North Cottonwood School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 at https://dq.cde.ca.gov/dataquest/ 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2025-26 School Contact Information

School Name	North Cottonwood School
Street	19920 Gas Point Road
City, State, Zip	Cottonwood, CA 96022
Phone Number	530-347-1698
Principal	Rebekah Cole
Email Address	rebekah.cole@cwusd.net
School Website	https://northcottonwoodca.schoolinsites.com/
Grade Span	P-4
County-District-School (CDS) Code	45699550111393

2025-26 District Contact Information

District Name	Cottonwood Union Elementary School District
Phone Number	530-347-3165
Superintendent	Douglas Geren
Email Address	doug.geren@cwusd.net
District Website	http://www.cwusd.net

2025-26 School Description and Mission Statement

Welcome to North Cottonwood School, “Home of the Coyotes.” We are pleased to have your family be a part of the Coyote team. North Cottonwood is a “School of Excellence.” Our vision is " At North Cottonwood School, our mission is to create a collaborative and nurturing learning environment, strengthened by strong community relationships and driven by data-informed instruction, to ensure every student reaches their fullest potential." Our mission statement is "we are safe, trustworthy, accountable and respectful."

Academic success is a true partnership between the students, parents, and the school staff. Our main areas of emphasis at North Cottonwood School are reading fluency, reading comprehension, 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. 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 focused developing literate students of high character!

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 (preschool-4th grade) and West Cottonwood Junior High School (5th grade-8th grade). 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 26 teachers,17 instructional aides, 11 special education aides, 3 supervision aides, 1 behavior aides, a librarian, 2 secretaries, a health clerk, 3 custodians,1 part time counselor, 1 district psychologist, 1 district special programs coordinator, 2 SLPs, 2 wellness coaches, a vice principal and principal. In addition, the school has a kitchen staff of three that serves both breakfast and lunch. The Cottonwood Union School District Preschool and a Shasta County Office of Education Preschool operate on our campus. Project Share provides afterschool care.

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

2025-26 School Description and Mission Statement

to education, a partnership between students, parents and the school, and a balance between support and accountability structures. Positive Behavioral Supports and Interventions are provided for all students as well as explicit instruction to address social emotional learning. Coyotes are taught school values via the STAR acronym which represents: "Coyotes always act safely, are trustworthy, accountable, and respectful." Parents and students are informed of discipline policies through the student handbook, principal's newsletters and other notifications. 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	78
Grade 2	97
Grade 3	90
Grade 4	107
Total Enrollment	498

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	5.8
Asian	0.8
Black or African American	0.6
Filipino	0.4
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	0.4
White	72.3
English Learners	2.8
Foster Youth	0.6
Homeless	1
Socioeconomically Disadvantaged	44.6
Students with Disabilities	13.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.8	92.25	50.2	85.04	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.88	2.2	3.8	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	1	3.88	6.6	11.16	15831.9	5.67
Total Teaching Positions	25.8	100	59.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.5	95.74	46.8	80.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.2	0.5	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.3	2.33	11746.9	4.23
Unknown/Incomplete/NA	1	4.26	9.4	16.29	14303.8	5.15
Total Teaching Positions	23.5	100	57.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	80.85	40	70.53	230039.4	100
Intern Credential Holders Properly Assigned	2	8.51	2	3.52	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	8.51	2.9	5.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.2	3.98	12112.8	4.34
Unknown/Incomplete/NA	0.5	2.13	9.4	16.67	13705.8	4.91
Total Teaching Positions	23.5	100	56.8	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	0	1
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders	0
Mathematics	Houghton Mifflin Harcourt Math Expressions	0
Science	STEMscopes	0
History-Social Science	Studies Weekly	0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

North Cottonwood School opened its doors in January 2007. It is currently comprised of 31 classrooms, a library, a multi-purpose lab, a staff room, a multipurpose room with a stage, a school office, a playground with three large play structures, a preschool playground, and a large grassy area known as the "quad". A newly completed finished Kindergarten wing were established at the end of the last school year. At the time of publication 100% of all toilets on campus were in working condition.

A team of 2.5 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.

