

# School Accountability Report Card

A Profile For The Community

## COTTONWOOD ELEMENTARY SCHOOL

www.hemetusd.k12.ca.us



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**Bea Ramirez, Principal**

**2003-04 School Year**

### Introduction

This "School Accountability Report Card" is an effort to communicate to you, our public, the educational status and accomplishments of your neighborhood school giving you data for the 2003-04 school year. Under the provisions of Proposition 98, we have developed the necessary elements or categories within which each school in the Hemet Unified School District will be reporting its progress.

### School Description

Cottonwood School students are fortunate, not only in the quality of the instructional programs provided by the staff, but in the community commitment that augments and supports the school. Cottonwood School enjoys partnerships with Sundance Meadows, Sunny Hills Towing, SKP Resorts, the Hemet Masonic Lodge and the Cottonwood Country Council. These organizations provide positive recognition awards and support throughout the year. Cottonwood School's middle school belongs to the Inter-Mountain League and participates in its athletic and academic events. Cottonwood School athletes have returned with a number of place trophies from each of the tournaments that it has participated.

Each year ten students are selected to participate in the Academic Decathlon competition held in Julian. During their lunch periods and before school, the team meets to practice for the event held in March. The students compete in English language arts, mathematics, social studies, science, and current events. In past years they have won first place in mathematics and current events, second place in social studies and science, and tied for third place in language arts. These victories allowed the team to bring back the Championship Trophy and to be recognized by the Hemet Unified School District Board of Trustees.

Cottonwood School is located in the rural community of Aguanga, California. It is 25 miles south of Hemet and 16 miles east of Temecula. Two hundred and seventy-one (271) students are enrolled at Cottonwood in grades kindergarten through eighth. Cottonwood School enrolls over 300 students and expects increased enrollments as families move into the area. We also house a State Preschool/Headstart classroom.

### Opportunities for Parent Involvement

The site addresses the six areas of parent involvement through their comprehensive school plan. For more information, contact the site Principal, Ms. Bea Ramirez at (909) 767-3870.

### Teacher Assignments

The State Department of Education requires all teachers to have a completed Bachelors degree plus 30 additional units of credit to be certificated to teach in California public schools. Teaching assignments are made by the school principal. All Cottonwood Elementary School's teachers are appropriately credentialed as indicated by the chart below:

	2001	2002	2003
Credentialed Teachers	14	15	15
Full Credential	14	15	15

### District and School Profile

Hemet Unified School District, one of the geographically largest in the state, covers 700+ topographically diverse square miles and presently consists of 21 elementary and secondary schools. In common with the rest of Southern California, the Hemet area is growing with an accompanying school-age population surge. Our student enrollment has continued to grow with a total student population of 18,931 in 2002-03. This growth pattern is expected to continue or accelerate.

In the 2002-03 school year the enrollment at Cottonwood Elementary School as reported on California Basic Educational Data Systems (CBEDS) was 280. The following chart outlines the racial/ethnic breakdown of the student body:

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	5	1.8
American Indian /Alaska Native	7	2.5
Asian-American	2	0.7
Hispanic or Latino	97	34.6
White (Not Hispanic)	169	60.4

### Teacher Evaluation, Professional Development, Training and Curriculum Improvement

Teachers at Cottonwood are evaluated on a regular basis by the principal who have been identified as qualified as per No child Left Behind legislation. The evaluation process is based on the progress of students toward the District's standards and on the California Professional Standards for Teachers: Engaging and Supporting all Students in Learning, Creating and Maintaining Effective Environments for Student Learning, Understanding and Organizing Subject Matter for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, Assessing Student Learning, and Developing as a Professional Educator. Tenured teachers are evaluated at least once every two years and probationary (new) teachers are evaluated annually.

The District offers continuing education opportunities to teachers on new textbook adoptions, strategies to increase learning and other staff development. Cottonwood teachers participated in the "Best Practices" class offered by the District. All staff members have participated in some aspect of skill improvement.

### Substitute Teachers

All substitute teachers hold the appropriate California credential as required by the Commission on Teacher Credentialing. They are required to have a Bachelor's Degree and pass the California Basic Skills Test (CBEST). Due to the shortage of substitute teachers, Hemet Unified School District must constantly recruit qualified substitutes. In the 2002-03 school year there were 512 substitute teachers available district-wide and 100% of absences were filled for Cottonwood School.

