West Cottonwood Junior High

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California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

</div>

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 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.

Mrs. Terri Wright, Principal

📍 Principal, West Cottonwood Junior High

About Our School

As you read through our School Accountability Report Card for the year 2016-17, 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.

The establishment of a comprehensive elective program allows our students to participate in a variety of activities such as cooking, music, 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.

Contact

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

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Cottonwood Union Elementary
Phone Number	(530) 347-3165
Superintendent	Douglas Geren
E-mail Address	dgeren@cwusd.com
Web Site	http://www.cwusd.com

School Contact Information (School Year 2017-18)	
School Name	West Cottonwood Junior High
Street	20512 West First St.
City, State, Zip	Cottonwood, Ca, 96022-8808
Phone Number	530-347-3123
Principal	Mrs. Terri Wright, Principal
E-mail Address	twright@cwusd.com
Web Site	http://west.cwusd.com/
County-District-School (CDS) Code	45699556050207

Last updated: 1/9/2018

## School Description and Mission Statement (School Year 2017-18)

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.

Last updated: 1/9/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	97
Grade 6	109
Grade 7	92
Grade 8	102
Total Enrollment	400
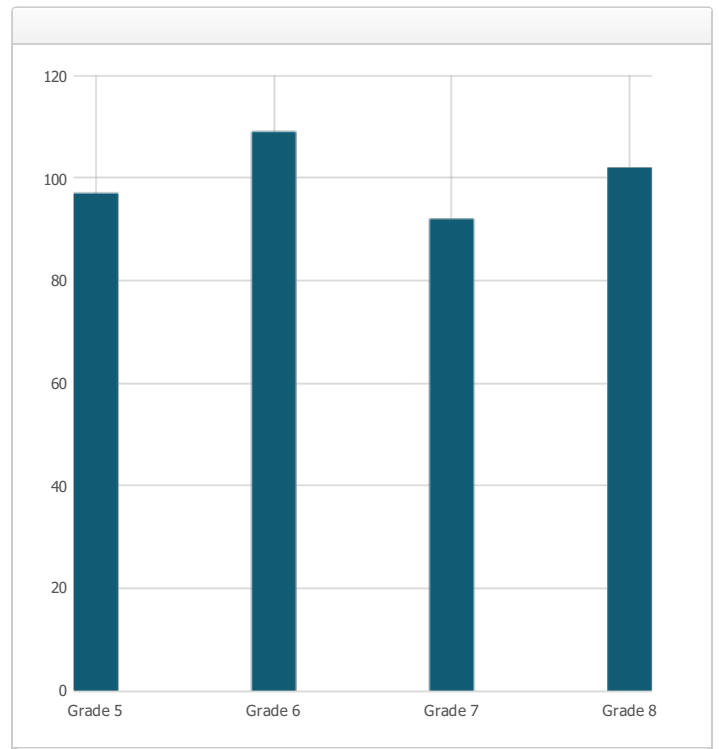
Last updated: 1/9/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	5.2 %
Asian	2.3 %
Filipino	0.5 %
Hispanic or Latino	13.7 %
Native Hawaiian or Pacific Islander	0.5 %
White	75.8 %
Two or More Races	1.5 %
Other	0.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	48.5 %
English Learners	3.9 %
Students with Disabilities	13.1 %
Foster Youth	1.3 %

