

# **West Cottonwood Junior High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **School Contact Information (School Year 2019-20)**

| <b>Entity</b>                            | <b>Contact Information</b>                                  |
|--|---|
| <b>School Name</b>                       | West Cottonwood Junior High School                          |
| <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>Email Address</b>                     | twright@cwusd.com   |
| <b>Website</b>                           | <a href="http://west.cwusd.com/">http://west.cwusd.com/</a> |
| <b>County-District-School (CDS) Code</b> | 45-69955-6050207  |

| Entity                | Contact Information                                     |
|-----------------------|---|
| <b>District Name</b>  | Cottonwood Union School District                        |
| <b>Phone Number</b>   | (530) 347-3165  |
| <b>Superintendent</b> | Mr. Douglas Geren                                       |
| <b>Email Address</b>  | dgeren@cwusd.com  |
| <b>Website</b>        | <a href="http://www.cwusd.com">http://www.cwusd.com</a> |

### School Description and Mission Statement (School Year 2019-20)

As you read through our School Accountability Report Card for the year 2019-20, it will become evident that the Cottonwood community has a fine education program in place for their children. 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 (Spanish 1), and may participate in our FFA program.

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 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| <b>Grade 5</b>          | 129                |
| <b>Grade 6</b>          | 85                 |
| <b>Grade 7</b>          | 100                |
| <b>Grade 8</b>          | 90                 |
| <b>Total Enrollment</b> | 404                |

## Student Enrollment by Group (School Year 2018-19)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 1                           |
| American Indian or Alaska Native    | 3.2                         |
| Asian                               | 1.5                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 14.6                        |
| Native Hawaiian or Pacific Islander | 0.5                         |
| White                               | 74.5                        |
| Two or More Races                   | 4.2                         |
| Socioeconomically Disadvantaged     | 51.5                        |
| English Learners                    | 2.2                         |
| Students with Disabilities          | 10.1                        |
| Foster Youth                        | 1.2                         |
| Homeless                            | 0.2                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 19             | 19             | 19             | 44               |
| Without Full Credential  | 0              | 0              | 1              | 3                |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              | 0                |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: January 2017

| Subject                | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------|--|
| Reading/Language Arts  | McGraw Hill 2016<br>Study Sync 2016   | Yes                        | 0  |
| Mathematics            | Houghton Mifflin Harcourt<br>Go Math (5-6)<br>CPM (7-8)   | Yes                        | 0  |
| Science                | Stemscopes (5-8)<br>Accelerated Learning  | Yes                        | 0  |
| History-Social Science | History/Social Studies (5)<br>Glenco McGraw Hill-Ancient Civilization (6)<br>McDougal-Littel-World History-Medieval and Early Modern Times (7)<br>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

**Year and month of the most recent FIT report:** 6/12/2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject   | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 46                | 46                | 49                  | 49                  | 50               | 50               |
| Mathematics<br>(grades 3-8 and 11)                    | 43                | 44                | 47                  | 46                  | 38               | 39               |

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total<br>Enrollment | Number<br>Tested | Percent<br>Tested | Percent<br>Not<br>Tested | Percent<br>Met or<br>Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students                        | 418                 | 402              | 96.17             | 3.83                     | 46.27                         |
| Male                                | 221                 | 213              | 96.38             | 3.62                     | 40.85                         |
| Female                              | 197                 | 189              | 95.94             | 4.06                     | 52.38                         |
| Black or African American           | --                  | --               | --                | --                       | --                            |
| American Indian or Alaska Native    | 15                  | 14               | 93.33             | 6.67                     | 35.71                         |
| Asian                               | --                  | --               | --                | --                       | --                            |
| Filipino                            |                     |                  |                   |                          |                               |
| Hispanic or Latino                  | 59                  | 54               | 91.53             | 8.47                     | 40.74                         |
| Native Hawaiian or Pacific Islander | --                  | --               | --                | --                       | --                            |
| White                               | 309                 | 300              | 97.09             | 2.91                     | 48.00                         |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races                             | 20               | 20            | 100.00         | 0.00               | 50.00                   |
| Socioeconomically Disadvantaged               | 216              | 203           | 93.98          | 6.02               | 33.50                   |
| English Learners                              | 14               | 11            | 78.57          | 21.43              | 36.36                   |
| Students with Disabilities                    | 62               | 59            | 95.16          | 4.84               | 20.34                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      | --               | --            | --             | --                 | --                      |

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 418              | 404           | 96.65          | 3.35               | 44.06                   |
| Male  | 221              | 214           | 96.83          | 3.17               | 44.39                   |
| Female  | 197              | 190           | 96.45          | 3.55               | 43.68                   |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native              | 15               | 14            | 93.33          | 6.67               | 57.14                   |
| Asian   | --               | --            | --             | --                 | --                      |
| Filipino                                      |                  |               |                |                    |                         |
| Hispanic or Latino                            | 59               | 56            | 94.92          | 5.08               | 32.14                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| White   | 309              | 300           | 97.09          | 2.91               | 46.67                   |
| Two or More Races                             | 20               | 20            | 100.00         | 0.00               | 35.00                   |
| Socioeconomically Disadvantaged               | 216              | 205           | 94.91          | 5.09               | 30.73                   |
| English Learners                              | 14               | 13            | 92.86          | 7.14               | 15.38                   |
| Students with Disabilities                    | 62               | 59            | 95.16          | 4.84               | 16.95                   |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth  | --               | --            | --             | --                 | --                      |
| Homeless      | --               | --            | --             | --                 | --                      |

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 18.0   | 25.0   | 31.2  |
| 7           | 12.7   | 26.5   | 33.3  |

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



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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. Parents also have the opportunity to participate by attending Back to School Night, Open House, Parent Nights, Superintendents Dessert, LCAP Advisory Meetings, as well as Site Council and School Board Meetings.

