

West Cottonwood Junior High

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Douglas Geren, Principal

Principal, West Cottonwood Junior High

About Our School

As you read through our School Accountability Report Card for the year 2014-15, 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.

Even with State budget problems and cut backs, we will continue 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. The challenges of the next five to ten years will be viewed as an opportunity for positive growth for the schools and the community.

Contact

West Cottonwood Junior High
20512 West First St.
Cottonwood, CA 96022-8808

Phone: 530-347-3123
E-mail: dgeren@cwusd.com

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Cottonwood Union Elementary
Phone Number	(530) 347-3165
Superintendent	David Alexander
E-mail Address	dalexander@cwusd.com
Web Site	http://www.cwusd.com

School Contact Information - Most Recent Year	
School Name	West Cottonwood Junior High
Street	20512 West First St.
City, State, Zip	Cottonwood, Ca, 96022-8808
Phone Number	530-347-3123
Principal	Douglas Geren, Principal
E-mail Address	dgeren@cwusd.com
Web Site	http://west.cwusd.com/
County-District-School (CDS) Code	45699556050207

Last updated: 1/29/2016

School Description and Mission Statement - Most Recent Year

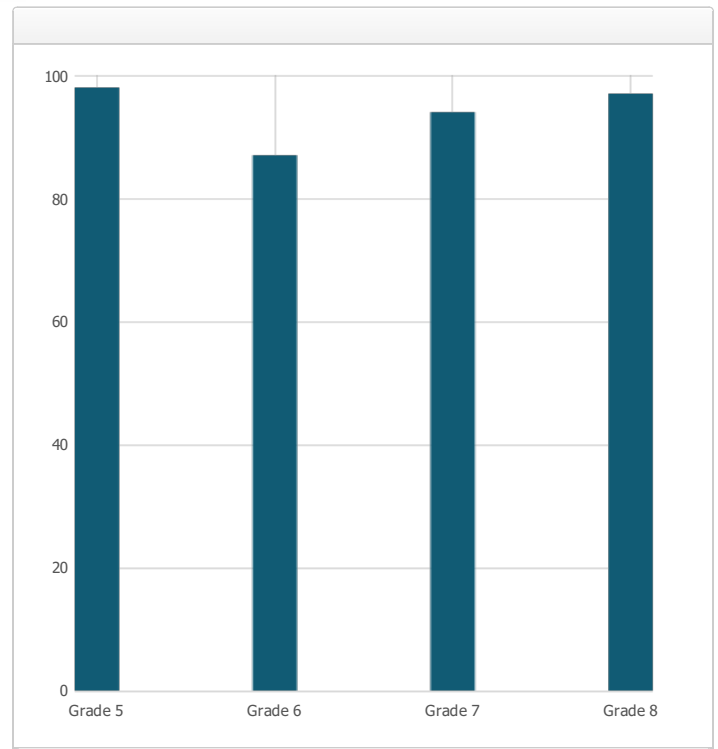
Cottonwood Union School District is located in Shasta County and encompasses 200 square miles along the Shasta-Tehama County Line. Cottonwood Union School District is comprised of two schools, North Cottonwood Elementary School (K-4) and West Cottonwood Junior High School (5-8). The schools have consistently earned 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 principal's newsletters. 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 is 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.

Last updated: 1/29/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 5	98
Grade 6	87
Grade 7	94
Grade 8	97
Total Enrollment	376



Last updated: 1/29/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5 %
American Indian or Alaska Native	1.9 %
Asian	1.6 %
Filipino	0.3 %
Hispanic or Latino	15.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	76.9 %
Two or More Races	3.5 %
Socioeconomically Disadvantaged	50.3 %
English Learners	7.2 %
Students with Disabilities	14.1 %
Foster Youth	2.1 %

