

## School Accountability Report Card

A Profile for the Community

### Cottonwood School

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2005-06 School Year

#### HEMET UNIFIED SCHOOL DISTRICT

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Superintendent

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#### COTTONWOOD'S VISION

**"Every person within the Cottonwood School Community will be seen as a valued individual and treated with honor and respect. Once students leave Cottonwood, they will have the necessary confidence and ability to make the appropriate choices to succeed in the academic, social, business, technological, and political world."**



#### Introduction

This "School Accountability Report Card" is an effort to communicate to you, our community, the educational status and accomplishments of your neighborhood school. Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. 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.

#### Principal's Message

Hello, my name is Carlos Navarro, Principal of Cottonwood School. I would like to share with you a little about our wonderful rural school.

The staff at Cottonwood School all share the responsibility of providing a safe school environment, a positive learning experience, and the best possible education for our students.

We believe in recognizing and rewarding students, staff, parents and community for positive effort. Certificates are presented for academic achievement, attendance, spirit, and citizenship throughout the school year. We also recognize parents/volunteers, and community supporters for their many efforts (see below). We encourage you to display your child's certificates/assignments at work and home. We want you to be as proud of your child's achievements as we are!

Cottonwood is very proud of its recent achievement in state required assessments. This year (2005) Cottonwood School earned an API of 747, up from 743 the previous year! We have also met ALL of our AYP requirements!! This achievement is a direct result of teachers, parents, and students working together to insure ALL students are learning!

This year Cottonwood will be providing all qualified grade 4-8 students with reading intervention that will occur during the instructional day. This intervention will focus on decoding and comprehension skills. This is another measure we have taken to insure all students succeed, because at Cottonwood, student success is what we are all about!

We are very fortunate to have many long time community supporters and an active P.T.S.A. (Parent-Teacher- Student Association). These groups provide our students with various activities and assemblies that further enrich the experience students receive at Cottonwood. We appreciate their support and are pleased with the many benefits our students receive as a result of their support.

We invite you to visit Cottonwood School. A visit will enable you to become better acquainted with our school and staff. To visit our school, contact our school office for arrangements.

We look forward to another exciting and rewarding year!

#### School & District Profile

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.

Cottonwood School is located in the rural community of Aguanga, California. It is 25 miles south of Hemet and 16 miles east of Temecula. Approximately three hundred (300) students are enrolled at Cottonwood in grades kindergarten through eighth. We also house a State Preschool classroom.

Hemet Unified School District, one of the geographically largest in the state, covers 700+ topographically diverse square miles and presently consists of 26 elementary, secondary and alternative 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 21,276 in 2004-05. This growth pattern is expected to continue or accelerate.

#### Opportunity for Parent Involvement

The site addresses all areas of parent involvement through their Single Plan For Student Achievement. For more information, contact the site Principal, Carlos Navarro at (951) 767-3870.

## School Enrollment by Grade Level

The following chart outlines the number of students in each grade level as reported by the California Basic Educational Data Systems (CBEDS) in 2004-05:

Grade Level	Enrollment
Kindergarten	30
Grade 1	38
Grade 2	26
Grade 3	30
Grade 4	45
Grade 5	43
Grade 6	27
Grade 7	36
Grade 8	40
Total Enrollment	315

## Demographic Information

The following chart outlines the racial/ethnic breakdown of the student body:

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	12	3.8
American Indian	6	1.9
Filipino	3	1.0
Hispanic or Latino	112	35.6
White (Not Hispanic)	181	57.5
Multiple or No Response	1	0.3

## Safety Plan

### SB187 Safety Plan

Date the plan was last updated: November 2005

Date the plan was last reviewed by the staff: November 2005

The Comprehensive Safe School Plan includes 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.

## 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.

Outstanding citizenship, school spirit and scholarship are recognized and rewarded at monthly assemblies. Students who achieve perfect

attendance and outstanding academic achievement are recognized at each trimester.

## Suspensions and Expulsions

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		
	02-03	03-04	04-05	02-03	03-04	04-05
Suspensions	8	4	9	3292	3825	3935
Suspensions (rate)	3%	1%	3%	17%	19%	18%
Expulsions	0	0	0	120	139	137
Expulsions (rate)	0%	0%	0%	.6%	.7%	.6%

## Safety and Adequacy of School Facilities

The school first opened in 1897. Cottonwood was the last active 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. Cottonwood School has since added relocatable classrooms. These rooms house the computer lab, library, and grades six through eight. Every classroom has adequate space and all the materials needed to ensure student success.

