

# West Cottonwood Junior High

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	West Cottonwood Junior High
<b>Street</b>	20512 West First Street
<b>City, State, Zip</b>	Cottonwood, CA. 96022
<b>Phone Number</b>	530-347-3123
<b>Principal</b>	Mrs. Terri Wright, Principal
<b>E-mail Address</b>	twright@cwusd.com
<b>Web Site</b>	<a href="http://west.cwusd.com/">http://west.cwusd.com/</a>
<b>CDS Code</b>	45-69955-6050207

<b>District Contact Information</b>	
<b>District Name</b>	Cottonwood Union School District
<b>Phone Number</b>	(530) 347-3165
<b>Superintendent</b>	Douglas Geren
<b>E-mail Address</b>	dgeren@cwusd.com
<b>Web Site</b>	<a href="http://www.cwusd.com">http://www.cwusd.com</a>

### **School Description and Mission Statement (School Year 2018-19)**

As you read through our School Accountability Report Card for the year 2018-19, it will become evident that the Cottonwood community has a fine education program in place for their children. The students continue to score higher than all but a few schools in the northern California region. Our staff is dedicated to the improvement of student's academic growth by creating a friendly, safe, open learning environment for all of our district's children.

West Cottonwood continues to maintain a high quality academic program using highly qualified teachers and the California State Teaching Standards. We are fortunate to have a School Board, Superintendent, and an administrative and teaching staff that is dedicated to promoting a positive image and to the improvement and success of all students.

West Cottonwood has establishment of a comprehensive elective program that allows our students to participate in a variety of activities such as Intro to Cooking, Choir, Art, Makerspace, and Intro to Agriculture. In addition, 8th grade students are also eligible to earn high school credit for a foreign language, and may participate in FFA.

Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8). The schools have consistently earn the reputation for high academic standards, extremely safe, well-disciplined campuses, and a school environment that is conducive to learning and parent participation.

Students at West Cottonwood Junior High School are guided by specific rules and classroom expectations that promote respect, communication, empowerment, and community. The school's discipline philosophy is based on a community-building approach to education, a partnership between students, parents, and the school, and a balance between support and accountability structures. Parents and students are informed of discipline policies through the student handbook, and other forms of written communication such as newsletters, emails, and notifications home. The principal meets with all new students and parents before they attend class and communicates to them the high standards of student behavior and the dress code. All staff members enforce the school rules in a fair and equitable manner and unacceptable behavior is quickly communicated to parents. A principal/counselor referral system in place to deal with serious and recurrent student management problems in a timely manner and in-house and/or at home suspension are used to handle aggressive student behavior.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 5</b>	100
<b>Grade 6</b>	112
<b>Grade 7</b>	90
<b>Grade 8</b>	100
<b>Total Enrollment</b>	402

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	5.0
Asian	3.2
Filipino	0.5
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.5
White	72.6
Socioeconomically Disadvantaged	53.0
English Learners	1.5
Students with Disabilities	10.4
Foster Youth	1.0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	19	19	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill 2016 Study Sync 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math (5-6) CPM (7-8)	Yes	0
Science	California Science (5) California Focus on Earth Science (6) California Focus on Life Science (7-8)	Yes	0
History-Social Science	History/Social Studies (5) Glenco McGraw Hill-Ancient Civilization (6) McDougal-Littel-World History-Medieval and Early Modern Times (7) Glenco-American Journey (8)	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

West Cottonwood Junior High School was built in 1957 and is currently comprised of 32 classrooms, a library, a computer lab, a staff lounge, a gym, a multipurpose room, a fitness room, swimming pool, and an all-weather track. Restrooms are located in the main hallway, library, and multipurpose room, and are in good working order.

A team of three full-time custodians ensures classrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to guarantee the classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are complete in a timely manner. A work order process is used to provide efficient service and that emergency repairs are given the highest priority.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: June 2017	
Overall Rating	Exemplary

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	47.0	46.0	48.0	49.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	34.0	43.0	40.0	47.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	380	97.44	46.32
Male	199	196	98.49	39.80
Female	191	184	96.34	53.26
Black or African American	--	--	--	--
American Indian or Alaska Native	23	23	100.00	34.78
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	56	98.25	37.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	279	271	97.13	49.08
Two or More Races	14	14	100.00	42.86
Socioeconomically Disadvantaged	202	197	97.52	39.09
English Learners	16	15	93.75	26.67
Students with Disabilities	35	35	100.00	11.43
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	390	382	97.95	43.19
Male	199	196	98.49	41.84
Female	191	186	97.38	44.62
Black or African American	--	--	--	--
American Indian or Alaska Native	23	23	100	34.78
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	57	57	100	33.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	279	272	97.49	47.06
Two or More Races	14	14	100	28.57
Socioeconomically Disadvantaged	202	198	98.02	31.82
English Learners	16	16	100	18.75

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	35	35	100	14.29
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## 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 2018-19)

Parents and the community are very supportive of the education programs at West Cottonwood Junior High School. Parents volunteer in classrooms, for special events, for fund raisers, on field trips as chaperones, and on various school district committees such as School Site Council and Parent Club.

The Cottonwood Foundation for Excellent Schools (CFES) is a non-profit organization that provides a network of community support for the Cottonwood School District and raised funds that will help enhance the learning and offer more educational opportunities for students.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate							10.7	9.7	9.1
Graduation Rate							82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.2	6.6	7.3	3.5	2.4	2.6	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The School Site Safety Plan is reviewed and revised annually in August. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administrators, clerical staff, and parents. The school safety plan includes steps for ensuring students and staff safety during a disaster. Emergency drills are conducted on a regular basis throughout the school year.

The safety of students and staff is a primary concern of Cottonwood Union School District, and West Cottonwood Junior High provides a safe and clean environment for students. Highly visible, organized, and professional adult supervision is provided by teachers, paraprofessionals, and administrative staff to ensure the campuses are safe and well supervised so all students can achieve social, academic, physical, and moral excellence.

The school is in compliance will all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	18	13	12		23	1	29	1	25	1	27	2
6	23	11	13	3	21	18	14	2	25	3	29	2

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	7	9	1	25.0	4	12		21.0	6	12	
Mathematics	19.0	4	6		25.0	4	10	2	24.0	2	14	
Science	17.0	6	4		31.0		4	2	31.0		6	
Social Science	15.0	7	4		26.0	1	5	1	18.0	5	5	

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	.25	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7348	\$1832	\$5516	\$61500
District	N/A	N/A	\$4290	\$62,912
Percent Difference: School Site and District	N/A	N/A	25.0	-2.1
State	N/A	N/A	\$7,125	\$63,218
Percent Difference: School Site and State	N/A	N/A	-17.5	-0.7

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.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,223	\$44,375
Mid-Range Teacher Salary	\$60,785	\$65,926
Highest Teacher Salary	\$78,433	\$82,489
Average Principal Salary (Elementary)	\$95,249	\$106,997
Average Principal Salary (Middle)	\$96,823	\$109,478
Average Principal Salary (High)	\$0	
Superintendent Salary	\$114,986	\$121,894
Percent of Budget for Teacher Salaries	32.0	32.0
Percent of Budget for Administrative Salaries	6.0	7.0

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

**Advanced Placement (AP) Courses (School Year 2017-18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers two collaboration days per month where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, staff members are encourage to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside training of their own choosing.

Cottonwood Union School District offers programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Alliance for Teacher Excellence (ATE), a State sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period.