Last updated: 1/29/2016

A. Conditions of Learning

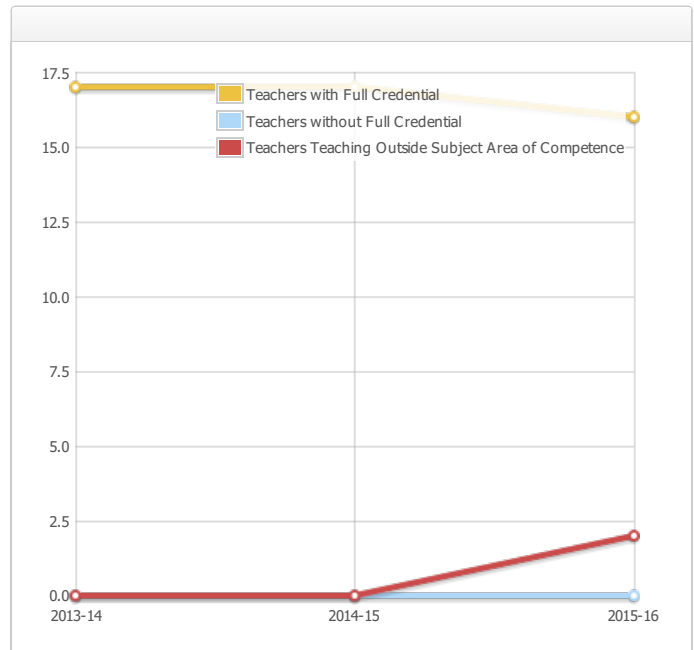
State Priority: Basic

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

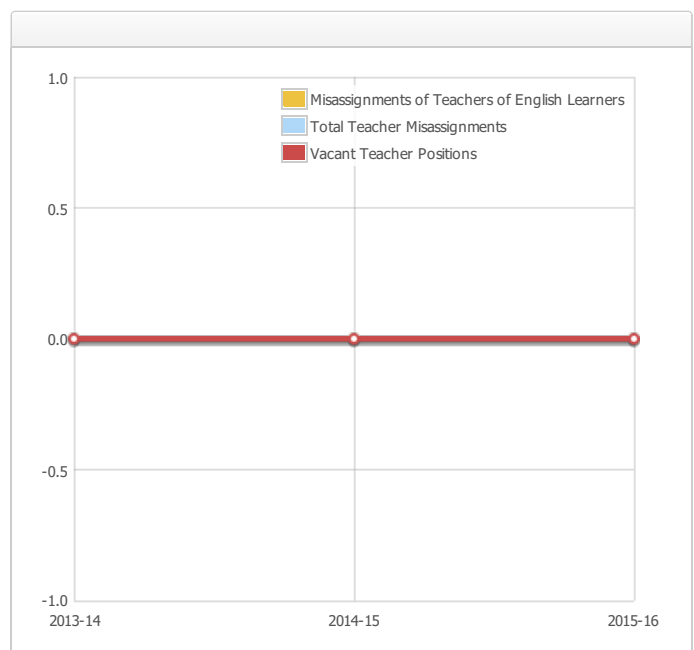
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	17	16	38
Without Full Credential	0	0	0	3
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2



Last updated: 2/1/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Last updated: 2/1/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: 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 - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0 %
Mathematics		Yes	0.0 %
Science		Yes	0.0 %
History-Social Science		Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/29/2016

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. At the time of publication (November 2012) 100% of all toilets on campus were in working condition.

A team of two full-time custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. Cottonwood Union School District administers a scheduled maintenance program to ensure that 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 completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Last updated: 1/29/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
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Last updated: 1/29/2016

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], Science California Standards Tests); 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	42.0%	44.0%
Mathematics (grades 3-8 and 11)	28.0%	33.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	98	98.0%	48.0%	28.0%	20.0%	4.0%
Male	100	46	46.0%	57.0%	24.0%	17.0%	2.0%
Female	100	52	52.0%	40.0%	31.0%	23.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	100	3	3.0%	--	--	--	--
Asian	100	1	1.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	100	19	19.0%	58.0%	26.0%	11.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	100	73	73.0%	44.0%	29.0%	23.0%	4.0%
Two or More Races	100	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	100	53	53.0%	58.0%	23.0%	17.0%	2.0%
English Learners	100	5	5.0%	--	--	--	--
Students with Disabilities	100	9	9.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/29/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	25.0%	38.0%	30.0%	6.0%
Male	88	39	44.3%	38.0%	28.0%	28.0%	3.0%
Female	88	48	54.5%	15.0%	46.0%	31.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	88	3	3.4%	--	--	--	--
Asian	88	2	2.3%	--	--	--	--
Filipino	88	0	0.0%	--	--	--	--
Hispanic or Latino	88	10	11.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	70	79.5%	23.0%	34.0%	34.0%	7.0%
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	45	51.1%	36.0%	38.0%	22.0%	2.0%
English Learners	88	5	5.7%	--	--	--	--
Students with Disabilities	88	12	13.6%	92.0%	8.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/29/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	95	94	98.9%	26.0%	29.0%	32.0%	13.0%
Male	95	54	56.8%	30.0%	31.0%	26.0%	13.0%
Female	95	40	42.1%	20.0%	25.0%	40.0%	13.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	95	1	1.1%	--	--	--	--
Asian	95	1	1.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	95	12	12.6%	17.0%	33.0%	42.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	95	78	82.1%	28.0%	27.0%	29.0%	14.0%
Two or More Races	95	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	95	54	56.8%	35.0%	39.0%	20.0%	4.0%
English Learners	95	5	5.3%	--	--	--	--
Students with Disabilities	95	12	12.6%	75.0%	17.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/29/2016