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 both planned and unplanned and held monthly. Cottonwood School also has a disaster preparedness plan for emergencies. This is also practiced during the school year.

All visitors and volunteers are required to sign in at the office, state their business, and show identification. ALL volunteers MUST be fingerprinted and screened for Tuberculosis prior to volunteering. Visitors/Volunteers are provided with a visitor badge to wear while on school grounds. They must return to sign out at the office at the end of their visit.

## Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. One full-time day custodian, a night crew, and the district maintenance staff provide ongoing custodial services. Classrooms and restrooms are cleaned on a regular basis. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist 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 school office or at the district office.

## 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. Regular and corrective maintenance is handled on a priority daily basis and emergencies are handled immediately.

## Deferred Maintenance Fund

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. For the 2005-06 school year, the district has budgeted \$1,418,667 for the deferred maintenance program. This represents .93% of the district's general fund. The district's complete deferred maintenance plan is available at the district office.

## New School Construction Projects

New construction is underway for Tahquitz High School, due to open in the fall of 2007; and Rancho Viejo Middle School, due to open in the fall of 2007. State and local bond funds will be used. Growth in student population also increased the need for a new stadium at Hemet High School, a new pool at West Valley High School, and new classrooms at Hamilton School.

## Modernization Projects

Bond and State funds will be used to finish the modernization project at Hamilton School. All other modernization projects are complete.

## Technology in the Classroom

The following chart outlines the number of computers available to the students at Cottonwood School in 2004-05. The computer count includes those used by staff for instructional activities in addition to computers available to students. This count is divided by student enrollment to arrive at the students-per-computer figure.

School Technology—2004-05	
	Numbers
Computers	73
Students per Computer	4.41
Classrooms with Internet	16

Source: California Department of Education, Educational Demographics Office (CBEDS) 2004-05

## School Facility Conditions -- Results of Inspection and Evaluation

The facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an Interim Evaluation Instrument developed by the State of California Office of Public School Construction. Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*. The evaluation was completed 11/16/05. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		All fixtures replaced in 2002
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

## Academic Data

### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Tests (CST)**

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <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.*

<b>CALIFORNIA STANDARDS TESTS (CST)</b>									
<b>ALL STUDENTS</b>									
<b>Percent of Students Achieving at the Proficient or Advanced Level (meeting or exceeding the standards)</b>									
<b>SUBJECT</b>	<b>School</b>			<b>District</b>			<b>State</b>		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	34	41	38	33	32	35	35	36	40
Mathematics	31	40	46	30	27	29	35	34	38
Science	-	35	55	26	21	20	27	25	27
History-Social Science	11	38	22	27	26	30	28	29	32

<b>2004-05 CALIFORNIA STANDARDS TESTS (CST)</b>							
<b>RACIAL/ETHNIC GROUPS</b>							
<b>Percent of Students Achieving at the Proficient or Advanced Level (meeting or exceeding the standards)</b>							
<b>SUBJECT</b>	<b>African American</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Pacific Islander</b>	<b>White (not Hispanic)</b>
English-Language Arts	-	-	-	-	26	-	46
Mathematics	-	-	-	-	34	-	53
Science	-	-	-	-	27	-	85
History-Social Science	-	-	-	-	7	-	32

<b>2004-05 CALIFORNIA STANDARDS TESTS (CST)</b>						
<b>SUBGROUPS</b>						
<b>Percent of Students Achieving at the Proficient or Advanced Level (meeting or exceeding the standards)</b>						
<b>SUBJECT</b>	<b>Male</b>	<b>Female</b>	<b>English Learners</b>	<b>Economically Disadvantaged</b>	<b>Students With Disabilities</b>	<b>Migrant Education</b>
English-Language Arts	34	43	14	32	11	-
Mathematics	46	46	28	43	14	-
Science	56	53	-	39	-	-
History-Social Science	27	18	-	12	-	-

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <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 PERCENT OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE									
SUBJECT	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	46	50	47	43	42	38	43	43	41
Mathematics	49	57	45	49	48	47	50	51	52

2004-05 NORM-REFERENCED TEST (NRT) RACIAL/ETHNIC GROUPS PERCENT 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	-	-	-	-	36	-	52
Mathematics	-	-	-	-	41	-	48

2004-05 NORM-REFERENCED TEST (NRT) SUBGROUPS PERCENT OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE						
SUBJECT	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	44	50	-	45	-	-
Mathematics	33	55	-	47	-	-

