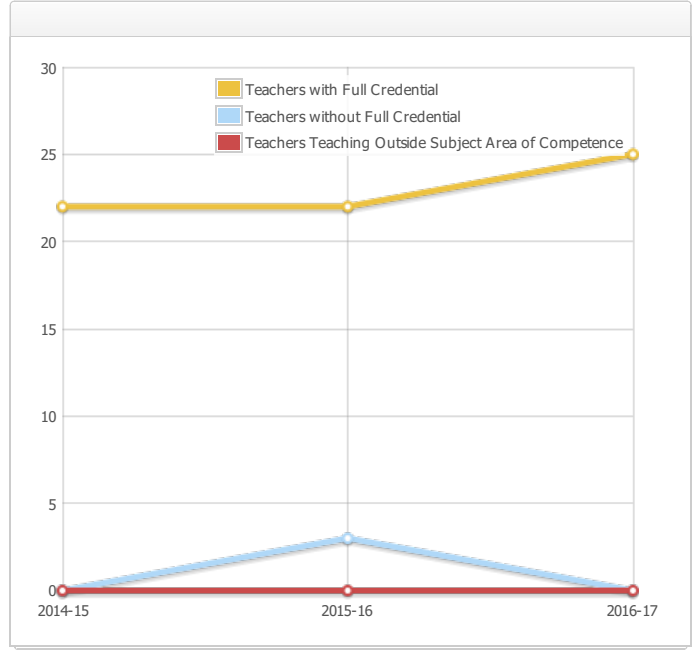
Last updated: 1/26/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
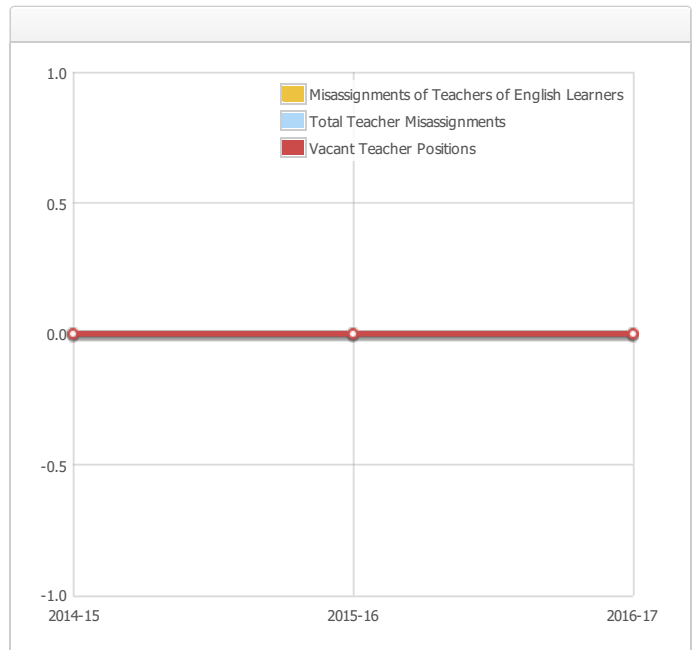
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	77.0%	23.0%
All Schools in District	71.0%	29.0%
High-Poverty Schools in District	66.0%	34.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/26/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders 2016	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt - 2015 Math Expressions - 2015	Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/26/2017

School Facility Conditions and Planned Improvements

North Cottonwood School opened its doors in January 2007. It is currently comprised of 27 classrooms, a library, a computer lab, one staff room, a multipurpose room with a stage, a school office, a playground with three large play structures, a preschool playground, and a large grass area. At the time of publication (February 2016) 100% of all toilets on campus were in working condition.

A team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/23/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: June 2016

Overall Rating	Exemplary

Last updated: 1/26/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts / Literacy (grades 3-8 and 11)	36.0%	40.0%	43.0%	46.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	27.0%	30.0%	34.0%	35.0%	34.0%	36.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/23/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99.0	98.0	99.0 %	36.7 %
Male	47.0	46.0	97.9 %	26.1 %
Female	52.0	52.0	100.0 %	46.2 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	19.0	19.0	100.0 %	63.2 %
Native Hawaiian or Pacific Islander				
White	64.0	63.0	98.4 %	31.8 %
Two or More Races				
Socioeconomically Disadvantaged	64.0	63.0	98.4 %	30.2 %
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97.0	97.0	100.0 %	43.3 %
Male	46.0	46.0	100.0 %	39.1 %
Female	51.0	51.0	100.0 %	47.1 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12.0	12.0	100.0 %	16.7 %
Native Hawaiian or Pacific Islander				
White	73.0	73.0	100.0 %	49.3 %
Two or More Races				
Socioeconomically Disadvantaged	49.0	49.0	100.0 %	36.7 %
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/23/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	99.0	98.0	99.0 %	37.8 %
Male	47.0	46.0	97.9 %	41.3 %
Female	52.0	52.0	100.0 %	34.6 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	19.0	19.0	100.0 %	36.8 %
Native Hawaiian or Pacific Islander				
White	64.0	63.0	98.4 %	39.7 %
Two or More Races				
Socioeconomically Disadvantaged	64.0	63.0	98.4 %	34.9 %
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	97.0	97.0	100.0 %	22.7 %
Male	46.0	46.0	100.0 %	30.4 %
Female	51.0	51.0	100.0 %	15.7 %
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	12.0	12.0	100.0 %	
Native Hawaiian or Pacific Islander				
White	73.0	73.0	100.0 %	26.0 %
Two or More Races				
Socioeconomically Disadvantaged	49.0	49.0	100.0 %	16.3 %
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/23/2017

