

Cottonwood Canyon Elementary School

32100 Lost Rd. • Lake Elsinore, CA 92532 • (951) 244-2585 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Lake Elsinore Unified School District

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Superintendent

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Deputy Superintendent

Dr. Gregory J. Bowers
Assistant Superintendent

Dr. Alain Guevara
Assistant Superintendent

Kip Meyer
Assistant Superintendent

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Executive Director

Superintendent's Message

The district is on the right track, and doing positive things by engaging all stakeholders in student achievement. Let me illustrate multiple ways education reforms are being implemented for the good of all students in every classroom as we strive to close the Achievement Gap district wide.

California's Local Control Funding Formula, coupled with a new Local Control Accountability Plan, or LCAP, are fundamental to closing the Achievement Gap.

By reforming the way we support students and teachers in the classroom—that is, by linking education spending to priority needs—district budgets will be directly accountable for closing the Achievement Gap.

LCFF will provide greater flexibility in how to best allocate our dollars, while ensuring schools receive targeted funding to meet the needs of students from low income households, foster children, and English Language learners.

Our LCAP advisory committee consists of district stakeholders including parents, teachers, administrators, and staff. The committee worked hard over many months to craft our LCAP plan, and we'd like to thank these volunteers for their service to the district.

With the transition to Common Core Standards, our classrooms may be changing, but elements of good teaching have not: understand the content, know your students, use data, and adapt. This is what we must do to prepare students to enter the global marketplace of the 21st century. We're committed to working collaboratively with our faculty and staff to meet the needs of all students.

LEUSD teachers district wide are participating in Professional Learning Communities or PLCs under Common Core. Our teachers are leading the way to Common Core through Professional Learning Communities, sharing instructional methods with each other, identifying gaps in student understanding, collaborating, and propelling all students forward.

- -Dr. Doug Kimberly, District Superintendent

Principal's Message

Cottonwood Canyon Elementary School will educate a growing, diverse population of students in grades K-5.

High academic and behavioral expectations for staff and students will foster positive self-esteem, responsibility, ethics, and support a safe school environment. Programs will promote community service and lifelong learning in a global society.

Cooperation and support of parents, business partners, community, and school will result in a successful core academic program which meets the needs of all students. This will be measured and monitored through frequent assessments. Staff and students will be encouraged to do their best and will be recognized for their efforts.

Staff development for staff and parents will be offered by District and site administration to enhance skills to maximize learning. Utilization of State and federal funding will be pursued and allocation of resources will be reviewed and evaluated to provide optimum services.

Together we work to create an environment where children thrive, discipline is essential, and honesty is inherent.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (951) 244-2585.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	165
Gr. 1	169
Gr. 2	164
Gr. 3	146
Gr. 4	156
Gr. 5	138
Total	938

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.5
Asian	2.7
Filipino	1.8
Hispanic or Latino	30.8
Native Hawaiian/Pacific Islander	0.5
White	53.5
Two or More Races	5.3
Socioeconomically Disadvantaged	35.7
English Learners	7.0
Students with Disabilities	7.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Cottonwood Canyon Elementary School	12-13	13-14	14-15
Fully Credentialed	38	39	42
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lake Elsinore Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cottonwood Canyon Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	2

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	98.87	1.13
High-Poverty Schools	98.74	1.26
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Lake Elsinore Unified School District chooses instructional materials which are aligned to State content standards, present a broad spectrum of knowledge and viewpoints, reflect society’s diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Materials for grades 9-12 are evaluated and recommended by subject area teachers. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which makes the final approval of all adopted instructional materials. Parents and community members may review adopted materials at the District office.

Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks September 11, 2013.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 11, 2013	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading {Ca} Medallion Edition, Houghton Mifflin, 2008: Adopted 2002/2012 Corrective Reading Comprehension & Decoding, SRA: Adopted 2006 Voyager Passport, Cambrium Learning: Adopted 2006 READ 180, Level A and B, Scholastic: Adopted 2006
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
Mathematics	enVision Math Common Core, Scott Foresman/Addison Wesley, 2012: Adopted 2013 Number Worlds, SRA/ McGraw-Hill: Adopted 2008 Scholastic MATH 180: Adopted 2013
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
Science	California Science, Houghton Mifflin, 2005: Adopted 2007
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	
History-Social Science	History-Social Science for California, Scott Foresman, 2006: Adopted 2006
The textbooks listed are from most recent adoption: Yes	
Percent of students lacking their own assigned textbook: 0	

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lake Elsinore Unified School District (LEUSD) is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The LEUSD Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, LEUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of the students, staff, day custodian, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures 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. LEUSD regularly assesses maintenance, modernization, and new construction needs. Any pesticide use at our school sites is in compliance with the Healthy Schools Act of 2000.

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and twice a year at the high schools in the District. A fire safety inspection is conducted once each year by the Riverside County Fire Department, while site personnel conduct site inspections on a regular basis.