## Class Size and Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. The average class size for all grades is 21.8 for 2002-03. The following charts outline the average class size, the number of classrooms for each range of students by grade level and percentage of class size reduction participation for 2000-01, 2001-02 and 2002-03 as reported by CBEDS for each year:

Grade	2000-2001				
	Avg.	1-20	21-32	33+	% CSR
K	21.00		1		
3	20.00	1			100
4	31.00		1		
5	26.00		1		
K-3	19.25	7			100

Grade	2001-2002				
	Avg.	1-20	21-32	33+	% CSR
K	20.00	1			100
3	18.00	1			100
4	31.00		1		
5	30.00		1		
K-3	20.00	4			100

Grade	2002-2003				
	Avg.	1-20	21-32	33+	% CSR
K	19.00	1			100
3	25.00		1		
4	25.00		1		
5	29.00		1		
K-3	18.50	4			100

The following charts outline the average class size and number of classrooms for each range of students, by subject area, as reported by CBEDS for grades 6-8 for 2000-01, 2001-02 and 2002-03 as reported by CBEDS for each year:

2000-01				
Subject	Avg.	1-22	23-32	33+
English				
Math	23.00	1	1	
Science				
Social Science				

2001-02				
Subject	Avg.	1-22	23-32	33+
English				
Math				
Science				
Social Science	27.00	1	1	

2002-03				
Subject	Avg.	1-22	23-32	33+
English				
Math				
Science				
Social Science	31.50		1	1

### Safety, Cleanliness and Adequacy of School Facilities

#### SB187 Safety Plan

Date of Last Review/Update – September 2003  
Date Last Reviewed with Staff – September 2003

The School Site Council reviews and approves a comprehensive safe school plan including data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Cottonwood School provides a safe, clean environment for learning. Students are well supervised before school, during recesses, lunch periods, and bus boarding after school. Fire drills are planned and held as required. It has a disaster preparedness plan for emergencies. The school first opened in 1897. Cottonwood was the last one-room schoolhouse in Riverside County (1975). The new facility, consisting of 10 classrooms, an office complex, a multi-purpose room, and a full kitchen, opened in April 1989. Currently, Cottonwood School has an additional seven relocatable classrooms. These rooms house the computer lab, the library, speech services, counseling services, instrumental music instruction, the physical education program, and grades six through eight.

### Preparation for the Workplace

The curriculum and programs support the preparation of students to enter the workforce. At the high schools, students have multiple opportunities to participate in career day activities, paid and unpaid work experience, academy programs, and career paths.

### Climate for Learning

Cottonwood School provides a disciplined, stimulating learning climate for students. Programs promoting a positive learning environment are in place and they serve to inform parents of classroom goals, expectations, homework policy, and the discipline plan. Daily or weekly progress reports are frequently sent home as a means of informing parents if their students are not meeting expected achievement or behavior goals. A merit system in the middle school encourages good behavior. *PeaceBuilders*, a positive behavior recognition program, has been implemented.

Outstanding citizenship, school spirit and scholarship are recognized and rewarded at monthly assemblies. Students who achieve perfect attendance, outstanding academic achievement, and physical education standouts are recognized at each trimester.

The number of suspensions and expulsions is the total number of incidents. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year.

	School			District		
	2001	2002	2003	2001	2002	2003
Suspensions	26	6	8	3182	3559	3292
Suspensions (rate)	10%	2.2%	.04%	27%	19.6%	17%
Expulsions	1	0	0	103	75	120
Expulsions (rate)	0	.4%	0	.2%	.3%	.6%



## Instructional Materials

A District committee considers textbooks for recommendation on a cycle established by the state board of education and from a state adopted list. The recommendation is made to the District Superintendent. This committee reviews the state framework and District standards for student achievement. Teachers at the grade level for which it is being adopted then review the textbooks. Included in the textbook adoption process is a review of the state framework and District standards for student achievement, pilot use of the series in the District classrooms, as well as approval of texts by the curriculum council and Governing Board. The District's goal is that each student has use of a textbook in all core subject areas. A Math adoption was done in December 1999, Science adoption in March 2001, Reading in May 2002 and Social Studies in May 2002.