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Parents and guardians are always welcome at North Cottonwood School. Parents volunteer in classrooms, take part in fundraisers and attend field trips. Parents are also encouraged to attend assemblies and special activities. All visitors are required to register at the office before entering the campus and sign out upon leaving. A visitor's badge will be issued and must be visibly worn at all times while on campus. Because North Cottonwood School is a closed campus, student visitors will NOT be permitted on campus during regular school hours.

State Priority: Pupil Engagement

Last updated: 1/23/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.7%	7.4%	1.1%	4.3%	7.6%	3.5%	4.4%	3.8%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
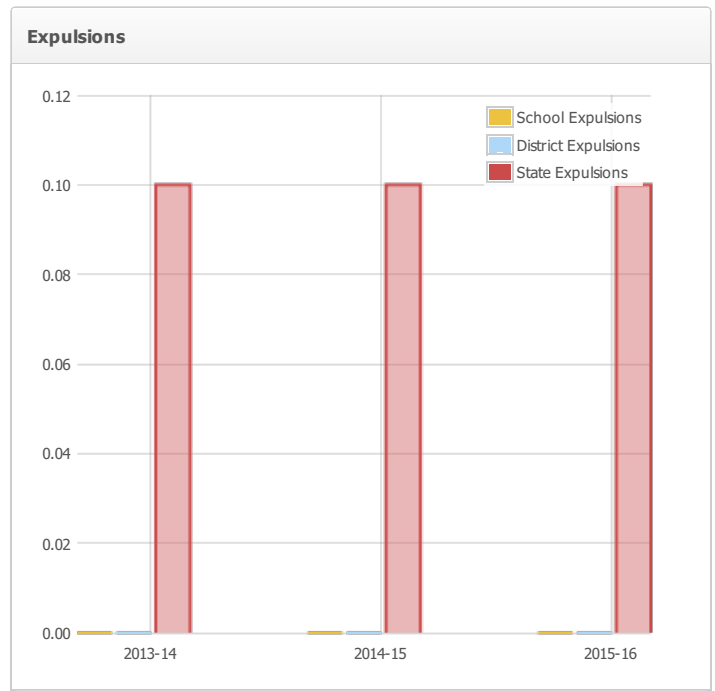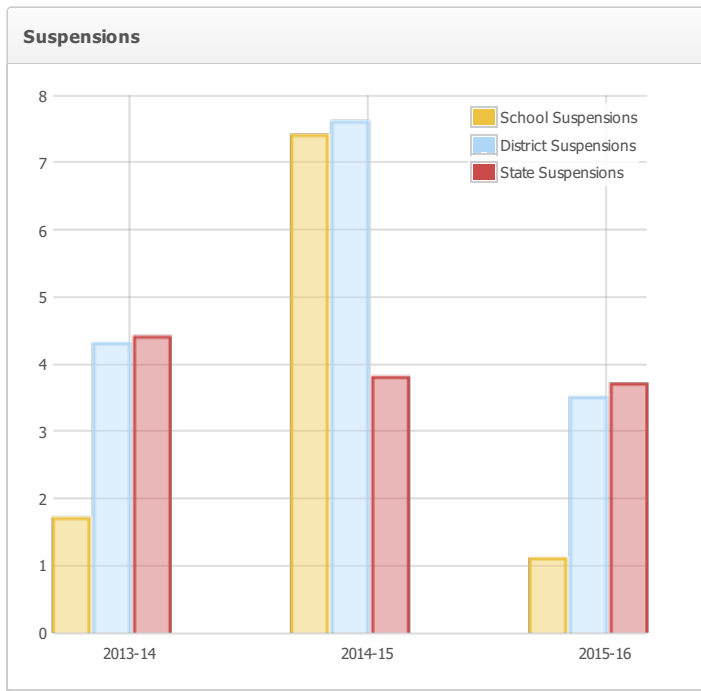
Last updated: 1/26/2017

School Safety Plan (School Year 2016-17)

The School Site Safety Plan was last revised in February 2016. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administration, and clerical staff. The school's safety plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year.