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	102	99	97.1%	18.0%	20.0%	47.0%	14.0%
Male	102	47	46.1%	26.0%	19.0%	45.0%	11.0%
Female	102	52	51.0%	12.0%	21.0%	50.0%	17.0%
Black or African American	102	1	1.0%	--	--	--	--
American Indian or Alaska Native	102	2	2.0%	--	--	--	--
Asian	102	2	2.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	102	15	14.7%	20.0%	40.0%	40.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	102	71	69.6%	15.0%	18.0%	51.0%	15.0%
Two or More Races	102	8	7.8%	--	--	--	--
Socioeconomically Disadvantaged	102	43	42.2%	26.0%	23.0%	47.0%	5.0%
English Learners	102	7	6.9%	--	--	--	--
Students with Disabilities	102	13	12.7%	69.0%	15.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/29/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	98	98.0%	46.0%	29.0%	19.0%	6.0%
Male	100	46	46.0%	50.0%	28.0%	13.0%	9.0%
Female	100	52	52.0%	42.0%	29.0%	25.0%	4.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	100	3	3.0%	--	--	--	--
Asian	100	1	1.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	100	19	19.0%	47.0%	32.0%	11.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	100	73	73.0%	44.0%	29.0%	22.0%	5.0%
Two or More Races	100	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	100	53	53.0%	51.0%	34.0%	8.0%	8.0%
English Learners	100	5	5.0%	--	--	--	--
Students with Disabilities	100	9	9.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 Level 2 = Standard nearly met
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 Level 4 = Standard exceeded

Last updated: 1/29/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	85	96.6%	38.0%	34.0%	20.0%	8.0%
Male	88	37	42.0%	46.0%	30.0%	19.0%	5.0%
Female	88	48	54.5%	31.0%	38.0%	21.0%	10.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	88	3	3.4%	--	--	--	--
Asian	88	2	2.3%	--	--	--	--
Filipino	88	0	0.0%	--	--	--	--
Hispanic or Latino	88	10	11.4%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	68	77.3%	34.0%	34.0%	24.0%	9.0%
Two or More Races	88	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	88	43	48.9%	44.0%	35.0%	19.0%	2.0%
English Learners	88	5	5.7%	--	--	--	--
Students with Disabilities	88	11	12.5%	91.0%	9.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/29/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	95	93	97.9%	37.0%	33.0%	16.0%	13.0%
Male	95	53	55.8%	40.0%	30.0%	15.0%	15.0%
Female	95	40	42.1%	33.0%	38.0%	18.0%	10.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	95	1	1.1%	--	--	--	--
Asian	95	1	1.1%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	95	12	12.6%	33.0%	25.0%	33.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	95	77	81.1%	39.0%	32.0%	13.0%	14.0%
Two or More Races	95	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	95	54	56.8%	54.0%	35.0%	6.0%	4.0%
English Learners	95	5	5.3%	--	--	--	--
Students with Disabilities	95	12	12.6%	75.0%	17.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/29/2016

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	102	99	97.1%	37.0%	30.0%	20.0%	10.0%
Male	102	47	46.1%	40.0%	23.0%	21.0%	15.0%
Female	102	52	51.0%	35.0%	37.0%	19.0%	6.0%
Black or African American	102	1	1.0%	--	--	--	--
American Indian or Alaska Native	102	2	2.0%	--	--	--	--
Asian	102	2	2.0%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	102	15	14.7%	47.0%	33.0%	7.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	102	71	69.6%	34.0%	30.0%	25.0%	8.0%
Two or More Races	102	8	7.8%	--	--	--	--
Socioeconomically Disadvantaged	102	43	42.2%	56.0%	26.0%	9.0%	5.0%
English Learners	102	7	6.9%	--	--	--	--
Students with Disabilities	102	13	12.7%	92.0%	0.0%	0.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/29/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71.0%	61.0%	57.0%	72.0%	66.0%	62.0%	59.0%	60.0%	56.0%

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62.0%
All Students at the School	57.0%
Male	59.0%
Female	55.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	40.0%
Native Hawaiian or Pacific Islander	--
White	60.0%
Two or More Races	--
Socioeconomically Disadvantaged	44.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/29/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.3%	30.6%	34.7%
7	8.9%	24.4%	45.6%

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.