The school’s Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school, and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the District office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff as a result of a crisis situation. Team members are called upon to assist across the District as necessary. As part of the comprehensive School Safety Program, School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part time.

Our school was built in 2002. It has 26 regular classrooms, six science labs, eight portables, a library, a computer lab, a multipurpose room, and five special education rooms. The designed capacity of the school is 1,300 students. Athletic facilities include a gym, dance room, and outside courts and fields.

A progressive discipline plan is in place and multiple discipline and Character Counts assemblies are conducted throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so that students may report crime anonymously and all leads are followed up immediately.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/19/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	room 101: 4 ceiling tiles stained in room room 102: stained tiles (2) room 108: ceiling tile missing and light fixture broken room 15: stained ceiling tiles room 22: 4 ea ceiling tiles stained work order in place rooms 4-8: ceiling tiles stained in room 5 from old a/c leak
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	room 108: ceiling tile missing and light fixture broken
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	200 restroom: restrooms outside room 6&7 have very loose toilet seats and need to be tightened, work order in place
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Library: door needs to be adjusted not to close hard room 103: door needs adjusting work order in progress
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	59	67	66	59	59	62	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	74	76	71	56	58	57	54	56	55
Math	77	79	78	51	52	51	49	50	50
HSS				38	38	39	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	8
Similar Schools	9	7	8

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.2	32.8	17.6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	62
All Student at the School	66
Male	64
Female	67
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	59
Native Hawaiian/Pacific Islander	
White	70
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	24	8	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	35	26	-20
Native Hawaiian/Pacific Islander			
White	23	5	-10
Two or More Races			
Socioeconomically Disadvantaged		16	-7
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Cottonwood Canyon Elementary School encourages parents to be involved in their child's education. We offer many opportunities for parent participation, including the following:

- Volunteering in the classroom
- Tutoring students
- Participating in School Site Council (SSC)
- Volunteering for Parent-Teacher Association (PTA) activities
- Helping with athletic and music activities

For more information on how to become involved at the school, please contact PTA President Kristie Fernandez at (951) 634-6278.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our School Safety Plan was reviewed by our School Site Council February 2013. The School Safety Plan was last reviewed and discussed with the school faculty February 2013.

The last review date for the school safety plan was February 21, 2013. The School Safety Plan includes information on safety drills, crisis intervention plans, safety supervision and policies governing suspensions and expulsions. The opening staff meetings for employees in August each year are a review of the above information including re-assignment of safety team duties, if necessary, based on staff needs. The School Site Council approves of our School Safety Plan annually.

The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request.

The Comprehensive Safe School Plan is fully incorporated in the Single Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (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 California Education Code Sections 35291 and 35291.5.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.6	1.0	0.005
Expulsions Rate	0.0	0.0	0.00
District	11-12	12-13	13-14
Suspensions Rate	4.5	2.9	4.4
Expulsions Rate	0.3	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		84.6

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	
Social Worker	0.00
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	0.00
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24	27	24	0		1	6	6	6	0		
Gr. 1	21.7	22	19	2	1	3	5	6	6	0		
Gr. 2	21.9	18	21	6	2	2	1	6	6	0		
Gr. 3	23.5	20	21	0	2	1	6	6	6	0		
Gr. 4	29.6	29	31	0			5	5	3	0		2
Gr. 5	24.2	26	28	2	1	1	1	5		3		4

* 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 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$37,173	\$41,761
Mid-Range Teacher Salary	\$68,201	\$66,895
Highest Teacher Salary	\$89,763	\$86,565
Average Principal Salary (ES)	\$113,893	\$108,011
Average Principal Salary (MS)	\$120,040	\$113,058
Average Principal Salary (HS)	\$122,199	\$123,217
Superintendent Salary	\$205,000	\$227,183
Percent of District Budget		
Teacher Salaries	42	38
Administrative Salaries	4	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,861	\$383	\$4,478	\$90,294
District	♦	♦	\$4,747	\$72,819
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			-5.7	24.0
Percent Difference: School Site/ State			-4.5	27.7

Types of Services Funded at Cottonwood Canyon Elementary School

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- School Library and Block Grant (SLBG)
- Economic Impact Aid (EIA)
- English Language Acquisition Program (ELAP)
- Gifted and Talented Education (GATE)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)

Professional Development provided for Teachers at Cottonwood Canyon Elementary School

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. The Instructional Support Services Division's first priority is to provide assistance for teachers and classroom para-educators to reach highly qualified status under the No Child Left Behind legislation. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. Subsequent to initial training, follow up and coaching take place districtwide. The District's goal is to provide opportunities for teachers, administrators, and staff to become highly qualified to successfully meet the learning needs of all students. An in-house professional growth program is provided for all staff.

In 2010-11, we dedicated 21 days to professional development, and in 2011-12, there were 60 days dedicated for professional development. In 2012-13, 31 days were dedicated.