Grade Levels	Course/Content Area	Title	Publisher	Edition
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002
6-8	Eng/Lang. Arts	Holt Literature & Language Arts	Harcourt Brace	2003
K-5	Mathematics	Saxon Math	Saxon Publisher, Inc.	2001
6-7	Mathematics	Math Steps	Houghton Mifflin	2000
6-7	Mathematics	Math Applications & Connections	Glencoe	2001
8	Mathematics	Algebra 1 and Algebra 1 & 2	Glencoe	2001
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001
6-8	Science	Holt Science & Technology, Earth, Life & Physical Science	Holt, Rinehart & Winston	2001
K-5	Social Studies	Adventures in Time and Place	McGraw Hill	2000
6	Social Studies	Ancient Civilizations	Harcourt Brace	2000
7	Social Studies	Across the Centuries	Houghton Mifflin	2000
8	Social Studies	The American Nation	Prentice Hall	2000
9-12	Eng/Lang. Arts	Holt Language & Literature	Holt, Rinehart & Winston	2003

At Cottonwood School, teachers supplement the math and language arts programs in grades K-8 using individualized computer-assisted learning strategies. A component of the site's schoolwide program affords reinforcement and enrichment of reading, mathematics and language arts skills. **Skills Connection**, a commercially-available software program, is installed for teachers to generate individualized materials in the areas of mathematics and language arts for their students. Cottonwood School implements the **Accelerated Reading** program at all grade levels as well as a supplementary language arts program called Daily Oral Language. It is also implementing the **Accelerated Math** program in some of the classes.

Cottonwood has a computer lab, classroom computers, and a library. Each classroom is equipped with audio-visual equipment and the site also has a satellite telecommunications system in place. Two independent file servers network all classrooms. The site is networked to the District and the County's accounting systems. Communication drops in classrooms are wired for "Internet" access.

## Quality of Instructional Leadership

The core curriculum is clearly defined in the Hemet Unified School District's adopted standards of achievement. The staff reviews curriculum standards and framework guidelines as part of the Program Quality Review process. The curriculum standards and skills are taught in all programs, Special Education, schoolwide categorical, English language development and regular programs. Specialists in physical education and instrumental music teach the respective subjects.

The staff is afforded many opportunities for leadership roles and serves on a variety of school and District level committees. The staff and parents serve as members of the School Site Council. The staff is assigned collateral duties and takes leadership roles in such areas as Student Study Teams, middle school activities, and schoolwide activities.

## District Expenditures

The following chart compares the District with the state averages for 2001-02, which is the most current information available from the state for comparison purposes. District total dollars include salaries, instructional materials, maintenance, transportation, and capital expenses.

District	District	State Average for Districts in Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$112,150,753	\$6,360	\$6,770	\$6,719

To help ensure a quality education for all students, state and federal funding is provided to Cottonwood Elementary School for the following special programs to supplement the core instructional program provided by the school District:

- School Improvement Program
- Special Education
- Lottery Allocation

## Salary Comparison

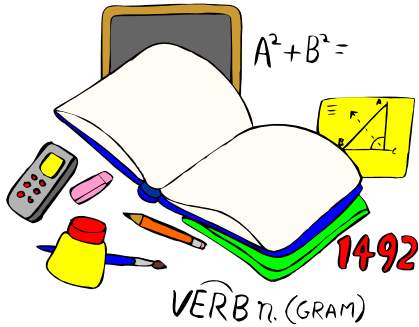
Average salaries are reported for the 2001-02 school year, the most recent year for which statewide averages are available. The District spent 43.24% of the total District budget on teachers' salaries as compared to the statewide average of 43.30%. The District spent 4.93% of the total District budget on administrators' salaries as compared to the statewide average of 5.44% for Districts in the same category.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$33,801	\$35,278
Mid-Range Teacher Salary	\$55,969	\$56,381
Highest Teacher Salary	\$73,972	\$72,141
Average Principal Salary (Elementary)	\$90,694	\$88,747
Average Principal Salary (Middle)	\$95,471	
Average Principal Salary (High)	\$101,587	
Superintendent Salary	\$147,060	\$145,316
Percentage of Budget for Teachers Salaries	43.24	43.30
Percentage of Budget for Administrative Salaries	4.93	5.44

### Student Support Services

Our school was serviced by the following student support staff in the 2002-03 school year.