Last updated: 1/26/2016

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 schoolsite

Opportunities for Parental Involvement - Most Recent Year

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

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 raises funds that will help enhance learning and offer more educational opportunities for students.

State Priority: Pupil Engagement

Last updated: 1/29/2016

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

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

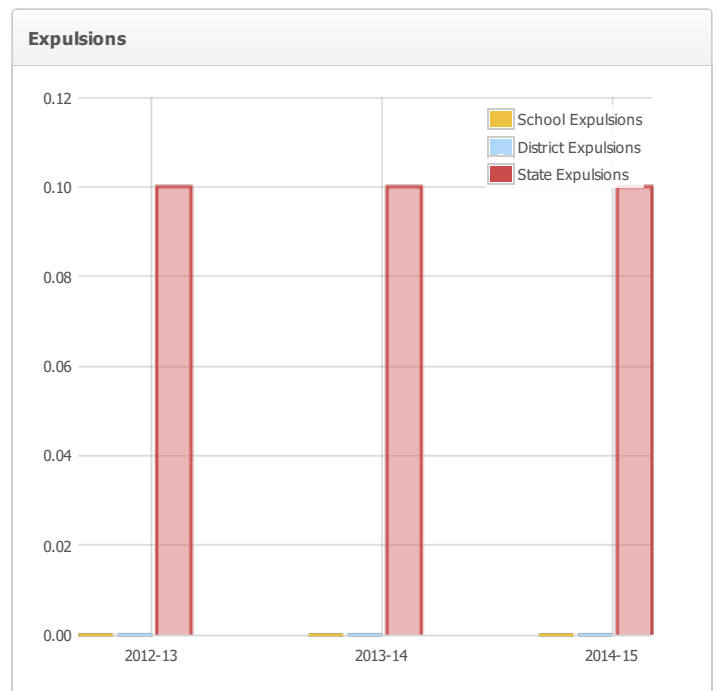
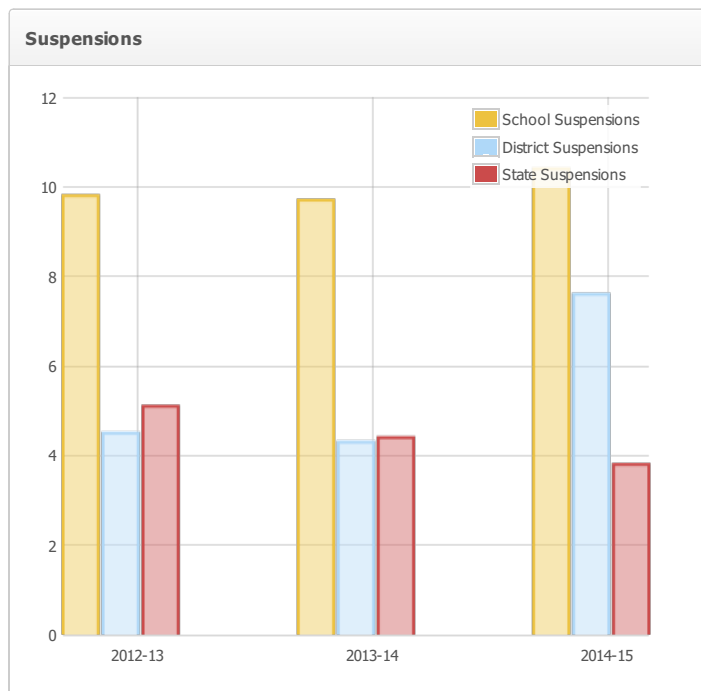
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.8	9.7	10.4	4.5	4.3	7.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/29/2016

School Safety Plan - Most Recent Year

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

West Cottonwood Junior High School provides a safe and clean environment for students, staff, and volunteers. The safety of students and staff is a primary concern of Cottonwood Union School District. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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.

Last updated: 1/29/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	N/A	

Last updated: 1/29/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5	31.0	1	9	9	30.0	1	12	6	34.0		7	10
6	25.0	10	8	8	21.0	14	11	4	20.0	11	14	
Other									5.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/29/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.0	3	5	7	21.0	7	11	21.0	8	10		
Mathematics	23.0	3	4	2	24.0	2	6	24.0	2	6		
Science	26.0	2	2	4	18.0	5	5	18.0	4	6		
Social Science	26.0	2	3	3	23.0	2	6	18.0	5	5		

* 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.

Last updated: 1/29/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	35.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	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.