## California Fitness Test

In the spring of each year, Cottonwood School is required by the state to administer a physical fitness test to all students in the fifth and 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). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

GRADE LEVEL	SCHOOL			DISTRICT			STATE		
	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE	TOTAL	FEMALE	MALE
5	30.2	37.5	25.9	37.3	37.5	37.1	24.5	26.7	22.3
7	70.3	61.1	78.9	42.9	42.6	43.3	28.8	30.9	26.8

## 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 State Department of Education Web site at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/) or by speaking with the principal.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percentage Tested	100	99	100	Percentage Tested	99	100	99
API Base Score	700	691	743	API Growth Score	693	743	747
Growth Target	5	5	3	Actual Growth	-7	52	4
Statewide Rank	6	4	6				
Similar Schools Rank	6	3	8				
<b>API Subgroups—Racial/Ethnic Groups</b>							
<b>Hispanic or Latino</b>							
API Base Score	628	628	692	API Growth Score	631	686	672
Growth Target	4	4	2	Actual Growth	3	58	-20
<b>White (Not Hispanic)</b>							
API Base Score	733	720	768	API Growth Score	723	769	787
Growth Target	4	4	2	Actual Growth	-10	49	19
<b>Socioeconomically Disadvantaged</b>							
API Base Score	667	674	715	API Growth Score	677	715	727
Growth Target	4	4	2	Actual Growth	10	41	12

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved

SCHOOLWIDE	SCHOOL			DISTRICT		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	No	No	No

# School Accountability Report Card

## AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. Note: "n/a" means that the student group is not numerically significant.

SCHOOLWIDE AND SUBGROUPS	SCHOOL			DISTRICT		
	02-03	03-04	04-05	02-03	03-04	04-05
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	n/a	n/a	n/a	Yes	Yes	Yes
American Indian or Alaska Native	n/a	n/a	n/a	Yes	Yes	Yes
Asian	n/a	n/a	n/a	Yes	Yes	Yes
Filipino	n/a	n/a	n/a	n/a	n/a	Yes
Hispanic or Latino	Yes	Yes	Yes	Yes	Yes	Yes
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White (Not Hispanic)	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	n/a	n/a	n/a	Yes	Yes	No
Students with Disabilities	n/a	n/a	n/a	No	No	No

### Class Size:

#### Average Class Size and Class Size Distribution

Cottonwood maintained an average class size of 25.9 for 2004-05. The following charts outline the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level for 2002-03, 2003-04 and 2004-05 as reported by California Basic Educational Systems (CBEDS) for each year:

2002-03				
Grade	Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+
K	19.0	1		
3	25.0		1	
4	25.0		1	
5	29.0		1	
K-3	18.5	4		

2003-04				
Grade	Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+
K	20.0	1		
3	20.0	1		
4	33.0			1
K-3	19.3	2	1	
4-8	35.0			1

2004-05				
Grade	Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+
K	20.0	1		
1	10.0	1		
2	20.0	1		
3	23.0		1	
4	34.0			1
5	29.0		1	
K-3	20.0	2		
4-5	25.0		1	

#### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2002-03	2003-04	2004-05
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## Average Teaching Load and Teaching Load Distribution

The following data are the average class size and number of classrooms that fall into each size category (i.e., number of student), by subject area, as reported by CBEDS.

2002-03				
Subject	Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+
Social Science	31.7		2	1

2003-04				
Subject	Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+
Social Science	30.5		2	

2004-05				
Subject	Number of Classrooms			
	Avg. Class Size	1-22	23-32	33+
English	29.7		2	1
Mathematics	30.3		1	2
Science	30.7		1	2
Social Science	30.7		1	2

### Teacher and Staff Information:

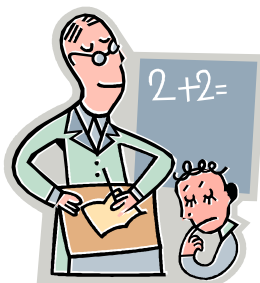
#### Professional Qualifications of Teachers

Teachers must have a valid California teaching credential with authorization to teach specific subject required. Bilingual/Spanish is desirable.

#### Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	2003-04	2004-05	2005-06
Vacant Teacher Positions	0	0	0



## Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	School	District
	74.2	
All Schools in District		47.9
High-Poverty Schools in District		38.4
Low-Poverty Schools in District		32.5

### Substitute Teachers

All substitute teachers hold the appropriate California credential as required by the Commission on Teacher Credentialing. They are required to have a Bachelors 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 2004-05 school year there were more than 500 substitute teachers available district-wide. When there are an insufficient number of substitute's available, site administrators and certificated staff members are asked to cover the classes. We were able to supply subs whenever requested with zero impact on the Educational Program during the 2004-05 school year.

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by California Basic Educational Data Systems (CBEDS). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2002-03	2003-04	2004-05
Total Teachers	15	14	16
Teachers with Full Credential	15	14	16
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	2	3
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## ***Teacher Misassignments***

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2003-04	2004-05	2005-06
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

## ***Teacher Education Level***

Data reported are the percent of teachers by education level:

	School	District
Doctorate	0.0	0.8
Master's Degree plus 30 or more semester hours	18.8	25.4
Master's Degree	25.0	26.3
Bachelor's Degree plus 30 or more semester hours	43.8	22.9
Bachelor's Degree	12.5	24.3
Less than Bachelor's Degree	0.0	0.2

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

Teachers at Cottonwood are evaluated on a regular basis by the principal who has been identified as qualified per the 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 evaluations are sent to the Personnel Department. The criteria for the evaluation process is outlined in the Bargaining Unit Contract.

The school district provides all teachers with opportunities for professional growth and training in a variety of programs. The focus is on the incorporation of a standards-based instructional program. District priorities are defined in the current LEA Addendum as AB 466 (language arts and mathematics), AB 75 (administrative), AB 2913 (ELD), BTSA (beginning teacher support), and special education topics. Faculty at program improvement schools is given priority enrollment in professional development workshops. The district's PAR (Peer Assistance and Review) program serves veteran teachers who desire specific assistance. In addition to 2.6 BTSA teacher-coaches, the district has three elementary teacher-coaches and two secondary teacher-coaches to provide professional development in language arts and mathematics. Categorical funds at the district and site level support a

Professional Development Department staff of a director and secretary who coordinate professional development.

## **Curriculum and Instruction:**

### ***Quality of Instructional Leadership***

Principal's education includes a Bachelor's Degree in Liberal Arts and a Master's Degree in Educational Administration. He has seven years experience as a classroom teacher and eight years as an administrator.

The principal believes in collaborative decision-making and accomplishes this through a Leadership Team and staff collaboration. The Leadership Team is composed of both Certificated (teachers) and Classified (support personnel) employees. Decisions are reached through a collaborative process and involves input from all stakeholders. The Leadership Team meets once a month or as needed.

Expectations for quality instruction and student success in behavior and academics are in place at Cottonwood. Staff, committee, and grade level meetings are held to analyze and improve instruction collaboratively. Regular visitations by principal are made to classrooms and formal observations provide support and suggestions for improvement. The principal and teachers work as a team to improve instruction.

Yearly school goals are developed to support district goals and are supported through specific action plans to be implemented through out the school year. These actions are evaluated through leadership team, grade level meetings, committees, and school site council.

The core curriculum is clearly defined in the Hemet Unified School District's adopted standards of achievement. All teachers review curriculum/grade level standards and framework guidelines as part of our effort to improve. The curriculum/grade level standards and skills are taught in all programs; Special Education, English Language Development, and all regular education programs.

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 Team, middle school activities, and various school-wide activities.

### ***Instructional Materials***

At Cottonwood School, all teachers use the district adopted materials for all subject areas. For reading/language arts and mathematics this includes, Open Court Reading, Holt Literature, Saxon Mathematics, and Prentice Hall Mathematics. Supplemental resources are used as needed to support the core instruction and include Accelerated Reader and Accelerated Math.

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



## Adopted Textbooks

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. The following chart outlines the adopted textbooks we use at our school:

Grade Levels	Course/Content Area	Title	Publisher	Edition	Year Adopted
K-5	Eng/Lang. Arts	Open Court Reading	SRA/McGraw Hill	2002	May 2002
Kind. 1-5	Mathematics	Saxon Math	Saxon Publisher, Inc.	2004 2001	July 2004 Dec. 2000
K-5	Science	Harcourt Science California Edition	Harcourt Brace	2001	March 2001
K-5	Social Studies	Adventures in Time and Place	McGraw Hill	2000	May 2002
K-5	Social Studies	Health and Fitness	Harcourt School Pub	2006	July 2005
K-5	ELD	Into English	Hampton Brown	1999	June 2000
K-5	Health	Harcourt Health & Fitness	Harcourt, Inc.	2006	July 2005
K-7	Health	Know Your Body	American Health Foundation	1988	June 1990
6-8	Eng/Lang. Arts	Holt Literature & Lang Arts	Harcourt Brace	2003	May 2002
6	Mathematics	Saxon 87, 2 <sup>nd</sup> Ed.	Saxon Publisher, Inc.	1999	Dec. 2004
7	Mathematics	Pre-Algebra	Prentice Hall	2001	July 2004
8	Mathematics	Algebra 1	Prentice Hall	2001	July 2004
6 7 8	Science	Earth Science Life Science Physical Science	Holt, Rinehart & Winston	2001 2001 2001	March 2001
6	Social Studies	Ancient Civilizations	Harcourt Brace	2000	May 2002
7	Social Studies	Across the Centuries	Houghton Mifflin	1999	May 2002
8	Social Studies	The American Nation	Prentice Hall	2000	May 2002
6-8	Foreign Language	Dime! Uno	McDougal Littell	1997	
6-8	Social Studies	Decisions for Health	Holt Rinehart Winston	2005	July 2005
6-12	ELD	Making Connections Voices in Literature	Heinle & Heinle	1996	June 2000
6-8	Health	Holt Decisions for Health	Holt, Rinehart & Winston	2005	July 2005
<b>Interventions Programs for Reading/Language Arts</b>					
4-12	Reading/Language Arts	SRA/Reach High Point EI Scholastic Read 180	SRA/McGraw Hill Hampton-Brown Co. Scholastic, Inc.	2002 2001 2002	July 2005

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

Each school is required to have sufficient state-adopted and standards-aligned textbooks and other instructional materials for each pupil, including English learners. These materials must be consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history/social science and health.



Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	Adequate for current enrollment as of 2/22/06
Mathematics	Adequate for current enrollment as of 2/22/06
Science	Adequate for current enrollment as of 2/22/06
History/Social Science	Adequate for current enrollment as of 2/22/06
Health	Adequate for current enrollment as of 2/22/06

## Special Programs

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

- School Improvement Program (SIP)
- Special Education
- California Lottery Allocation
- 21st Century
- Title I
- Economic Impact Aid (EIA)
- Gifted and Talented Education (GATE)

## 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 four scheduled minimum days during the year. These minimum are days are reserved exclusively for parent-teacher conferences.

2004-05 Instructional Minutes		
Grades	Required	Actual
K	36,000	36,000
1-3	50,400	52,596
4-5	54,000	54,720
6-8	54,000	56,520

## Student Progress

Student progress is measured and monitored through local assessments as well as state mandated assessments (CAT 6 and CST). Student progress has increased every year over the past several years as measured by CAT 6 and CST scores. We are very proud of our students' achievement.

### Processes for monitoring student performance and progress:

Student progress is monitored regularly with all students taking six week assessments in both Language Arts and Mathematics. These assessments are based on standards-based curriculum and are a valuable tool for monitoring and planning instruction. Our students also participate in state mandated testing (CAT 6 and CST). These assessments are administered during April/May of every school year.

### Processes for reporting student progress to staff, students, parents, and the school community:

Teachers and staff members are notified of CAT 6 and CST data at the beginning of every school year. Parents and students are notified of this data via mail from the California Department of Education. The data from these assessments are also shared/explained/discussed with parents and students at the beginning of each school year through parent-teacher conferences. Local assessment data and general student achievement are also reported to parents through frequent parent teacher conferences.

## Fiscal and Expenditure Data:

### District Expenditures

The following chart compares the District with the state averages for 2003-04, 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)
\$121,055,457	\$6,297	\$6,987	\$6,919

### Salary Comparison

Average salaries are reported for the 2003-04 school year, the most recent year for which statewide averages are available. The District spent 42.7% of the total District budget on teachers' salaries as compared to the statewide average of 42.5%. The District spent 6.8% of the total District budget on administrators' salaries which is the same as the statewide average of 5.4% for Districts in the same category.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,139	\$36,416
Mid-Range Teacher Salary	\$56,519	\$57,615
Highest Teacher Salary	\$74,712	\$72,229
Average Principal Salary (Elementary)	\$92,154	\$92,400
Average Principal Salary (Middle)	\$94,998	\$96,144
Average Principal Salary (High)	\$104,655	\$103,778
Superintendent Salary	\$160,710	\$153,803
Percentage of Budget for Teachers Salaries	42.7	42.5
Percentage of Budget for Administrative Salaries	6.8	5.4