Title	FTE
Counselors	.5



### Instructional Minutes and Minimum Days

The California Education Code establishes a required number of minutes per year for each grade. The accompanying chart displays the number of instructional minutes offered in this school year by grade level compared with the total number of instructional minutes required by law. Hemet Unified School District offers 180 instructional days per year. This meets or exceeds the state minimum requirements for instructional minutes. There are ten scheduled minimum days during the year.



2002-03 Instructional Minutes		
Grades	Required	Actual
K	36,000	36,000
1-3	50,400	52,260
4-5	54,000	54,130
6-8	54,000	56,615

### California Standards Test (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at [star.cde.ca.gov](http://star.cde.ca.gov) or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CALIFORNIA STANDARDS TESTS (CST) ALL STUDENTS % of Students Scoring at Advanced and Proficient Levels									
PERFORMANCE LEVEL	SCHOOL			DISTRICT			STATE		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>ENGLISH LANGUAGE ARTS</b>									
PROFICIENT OR ADVANCED	29	30	34	27	29	33	30	32	35
NOT TESTED	6	2	0	8	7	1	6	8	1
<b>MATHEMATICS</b>									
PROFICIENT OR ADVANCED	-	35	31	-	26	30	-	31	35
NOT TESTED	-	-	-	-	-	-	-	-	-
<b>SCIENCE</b>									
PROFICIENT OR ADVANCED	-	-	-	-	27	26	-	30	27
NOT TESTED	-	-	-	-	-	-	-	-	-
<b>HISTORY/SOCIAL SCIENCE</b>									
PROFICIENT OR ADVANCED	-	-	11	-	30	27	-	28	28
NOT TESTED	-	-	-	-	-	-	-	-	-

CALIFORNIA STANDARDS TESTS (CST) RACIAL/ETHNIC GROUPS % of Students Scoring at Advanced and Proficient Levels							
PERFORMANCE LEVEL	AFRICAN-AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE (NOT HISPANIC)
<b>ENGLISH LANGUAGE ARTS</b>							
PROFICIENT OR ADVANCED	-	-	-	-	20	-	41
NOT TESTED	-	-	-	-	0	-	1
<b>MATHEMATICS</b>							
PROFICIENT OR ADVANCED	-	-	-	-	21	-	34
NOT TESTED	-	-	-	-	-	-	-
<b>HISTORY/SOCIAL SCIENCE</b>							
PROFICIENT OR ADVANCED	-	-	-	-	4	-	19
NOT TESTED	-	-	-	-	-	-	-

CALIFORNIA STANDARDS TESTS (CST) SUBGROUPS % of Students Scoring at Advanced and Proficient Levels								
PERFORMANCE LEVEL	MALE	FEMALE	ENGLISH LEARNERS	SOCIOECONOMICALLY DISADVANTAGED		STUDENTS WITH DISABILITIES		MIGRANT EDUCATION SERVICES
				YES	NO	YES	NO	
<b>ENGLISH LANGUAGE ARTS</b>								
PROFICIENT OR ADVANCED	33	35	7	28	42	6	39	-
NOT TESTED	1	0	0	1	0	3	0	-
<b>MATHEMATICS</b>								
PROFICIENT OR ADVANCED	26	35	22	29	33	19	33	-
NOT TESTED	-	-	-	-	-	-	-	-
<b>HISTORY/SOCIAL SCIENCE</b>								
PROFICIENT OR ADVANCED	11	11	-	4	19	0	16	-
NOT TESTED	-	-	-	-	-	-	-	-

### *Norm-Referenced Test (NRT)*

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education) this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at [star.cde.ca.gov](http://star.cde.ca.gov) or by speaking with the school principal.

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NORM-REFERENCED TEST (NRT) ALL STUDENTS % OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE									
SUBJECT	SCHOOL			DISTRICT			STATE		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
READING	57	60	46	44	45	43	44	45	43
MATHEMATICS	63	63	49	53	54	49	53	55	50

NORM-REFERENCED TEST (NRT) RACIAL/ETHNIC GROUPS % OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE							
SUBJECT	AFRICAN-AMERICAN	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	FILIPINO	HISPANIC OR LATINO	PACIFIC ISLANDER	WHITE (NOT HISPANIC)
READING	-	-	-	-	27	-	54
MATHEMATICS	-	-	-	-	42	-	53