Last updated: 1/29/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6791.0	\$1504.0	\$5287.0	\$66286.0
District	N/A	N/A	\$4620.0	\$64254.0
Percent Difference – School Site and District	N/A	N/A	15.0%	-4.0%
State	N/A	N/A	\$5348.0	\$59180.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/2016

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Cottonwood Union School District receives state and federal funding for the following categorical, special education, and support programs:

- Instructional Materials
- Class Size Reduction
- Federal, Forest Reserve Funds
- Federal, Special Education, Entitlement per UDC
- Home-to-School Transportation
- Title I, Part A - Basic Grant
- Title II, Part A - Teacher Quality

Cottonwood Union School District also receives the following one time or on-going funds:

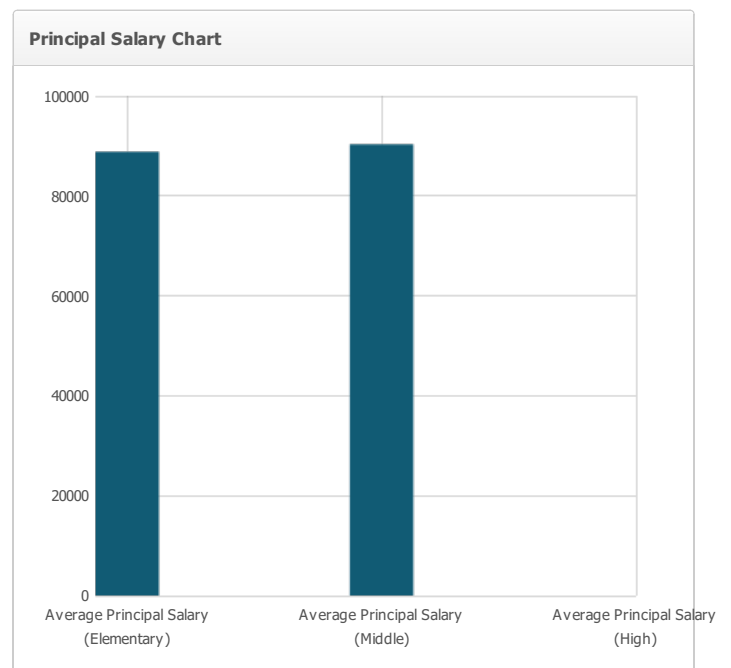
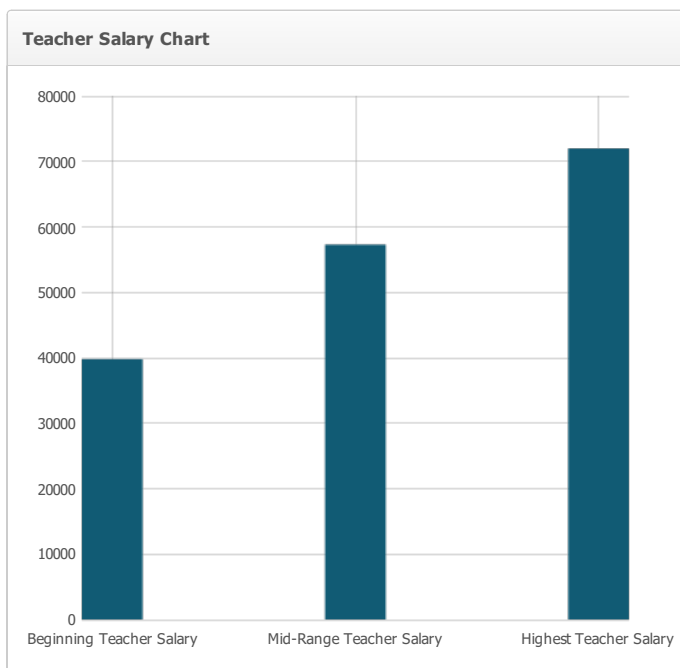
- Instructional Materials/Library/Ed Tech Block Grant

Last updated: 1/29/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,799	\$39,948
Mid-Range Teacher Salary	\$57,296	\$57,401
Highest Teacher Salary	\$71,988	\$73,183
Average Principal Salary (Elementary)	\$88,839	\$94,578
Average Principal Salary (Middle)	\$90,332	\$97,400
Average Principal Salary (High)	--	--
Superintendent Salary	\$109,386	\$112,657
Percent of Budget for Teacher Salaries	35.0%	35.0%
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/>.



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 three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition, staff members are encouraged 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 two programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA), a State-sponsored program, is designed for first and second-year credentialed teachers to provide skills assistance over a two-year period.

Last updated: 1/29/2016