Last updated: 1/10/2018

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	16	19	19	45
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0
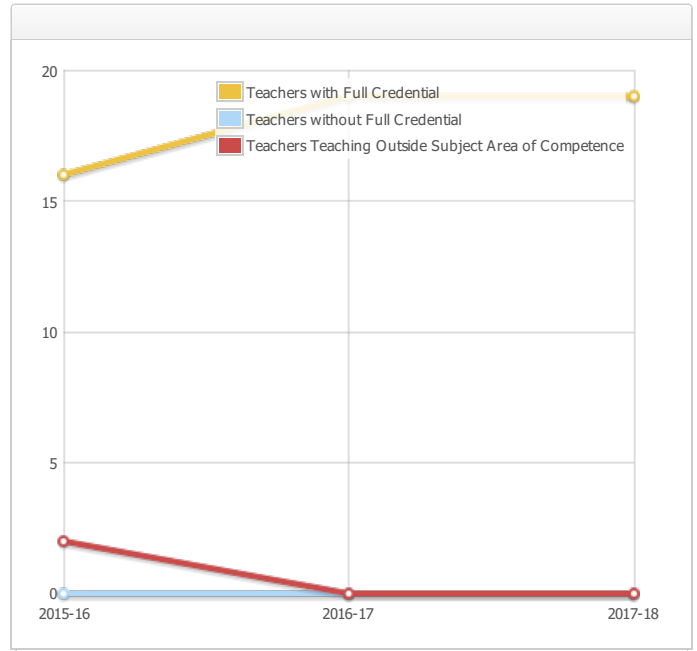
Last updated: 1/10/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
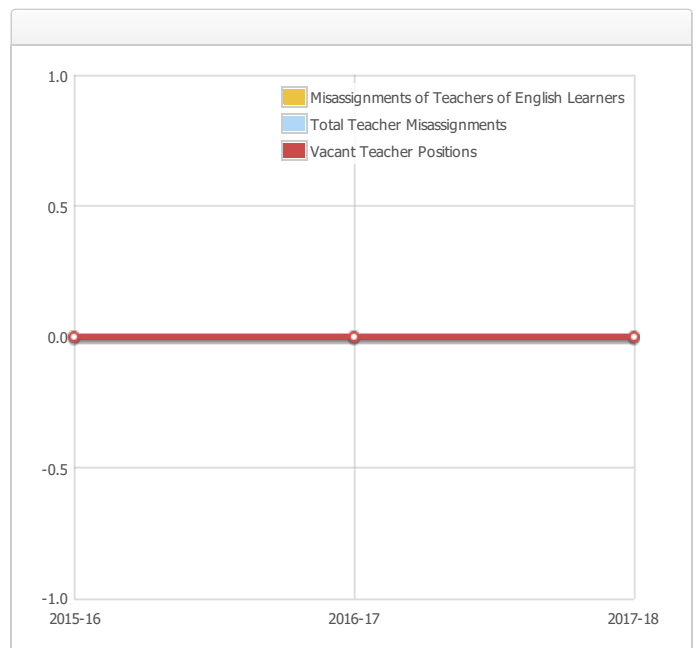
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/10/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the 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	McGraw Hill 2016 Study Sync 2016	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Go Math (5-6) CPM (7-8)	Yes	0.0 %
Science	California Science (5) California Focus on Earth Science (6) California Focus on Life Science (7-8)	Yes	0.0 %
History-Social Science	History/Social Science (5) Glencoe McGraw Hill- Ancient Civilizations (6) McDougal-Littel- World History- Medieval and Early Modern Times (7) Glencoe-American Journey (8)	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

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.

Last updated: 1/9/2018

School Facility Good Repair Status

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

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

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 1/10/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	**2015-16**	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts / Literacy (grades 3-8 and 11)	46%	47%	46%	48%	48%	48%
Mathematics (grades 3-8 and 11)	30%	34%	35%	40%	36%	37%

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: 1/9/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	389	98.23%	46.53%
Male	194	190	97.94%	36.84%
Female	202	199	98.51%	55.78%
Black or African American	--	--	--	
American Indian or Alaska Native	21	19	90.48%	52.63%
Asian	12	12	100.00%	50.00%
Filipino	--	--	--	
Hispanic or Latino	52	51	98.08%	27.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	301	297	98.67%	49.16%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	191	189	98.95%	31.75%
English Learners	25	25	100.00%	20.00%
Students with Disabilities	56	56	100.00%	12.50%
Students Receiving Migrant Education Services				
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.

Last updated: 1/9/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	396	387	97.73%	34.37%
Male	194	189	97.42%	31.22%
Female	202	198	98.02%	37.37%
Black or African American	--	--	--	
American Indian or Alaska Native	21	19	90.48%	42.11%
Asian	12	12	100.00%	50.00%
Filipino	--	--	--	
Hispanic or Latino	52	51	98.08%	17.65%
Native Hawaiian or Pacific Islander	--	--	--	
White	301	295	98.01%	35.93%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	191	188	98.43%	21.81%
English Learners	25	25	100.00%	--
Students with Disabilities	56	54	96.43%	--
Students Receiving Migrant Education Services				
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.

Last updated: 1/10/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	62.0%	62.0%	65.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/9/2018

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

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	16.0%	21.0%	36.0%
7	13.0%	27.0%	37.0%

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.

