



Cottonwood Creek School

2400 Central Parkway • Dublin, CA 94568 • 925-833-3333 • Grades K-8

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<https://www.dublin.k12.ca.us/Domain/1742>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

Dublin Unified School District

7471 Larkdale Avenue

Dublin, CA 94568

925-828-9551

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District Governing Board

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Megan Rouse

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Assistant Superintendent

Educational Services

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Assistant Superintendent

Human Resources

School Description

Cottonwood Creek School was established in August 2018 to serve Kindergarten through Eighth grade general education and special education students. The school is located in the eastern side of Dublin in a growing housing community. The physical land encompasses ten (10) acres and contains three (3) bio-retention ponds to capture rain water into a retention tank incorporated into the design of the campus. Some of the many features of the campus include: a library with over 10,000 titles; two Flex rooms to house special events for students; a natural grass field surrounded by a two-lane track; a music building with multiple practice rooms and instrument storage lockers; performance ability stage which can be accessed via indoors or outdoors for productions; garden boxes for student's to design and plant various crops; and technology available in every classroom for student daily use. Our student population is diverse and includes more than 100 English Language Learners speaking 26 different languages. As a faculty, the implementation of an International Baccalaureate program is being pursued for the academic benefits of our students in Kindergarten through the eighth grade.

The Cottonwood Creek Mission was created in spring 2019

MISSION STATEMENT

Cottonwood Creek Community inspires all students and staff in becoming lifelong global learners by cultivating a safe and supportive K-8 environment that fosters educational excellence, critical thinking, and well-rounded, inclusive individuals.

HOWLS

- Hardworking
- Optimistic
- World-focused
- Leaders of tomorrow
- Safe and Supportive

Types of Services Funded

The PFC raises significant funds. Each year the PFC board meets to determine how their funds will be spent in support of school programs. The PFC has established the support of school wide goals, as a priority for funding, as written in the School Plan for Student Achievement (SPSA) as approved by the School Site Council (SSC) and DUSD School Board.

ASB raises significant fun through a walk/run.

The SSC oversees the designated Intervention Budget. The designated Intervention Budget supports funding for teacher collaboration within and across grade levels in support of language arts, mathematics, science, and character development. This budget supports our intervention program including instructional materials, New Comer Class, Math Academy Class and two intervention specialists.

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 the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	105
Grade 2	140
Grade 3	110
Grade 4	82
Grade 5	96
Grade 6	95
Grade 7	72
Grade 8	2
Total Enrollment	813

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	1.1
Asian	78.5
Filipino	3.2
Hispanic or Latino	5
Native Hawaiian or Pacific Islander	0.4
White	4.7
Two or More Races	5.5
Socioeconomically Disadvantaged	7.5
English Learners	16.6
Students with Disabilities	3.7
Homeless	0.2

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 for Cottonwood Creek	17-18	18-19	19-20
With Full Credential		35	43
Without Full Credential		2	1
Teaching Outside Subject Area of Competence		0	0

Teacher Credentials for Dublin Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	558
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Cottonwood Creek School

Indicator	17-18	18-19	19-20
Teachers of English Learners		2	0
Total Teacher Misassignments*		4	0
Vacant Teacher Positions		0	1

* 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)

The availability and sufficiency of instructional materials meets the expectations established in the Williams Settlement. The instructional materials are current and consistent with the instructional materials cycle adopted by the State Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Starfall (Kindergarten) Adopted 2016</p> <p>Benchmark Advanced (1-5) Adopted 2018</p> <p>Pearson: California Literature Reading and Language (6-7) Pearson: Reality Central Readings in the Real World Prentice Hall: Writing and Grammar Handbook (Adopted 2010)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Scott Foresman Envision Math (K-5) Adopted 2015</p> <p>Grade 6: Math Course 1, Vol 1 & Math Course 1, Vol 2, Glencoe Publishing (Adopted 2014) Grade 7: Math Course 2, Vol 1 & Math Course 2, Vol 2, Glencoe Publishing (Adopted 2014) Grade 7: Accelerated Math A Pre Algebra Program 7, Glencoe Publishing (Adopted 2014)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Harcourt California Science (K-5) Adopted 2008</p> <p>Pearson Prentice Hall: Focus on Earth Science, CA Edition Pearson Prentice Hall: Focus on Life Science, CA Edition Pearson Prentice Hall: Focus on Physical Science, CA Edition (Adopted 2008)</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Scott Foresman History/Social Science (K-5) Adopted 2008</p> <p>Holt, Rinehart & Winston: Ancient Civilizations, CA Edition Holt, Rinehart & Winston: Medieval to Early Modern Times, CA Edition Holt, Rinehart & Winston: U.S. History (Independence to 1914), CA Edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Decisions for Health (Level Blue), Holt</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/18/18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Unisex Bathroom: Exhaust fan not working.
Interior: Interior Surfaces	Good	E204: Ceiling tile is loose. Storage/B219: Ceiling tile has a water stain (Hallway).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Health Room, Workroom, C103, C101, B102, B205: Unsecured items stored too high.
Electrical: Electrical	Good	E203, E206: One light panel is out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Mens Rest Room: One faucet has no flow. Unisex Bathroom: One faucet has low flow. Girls Rest Room, Boys Rest Room: One faucet has low flow. Boys Rest Room, Girls Rest Room: Faucets have a low flow. D106: Faucet handle is broken (rest room). D103, C202: Drinking fountain has low flow.
Safety: Fire Safety, Hazardous Materials	Fair	Break Room, Kitchen, MPR, Music, Library, A209, E101, E103, E104, E105, E201, E202, E203, E204, E205, E206, D101, D102, D103, D104, D105, D106, D201, D203, D205, C101, C102, C103, C104, C105, C106, C201, C202, C203, C204, C205, C206, B101, B102, B103, B104, B105, B106, B201, B203, B205: Fire extinguisher tag is outdated. A209: Fire extinguisher needs to be recharged. E104, D105, B102: Access to fire extinguisher is blocked. E201, C203: Plug in air freshener. D105: Evacuation map is not posted. D205: Plug in candle warmer
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C104: Threshold is missing.
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA		85	78	78	50	50
Math		85	74	73	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.8	21.9	41.7
7	13.4	40.3	28.4