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: 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<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 6.6               | 7.3               | 4.9               | 2.4                 | 2.6                 | 1.9                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.0                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

The School Site Safety Plan is reviewed and revised annually. The Safety Plan is revised by the Safety Committee, which consists of the Superintendent, site administrators, clerical staff, and parents, and is approved by our School Site Council. 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 with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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

| Subject        | 2016-17<br>Average<br>Class<br>Size | 2016-17<br># of<br>Classes*<br>Size<br>1-22 | 2016-17<br># of<br>Classes*<br>Size<br>23-32 | 2016-17<br># of<br>Classes*<br>Size<br>33+ | 2017-18<br>Average<br>Class<br>Size | 2017-18<br># of<br>Classes*<br>Size<br>1-22 | 2017-18<br># of<br>Classes*<br>Size<br>23-32 | 2017-18<br># of<br>Classes*<br>Size<br>33+ | 2018-19<br>Average<br>Class<br>Size | 2018-19<br># of<br>Classes*<br>Size<br>1-22 | 2018-19<br># of<br>Classes*<br>Size<br>23-32 | 2018-19<br># of<br>Classes*<br>Size<br>33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English        | 25                                  | 4   | 12   |  | 21                                  | 6   | 12   |  | 22                                  | 5   | 12   |  |
| Mathematics    | 25                                  | 4   | 10   | 2  | 24                                  | 2   | 14   |  | 24                                  | 4   | 12   |  |
| Science        | 31                                  |   | 4  | 2  | 31                                  |   | 6  |  | 27                                  | 1   | 4  | 2  |
| Social Science | 26                                  | 1   | 5  | 1  | 18                                  | 5   | 5  |  | 27                                  | 1   | 4  | 2  |

\*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.

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

| Title                | Ratio |
|----------------------|-------|
| Academic Counselors* | 404.0 |

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

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE*<br>Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.0                                  |
| Library Media Teacher (Librarian)                             |                                      |
| Library Media Services Staff (Paraprofessional)               |                                      |
| Psychologist  |                                      |
| Social Worker   |                                      |
| Speech/Language/Hearing Specialist                            |                                      |
| Resource Specialist (non-teaching)                            |                                      |

\*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 2017-18)

| Level   | Total<br>Expenditures<br>Per Pupil | Expenditures<br>Per Pupil<br>(Restricted) | Expenditures<br>Per Pupil<br>(Unrestricted) | Average<br>Teacher<br>Salary |
|---|------------------------------------|---|---|------------------------------|
| School Site                                   | \$8,358                            | \$1,903                                   | \$6,454                                     | \$67,477                     |
| District                                      | N/A                                | N/A                                       | \$7,796                                     | \$66,734.00                  |
| Percent Difference - School Site and District | N/A                                | N/A                                       | -18.8                                       | 1.1                          |
| State   | N/A                                | N/A                                       | \$7,506.64                                  | \$64,941.00                  |
| Percent Difference - School Site and State    | N/A                                | N/A                                       | -15.1                                       | 3.8                          |

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.

## Types of Services Funded (Fiscal Year 2018-19)

West Cottonwood provides Advisory classes for all students grades 5-8 who struggle. 8th grade students are also offer a Credit Recover Program to help complete graduation requirements. West Cottonwood also offers electives for all grades (5th-8th). Electives include Makerspace, Intro to Cooking, Intro to Farm and Garden, Chess, Jewelry Making, Conversational Spanish, Choir, Exploring Movies, Indoor/Outdoor Games, Ink Drawing, Photo Walks, World Cultures, Leadership, Line Dancing, Assembly Entertainment, Swimming, Guitar, Cards, Puzzles, and Games, Community Service, Art, Keyboarding, and Cartooning. Additionally, 8th grade student may take Spanish 1 for high school credit. After school care is also provided through Project Share.

In addition to these services, we provide counseling, Special Education services, after school sports, English Learner liaison and parent support meetings, interventions and tutoring.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,912        | \$45,252                                     |
| Mid-Range Teacher Salary                      | \$63,217        | \$65,210                                     |
| Highest Teacher Salary                        | \$81,570        | \$84,472                                     |
| Average Principal Salary (Elementary)         | \$98,019        | \$107,614                                    |
| Average Principal Salary (Middle)             | \$92,363        | \$112,242                                    |
| Average Principal Salary (High)               | \$0             | \$   |
| Superintendent Salary                         | \$119,600       | \$124,686                                    |
| Percent of Budget for Teacher Salaries        | 33%             | 31%  |
| Percent of Budget for Administrative Salaries | 6%              | 7%   |

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

## Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 30      | 30      | 30      |

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. Cottonwood Union School District has two full time Curriculum Support coaches for academic subjects and classroom management support. 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.