Last updated: 1/10/2018

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 (School Year 2017-18)

Parents and the community are very supportive of the education programs at West Cottonwood Junior High School. Parents volunteer in classrooms, for special events, 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

Last updated: 1/10/2018

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.1%	8.2%	6.6%	2.8%	3.5%	2.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
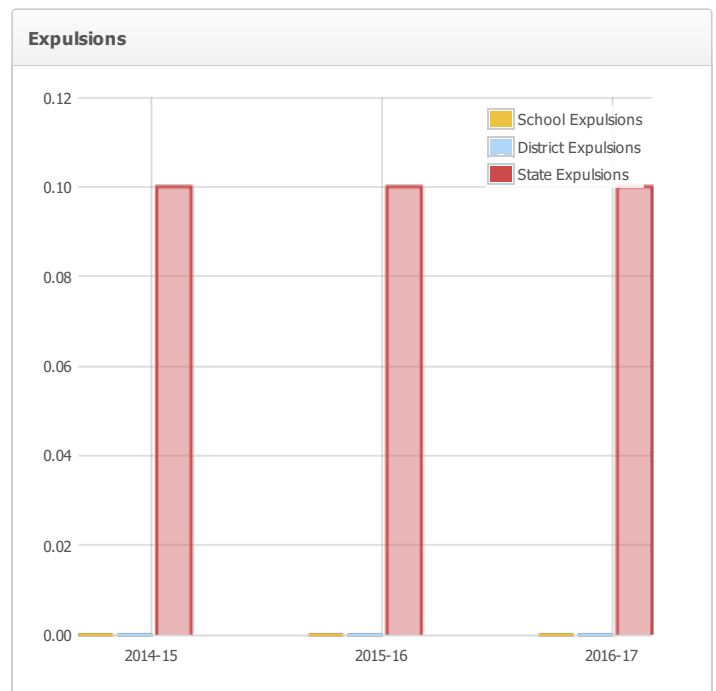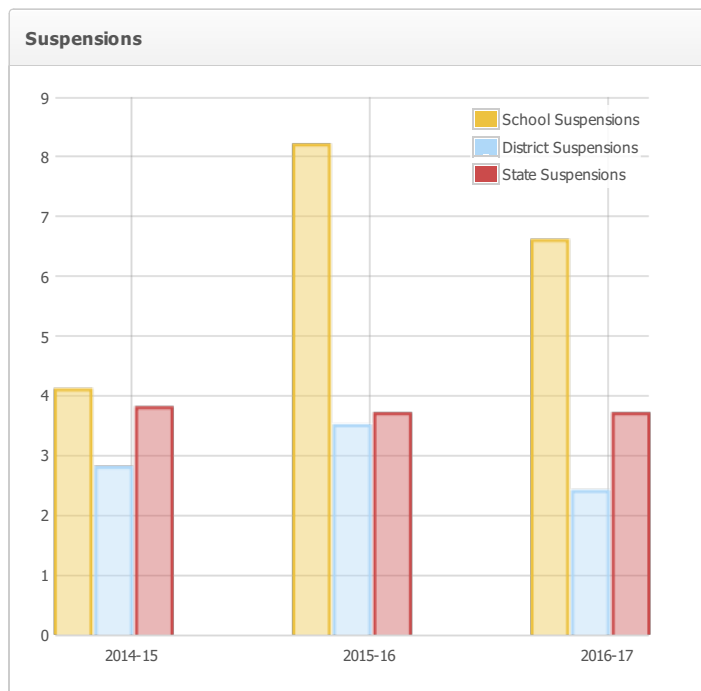
Last updated: 1/9/2018

School Safety Plan (School Year 2017-18)

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.

West Cottonwood Junior High 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: 1/10/2018

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.

Federal Intervention Program (School Year 2017-18)

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%

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
5	34.0	0	7	10	18.0	13	12	0	23.0	1	29	1
6	20.0	11	14	0	23.0	11	13	3	21.0	18	14	2
Other	5.0	1	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/9/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15 Average Class Size	1-22	23-32	33+	2015-16 Average Class Size	1-22	23-32	33+	2016-17 Average Class Size	1-22	23-32	33+
		Number of Classes *				Number of Classes *				Number of Classes *		
English	21.0	8	10	0	23.0	7	9	1	25.0	4	12	0
Mathematics	24.0	2	6	0	19.0	4	6	0	25.0	4	10	2
Science	18.0	4	6	0	17.0	6	4	0	31.0	0	4	2
Social Science	18.0	5	5	0	15.0	7	4	0	26.0	1	5	1

* 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: 1/9/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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		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.