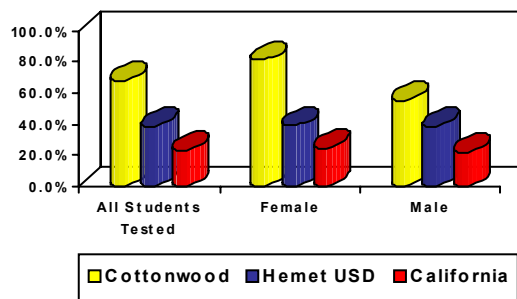
NORM-REFERENCED TEST (NRT) SUBGROUPS % OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE								
SUBJECT	MALE	FEMALE	ENGLISH LEARNERS	SOCIOECONOMICALLY DISADVANTAGED		STUDENTS WITH DISABILITIES		MIGRANT EDUCATION SERVICES
				YES	NO	YES	NO	
READING	41	51	11	40	53	17	51	-
MATHEMATICS	46	53	26	43	57	25	53	-



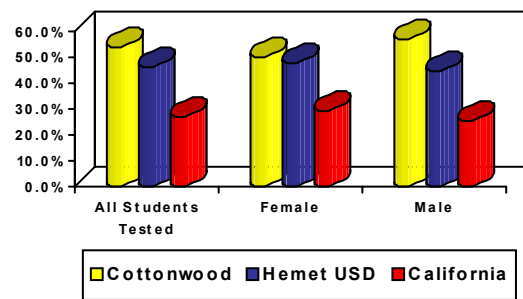
### California Fitness Test

In the spring of each year, Cottonwood Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade and the seventh grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). The following chart represents a comparison of scores for the school, district and state for the 2002-03 school year.

California Fitness Test Scores Grade 5



California Fitness Test Scores Grade 7



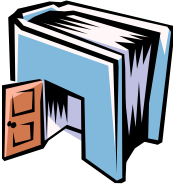
### *Adequate Yearly Progress (AYP)*

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp> or by speaking with the school principal.

GROUPS	SCHOOL			DISTRICT		
	2001	2002	2003	2001	2002	2003
All Students	—	—	Yes	—	—	Yes
African American	—	—	N/A	—	—	Yes
American Indian or Alaska Native	—	—	N/A	—	—	Yes
Asian	—	—	N/A	—	—	Yes
Filipino	—	—	N/A	—	—	N/A
Hispanic or Latino	—	—	Yes	—	—	Yes
Pacific Islander	—	—	N/A	—	—	N/A
White (Not Hispanic)	—	—	Yes	—	—	Yes
Socioeconomically Disadvantaged	—	—	Yes	—	—	Yes
English Learners	—	—	N/A	—	—	Yes
Students with Disabilities	—	—	N/A	—	—	No

### *Awards and Intervention Programs*

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the years 2002 or 2003.

SCHOOL				DISTRICT			
FEDERAL PROGRAMS	2001	2002	2003	FEDERAL PROGRAMS	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	1	0	0
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	5.3	0.0	0.0
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
CALIFORNIA PROGRAMS	2001	2002	2003				
Eligible for Governor's Performance Award	No	No	No				
Eligible for II/USP	No	—	—				
Applied for II/USP Funding	No	—	—				
Received II/USP Funding	No	—	—				

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis the state has set 800 as the API score that schools should strive to meet. API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the principal.

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percentage Tested	98	99	100	Percentage Tested	99	100	99
API Base Score	696	698	700	API Growth Score	708	707	693
Growth Target	5	5	5	Actual Growth	12	9	-7
Statewide Rank	6	6	6				
Similar Schools Rank	9	7	6				
API Subgroups—Racial/Ethnic Groups							
<b>Hispanic or Latino</b>							
API Base Score	668	647	628	API Growth Score	669	627	631
Growth Target	4	4	4	Actual Growth	1	-20	3
<b>White (Not Hispanic)</b>							
API Base Score	715	724	733	API Growth Score	727	744	723
Growth Target	4	4	4	Actual Growth	12	20	-10
<b>Socioeconomically Disadvantaged</b>							
API Base Score	642	651	667	API Growth Score	664	668	677
Growth Target	4	4	4	Actual Growth	22	17	10



### "PURSUING ACADEMIC EXCELLENCE"

#### HEMET UNIFIED SCHOOL DISTRICT

Dr. Phil Pendley, Superintendent  
Jonathan Greenberg, Deputy Superintendent  
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Linda Joyce, Assistant Superintendent

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