North Cottonwood School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Cottonwood Union School District. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff to insure the campuses are safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

Last updated: 1/26/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 1/23/2017

Average Class Size and Class Size Distribution (Elementary)

	2013-14				2014-15				2015-16			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	28.0	0	4	0	26.0	0	4	0	25.0	0	4	0
1	25.0	0	4	0	28.0	0	3	0	23.0	0	4	0
2	28.0	0	4	0	24.0	0	4	0	22.0	0	5	0
3	27.0	0	4	0	27.0	0	4	0	24.0	0	4	0
4	25.0	0	4	0	26.0	0	4	0	25.0	0	4	0
5	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	6.0	1	0	0	17.0	1	1	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/23/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/26/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5823.0	$1269.5	$4553.8	$66704.0
District	N/A	N/A	$0.0	$66899.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$5677.0	$60985.0
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/26/2017

Types of Services Funded (Fiscal Year 2015-16)

In addition to general state funding, Cottonwood Union School District receives state and federal funding for the following categorical, special education, and support programs:

• Instructional Materials
• Class Size Reduction
• Federal, Forest Reserve Funds
• Federal, Special Education, Entitlement per UDC
• Home-to-School Transportation
• Title I, Part A - Basic Grant
• Title II, Part A - Teacher Quality

Cottonwood Union School District also receives the following one time or on-going funds:
• Instructional Materials/Library/Ed Tech Block Grant

Last updated: 1/26/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,993	$41,085
Mid-Range Teacher Salary	$59,015	$59,415
Highest Teacher Salary	$76,148	$75,998
Average Principal Salary (Elementary)	$94,754	$100,438
Average Principal Salary (Middle)	$96,313	$101,868
Average Principal Salary (High)	$	$
Superintendent Salary	$113,889	$116,069
Percent of Budget for Teacher Salaries	36.0%	33.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
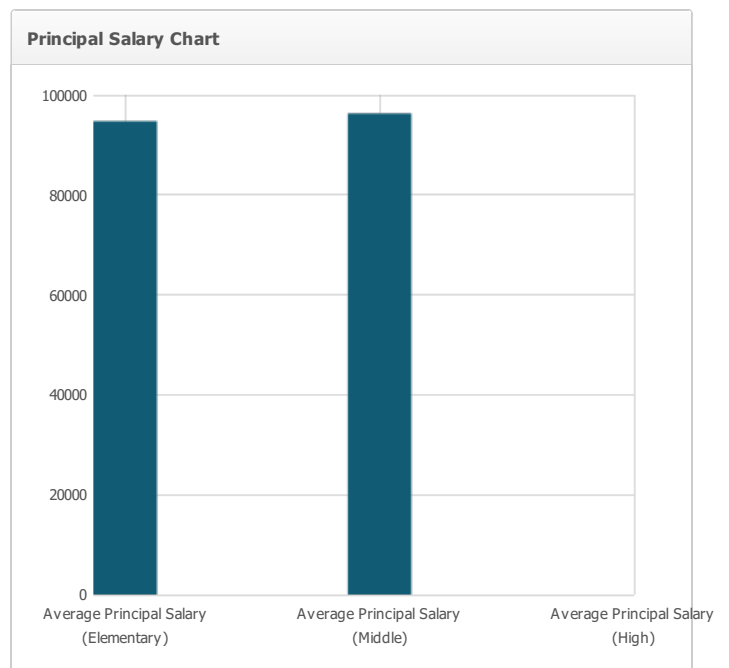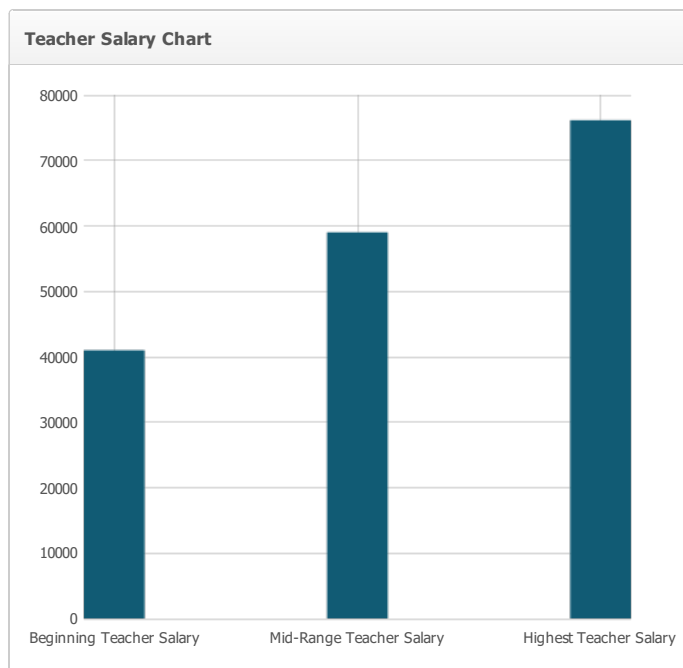
Last updated: 1/23/2017

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, staff members are encouraged to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside training of their own choosing.

Cottonwood Union School District offers two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a State-sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period.

Last updated: 1/23/2017