Cottonwood Creek Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cottonwood Creek Elementary School
Street	4222 South Dans Street
City, State, Zip	Visalia, California 93277
Phone Number	(559) 735-3539
Principal	Dr. Sonya E. Joyner
Email Address	sjoyner@vusd.org
Website	https://www.vusd.org/cottonwood
County-District-School (CDS) Code	54-72256-0110940

Entity	Contact Information
District Name	Visalia Unified School District
Phone Number	(559) 730-7300
Superintendent	Dr. Tamara Ravalín
Email Address	travalin@vusd.org
Website	www.vusd.org

School Description and Mission Statement (School Year 2019-20)

Description of District

The Visalia Unified School District is the oldest school district in Tulare County. Our family of schools includes 26 elementary schools, a newcomer language center, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a charter independent study school, a K-8 charter home school, and a charter technical early college high school. Over 32,000 students Pre-K to adult are served through Visalia Unified School District.

Description of School

Cottonwood Creek Elementary School served approximately 720 students in grades K-6 in 2019-2020. Our teachers and staff are dedicated to ensuring the academic success of all students in a safe learning environment. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development, and assessment activities are focused on supporting students with mastery of the state academic content standards, as well as increasing the overall student achievement of all subgroups.

School Mission Statement: Creating Limitless Opportunities for the Future

It is the belief of Cottonwood Creek Elementary School that all students can learn and can create multiple opportunities for their futures. The school provides an environment that is flexible and addresses the individual needs of students. The school provides a collaborative environment and all staff share responsibility for the success of all students through a continuous improvement model.

Students at Cottonwood Creek are part of a diverse environment that is clean, safe, and free of distractions that could interfere with both academic risk taking and personal success as they become lifelong learners.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	99
Grade 1	91
Grade 2	96
Grade 3	101
Grade 4	106
Grade 5	106
Grade 6	110
Total Enrollment	709

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	3.5
Filipino	1.4
Hispanic or Latino	65.9
Native Hawaiian or Pacific Islander	0.3
White	23.3
Two or More Races	3.2
Socioeconomically Disadvantaged	60.5
English Learners	9.2
Students with Disabilities	6.6
Foster Youth	1
Homeless	1.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	28	26	1293
Without Full Credential	1	1	1	152
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August/September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Supplemental Leveled Guided Reading Books - Differentiated, small group classroom instruction Leveled Literacy Intervention (2015) - Learning Center Intervention material	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: MacMillan/McGraw Hill (2007) Supplemental: Houghton Mifflin Science Leveled Readers	Yes	0%
History-Social Science	Base: Harcourt School Publishers (2006) Supplemental: Houghton Mifflin HSS Leveled Readers	Yes	0%
Health	Materials based on Health Topics	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music) (Fourth - Sixth Grade) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Cottonwood Creek Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair
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.

In 2018-19, there were no major maintenance or repair projects at Cottonwood Creek Elementary School. No other emergency facilities needs exist at this school.

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists come in after hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all class¬rooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements
During the 2018-19 school year, routine maintenance was completed.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	45	46	48	50	50	50
Mathematics (grades 3-8 and 11)	32	42	31	33	38	39

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	431	99.54	0.46	46.17
Male	213	213	100.00	0.00	37.56
Female	220	218	99.09	0.91	54.59
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	52.38
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	274	273	99.64	0.36	42.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	104	103	99.04	0.96	49.51
Two or More Races	14	14	100.00	0.00	71.43
Socioeconomically Disadvantaged	266	265	99.62	0.38	38.11
English Learners	74	73	98.65	1.35	32.88
Students with Disabilities	29	29	100.00	0.00	3.45
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	431	99.54	0.46	41.76
Male	213	213	100.00	0.00	38.97
Female	220	218	99.09	0.91	44.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	42.86
Filipino	--	--	--	--	--
Hispanic or Latino	274	273	99.64	0.36	38.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	104	103	99.04	0.96	46.60
Two or More Races	14	14	100.00	0.00	57.14
Socioeconomically Disadvantaged	266	265	99.62	0.38	36.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	74	73	98.65	1.35	30.14
Students with Disabilities	29	29	100.00	0.00	3.45
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.1	14.4	21.6

Note: 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.

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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication are essential to ensure the success of students in our school. Cottonwood Creek Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement, including but not limited to: attending school functions, participating in parent-teacher conferences, volunteering in classrooms, and chaperoning field trips. Parents may also serve on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), PTA Board, and School Site Council (SSC). Our School Smarts Academy, Kindergarten Workshops, and Koffee Klatches also provide opportunities for parent involvement. Additional opportunities for parental involvement also exist at the district level.

Parents who would like more information on how to become involved may contact Principal, Sonya E. Joyner or Assistant Principal, Alan McFarlane at (559) 735-3539.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.8	1.9	5.8	4.9	5.2	6.5	3.6	3.5	3.5
Expulsions	0.1	0.0	0.0	0.1	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Ensuring the safety of students and staff is a primary concern at Cottonwood Creek Elementary School. The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and ensuring preparedness for unforeseen emergencies. This plan identifies and addresses any security needs, prevention and intervention strategies, evaluation of physical facilities, and plans for communicating with staff and students. The safety plan is reviewed annually, updated as needed, and fully compliant with state and federal regulations. This plan is updated and reviewed by faculty and School Site Council during the month of November each school year. An updated copy is available to the public at the school office.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

To ensure the safety of students and staff, Cottonwood Creek Elementary School has a closed campus with a single point of entry during the school day. All entrances to school grounds are secured and monitored; and all visitors must sign in at the school office and wear appropriate identification while on campus.

Campus-wide active-supervision by certified and classified ensures students are safe on school grounds before, during, and after school.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		4		24		4		23		5	
1	25		4		24		4		25		3	
2	24		4		28		3		27		3	
3	31		3		32		4		29		4	
4	28		4		34			3	30		3	
5	27		4		27		4		32	1	7	1
6	29		4		27		4		48		8	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

Title	Number of FTE* Assigned to School
Other	1.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,704	$517	$6,187	$65,378
District	N/A	N/A	$6,610	$69,631
Percent Difference - School Site and District	N/A	N/A	-6.6	-6.3
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-19.3	-23.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to general state funding, the district receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received federal and state funding for the following categorical, special education, and support programs:

Federal Programs
- Title I, Part A, School & District Discretionary Block Grants
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- Title III, Immigrant
- IDEA, Special Education - TCOVE

State Programs
- Child Development Programs

State Programs
- Local Control Funding Formula
- Local Control Accountability Plan

School Programs
- Fountas and Pinnell Leveled Literacy Intervention
- Positive Behavior Intervention and Supports
- Renaissance Early Literacy
- Renaissance Reading and Math for 1st and 2nd grade
- Accelerated Math Program
- Personnel - Instructional Aide, Behavior Intervention Aide (3)

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,967	$48,612
Mid-Range Teacher Salary	$72,210	$74,676
Highest Teacher Salary	$95,695	$99,791
Average Principal Salary (Elementary)	$129,970	$125,830
Average Principal Salary (Middle)	$134,184	$131,167
Average Principal Salary (High)	$146,148	$144,822
Superintendent Salary	$241,915	$275,796
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	7%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

The following areas of professional development have been provided to staff: professional learning communities, PBIS, effective math and literacy instruction and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment at all grade levels to provide on-site coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.