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		3	3

Professional Development

Dedicated staff development days are scheduled on the school-year calendar during the negotiation process between the District and the local teachers association. Content for two of the three days is determined by the District staff based upon areas of focus, textbook adoption cycles, and the District's Strategic Plan. Teachers and site administrators also review CAASPP scores of the previous spring to assist in reviewing and modifying instructional programs. The third staff development day is determined in collaboration between the staff and principal.

Additional staff development opportunities take place during training in which teachers are released through the use of substitutes to collaborate with peers and an Instructional Coach or develop Units of study. In addition, the District sponsors after school workshops conducted by site based Instructional Coaches. Site based Instructional Coaches also provide teacher support through in-class coaching as initiated by the classroom teacher and may provide information during staff meetings to assist teachers with instructional practices.

Staff development in our district includes participation in a Professional Learning Community (PLC), use of the District's Online Assessment Reporting system (Illuminate), technology training, mathematics, English language arts, writing, science, the use of Instructional Strategies, community climate, CPI and Response to Intervention (RTI).

During the Winter of 2018, Dublin Unified School District adopted a new English Language Arts curriculum for First through Fifth grade students. Teachers have received Professional Development on the implementation and use of the adopted materials. The District additionally has 21 days in which students are released at 2:00 p.m. (elementary) or 1:48 p.m. (secondary) for teacher collaboration as a grade level team or department.

District wide Professional Development occurred on three agreed upon days during the 2016-17, 2017-18, and 2018-19 school years.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	447	98.46	85.46
Male	223	218	97.76	82.11
Female	231	229	99.13	88.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	366	361	98.63	88.64
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.00	79.17
White	16	16	100.00	62.50
Two or More Races	23	23	100.00	78.26
Socioeconomically Disadvantaged	48	45	93.75	62.22
English Learners	115	111	96.52	72.97
Students with Disabilities	20	19	95.00	21.05
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	454	448	98.68	85.04
Male	223	220	98.65	86.36
Female	231	228	98.70	83.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	366	362	98.91	90.06
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.00	54.17
White	16	16	100.00	62.50
Two or More Races	23	23	100.00	78.26
Socioeconomically Disadvantaged	48	45	93.75	55.56
English Learners	115	113	98.26	76.11
Students with Disabilities	20	19	95.00	31.58
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.

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)

The parents at Cottonwood Creek School strive to support the site for the success of all students in Kindergarten through Seventh Grade. As a school we benefit from parental involvement through our Parent Faculty Club, English Learners Advisory Committee and School Site Council. Some additional ways in which community members may be involved on our campus include:

- Volunteering during the Instructional Day
- Art Docents
- Student Clubs
- Fundraising opportunities
- Community Events

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.

School Safety Plan

Cottonwood Creek School is a closed campus with a locking perimeter fence. Each of the building housing students have exterior hallway doors that remain locked throughout the school day. The Principal, Assistant Principal, Support Staff, and teachers monitor the school grounds. The Principal, Assistant Principal, a Campus Supervisor, and Noon Supervisors monitor students during our lunch periods. Teachers and Administration regularly review the rules for safe, responsible behavior throughout the campus. During school hours, visitors or volunteers are welcome but must use the main entrance to our campus, ring the bell for access, sign in at the office upon arrival, and wear a Visitors/Volunteer badge. Visitors and Volunteers are required to complete a Volunteer Clearance Form and have a copy of their driver's license on file in the office. Each visitor and volunteer is checked against the Megan's Law database and given a clearance by the office staff before visiting and volunteering in our classrooms.

Our School Safety Plan is revised annually by administration, support staff, certificated staff, and parents. The plan includes procedures for emergencies, locations of exit routes, and inventories of emergency supplies. Multiple copies are available in the school office and in other locations on our campus which can be easily accessed. We practice fire, shelter in place, lock down, and earthquake drills with our students and staff.

The School Safety Plan was last reviewed, updated, and discussed with the Cottonwood Creek Faculty and our School Site Council in October 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate			0.5
Expulsions Rate			0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.2	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	813.0

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									22		5	
1									26		4	
2									28		5	
3									28		4	
4									27		3	
5									32		3	
6									26	3	9	5
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
Mathematics									18	2	2	
Science									24	2	1	
Social Science												

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$62,065	\$51,374
Mid-Range Teacher Salary	\$89,732	\$80,151
Highest Teacher Salary	\$106,480	\$100,143
Average Principal Salary (ES)	\$139,700	\$126,896
Average Principal Salary (MS)	\$141,863	\$133,668
Average Principal Salary (HS)	\$154,046	\$143,746
Superintendent Salary	\$290,700	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	35%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site				
District	N/A	N/A		\$85,965.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		
School Site/ State		

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.