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	July 25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			This year, additional bark underlayment was added to the 1st-4th grade playground.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	40	54	53	47	48
Mathematics (grades 3-8 and 11)	40	36	44	43	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	188	97.92	2.08	40.43
Female	83	81	97.59	2.41	45.68
Male	109	107	98.17	1.83	36.45
American Indian or Alaska Native	11	11	100.00	0.00	36.36
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	134	130	97.01	2.99	42.31
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	8.57

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	192	188	97.92	2.08	35.64
Female	83	81	97.59	2.41	38.27
Male	109	107	98.17	1.83	33.64
American Indian or Alaska Native	11	11	100.00	0.00	27.27
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	30.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	134	130	97.01	2.99	37.69
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	81	80	98.77	1.23	23.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	35	100.00	0.00	11.43

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)			27.51	30.81	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and guardians are welcomed partners at North Cottonwood School. North Cottonwood has an active School Site council with parent representatives. Volunteers in classrooms are welcome and must comply with volunteer protocol requirements. Parent participation in parent-teacher conferences through in-person and and virtual means, as necessary, are encouraged. 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	530	516	100	19.4
Female	250	242	37	15.3
Male	280	274	63	23.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	30	30	6	20.0
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	103	98	24	24.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	380	371	65	17.5
English Learners	16	14	6	42.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	256	245	61	24.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	85	27	31.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.65	1.45	3.02	3.39	2.07	3.52	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.02	0.00
Female	0.80	0.00
Male	5.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.68	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Site Safety Plan was last updated in January 2026 and is revised and updated annually. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administration, teachers 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 campus is safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	5	1	0
1	22	1	3	0
2	25	0	4	0
3	26	0	4	0
4	21	1	3	0
5	0	0	0	0
6	0	0	0	0
Other	8	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4	0	0
1	22	1	3	0
2	22	1	3	0
3	25	0	4	0
4	26	0	4	0
5	0	0	0	0
6	0	0	0	0
Other	10	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	19	4		
2	23		4	
3	22		4	
4	26		4	
Other	9	2		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14,141	$5,780	$8,361	$68,840
District	N/A	N/A	$9,033	
Percent Difference - School Site and District	N/A	N/A	-7.7	-0.4
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-28.6	-21.3

Fiscal Year 2024-25 Types of Services Funded

North Cottonwood School provides a Multi-Tiered System of Support (MTSS) for students to ensure that all students needs including, academic, behavioral, social-emotional, attendance are addressed.

Fiscal Year 2024-25 Types of Services Funded

Tier 1: Compressive academic instruction in all content areas as well as academic interventions are provided via the classroom teacher. Student behavioral needs are addressed through school-wide implementation of social-emotional learning with weekly classroom lessons (Second Step), our Positive Behavioral Intervention and Supports Program (PBIS), and Capturing Kids Hearts. Individualized behavioral interventions are provided with collaboration between the classroom teacher and school counselors.

Tier 2: Small group and individual academic and behavioral interventions are developed and implemented via the Student Success Team Process (SST). Additional supports at this level include attendance monitoring and support. Referral to Community Connect for outside student and family services are made for situations beyond the school site scope. Several collaborations with community partners have resulted in programs like the "Backpack Program," that provides a bag of food to go home on weekends for students experiencing economic difficulties.

Tier 3: Special Education supports on site include: speech language services, occupational therapy, resource support and a special day class (SDC). Comprehensive behavioral intervention plan development and monitoring is supported by on-site school psychologists. Students with needs beyond our site resources are referred to additional services/classroom settings via the Special Education Mountain Valley Education JPA.

In addition to academic services, Project Share offers an on-site afterschool program and North students may participate in Running Club and Robotics in the Fall. A county-administered half-day preschool program operates on North's campus as well as well as a Cottonwood Union School District's full-day preschool program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,862	$55,248
Mid-Range Teacher Salary	$73,223	$80,746
Highest Teacher Salary	$94,481	$109,655
Average Principal Salary (Elementary)	$104,622	$133,828
Average Principal Salary (Middle)	$118,892	$142,253
Average Principal Salary (High)		
Superintendent Salary	$146,842	$155,954
Percent of Budget for Teacher Salaries	24.38%	25.26%
Percent of Budget for Administrative Salaries	6.86%	6.12%

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year.

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. New Teacher Center (NTC), a State-sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period. The district also has 3 mentors from the

Professional Development

county office who come and support new teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40