Last updated: 1/9/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7348.0	$1832.0	$5516.0	$61500.0
District	N/A	N/A	$4290.0	$62779.0
Percent Difference – School Site and District	N/A	N/A	25.0%	-2.1%
State	N/A	N/A	$6574.0	$61939.0
Percent Difference – School Site and State	N/A	N/A	-17.5%	-0.7%

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

Last updated: 1/10/2018

Types of Services Funded (Fiscal Year 2016-17)

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, Special Education, Entitlement per UDC

- Home-to-School Transportation

- Title I, Part A Basic Grant

- Title II, Part A Teacher Quality

Last updated: 1/9/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,223	$42,598
Mid-Range Teacher Salary	$60,785	$62,232
Highest Teacher Salary	$78,433	$80,964
Average Principal Salary (Elementary)	$95,249	$102,366
Average Principal Salary (Middle)	$96,823	$104,982
Average Principal Salary (High)	$	$
Superintendent Salary	$114,986	$117,868
Percent of Budget for Teacher Salaries	34.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	7.0%

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

Teacher Salary Chart

Principal Salary Chart
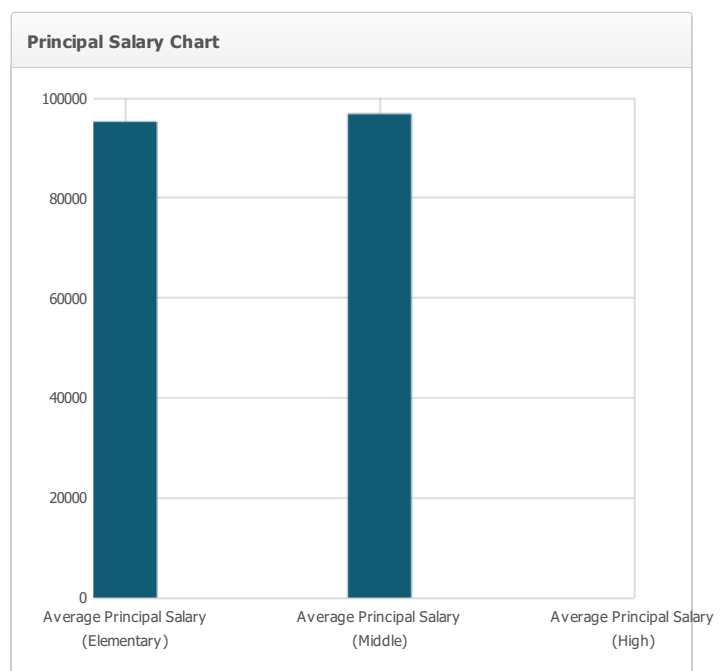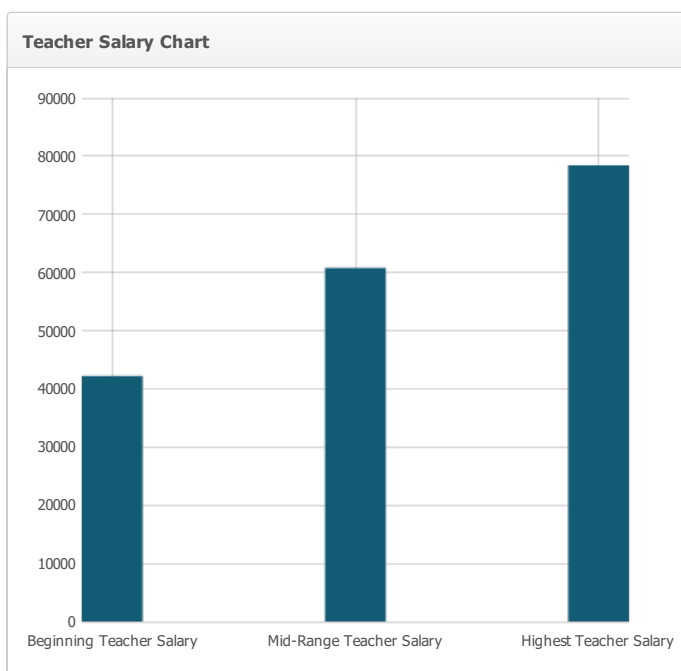
Last updated: 1/9/2018

Professional Development

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 encourage to attend workshops and conferences. All teachers have the opportunity to participate in district and school sponsored in-service training and in outside trainings 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.

Last updated: 1/9/2018