

Cobblestone Elementary School

1718 Churchill Way • Plumas Lake, CA 95961 • (530) 634-9723 • Grades K-5

Marcie Nichols, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Plumas Lake Elementary School District

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District Governing Board

David Villanueva
Derek Bratton
Michele Perrault
Frankye Doig
Laurence Day

District Administration

Jeff Roberts
Superintendent

Ajit Kang

Director of Business Services

Lori Greenwood

Director of Curriculum, Instruction and Special Education

Ray McKinney

Director of Facilities, Maintenance, Operations & Transportation

Jason Hofhenke

Director of Student Services

Brian Briggs

Director of Innovation & Instructional Technology

School Description

Cobblestone Elementary School is committed to academic excellence encompassing high standards, developing confident learners, and building positive communication and citizenship for the entire Plumas Lake community. Cobblestone Elementary School serves Transitional Kindergarten through 5th grade students providing a comprehensive educational experience for every child with an ongoing goal that all students will be proficient in ELA and Math. Our long term goal is for all students to love learning and develop life long learning behaviors.

Transitional Kindergarten and Kindergarten students are offered. All students receive weekly instruction from our Physical Education Specialist and visual and performing arts from the Music and Art teacher. Students are assessed using diagnostic assessments and are clustered during our Enrichment/Intervention Instructional Block for an average of 300 minutes weekly. Mondays are scheduled as minimum days, where teachers and support staff are provided professional development and collaborative planning time to identify and plan for specific learning goals in all core areas. Each grade level develops Project Based Learning opportunities so each student participates in at least one project per year. Our daily schedule is designed to give grade levels and specialists time to support PBL projects.

About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	55
Grade 2	68
Grade 3	57
Grade 4	73
Grade 5	51
Total Enrollment	386

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.8
Asian	2.8
Filipino	2.3
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0
White	53.9
Two or More Races	13.5
Socioeconomically Disadvantaged	42
English Learners	9.3
Students with Disabilities	6
Foster Youth	1.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Cobblestone Elementary School	14-15	15-16	16-17
With Full Credential	19	21	20
Without Full Credential	0		1
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	20
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Cobblestone Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

In the 2007-2008 school year we opened our third new school in the Plumas Lake area: Cobblestone Elementary. We are proud of our Plumas Lake ESD campuses and strive to keep our schools in good repair so they are clean, safe, functional, and provide an orderly environment for teaching and learning. Cobblestone is a new school in excellent condition. Two custodians clean the school on a daily basis. Staggering shifts allows us to have one custodian during the school day, and two part time custodians in the evening (after school hours). There are 15 regular classrooms, a science lab, a library, a computer lab, an art lab, a multipurpose room, and three Special Education rooms. The design capacity of the school is 605 students.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Treasures, Macmillan McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Macmillan McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton-Mifflin (K,1 and 5), McGraw Hill (2,3 and 4th grade) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/02/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	57	56	53	57	44	48
Math	42	51	39	41	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	46	70	71	72	75	68	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.4	25.5	40

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	56	55	98.2	70.9
Male	30	30	100.0	70.0
Female	26	25	96.2	72.0
Hispanic or Latino	15	15	100.0	80.0
White	27	27	100.0	66.7
Socioeconomically Disadvantaged	25	25	100.0	76.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	58	95.1	58.6
	4	75	75	100.0	61.3
	5	56	55	98.2	47.3
Male	3	26	26	100.0	57.7
	4	47	47	100.0	57.5
	5	30	30	100.0	43.3
Female	3	35	32	91.4	59.4
	4	28	28	100.0	67.9
	5	26	25	96.2	52.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	20	20	100.0	45.0
	4	18	18	100.0	66.7
	5	15	15	100.0	53.3
White	3	26	24	92.3	70.8
	4	41	41	100.0	58.5
	5	27	27	100.0	48.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	32	31	96.9	51.6
	4	32	32	100.0	53.1
	5	25	25	100.0	36.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	61	58	95.1	69.0
	4	75	75	100.0	50.7
	5	56	55	98.2	32.7
Male	3	26	26	100.0	73.1
	4	47	47	100.0	59.6
	5	30	30	100.0	40.0
Female	3	35	32	91.4	65.6
	4	28	28	100.0	35.7
	5	26	25	96.2	24.0
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
	4	--	--	--	--
Asian	3	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	20	20	100.0	55.0
	4	18	18	100.0	55.6
	5	15	15	100.0	33.3
White	3	26	24	92.3	79.2
	4	41	41	100.0	51.2
	5	27	27	100.0	33.3

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	32	31	96.9	64.5
	4	32	32	100.0	43.8
	5	25	25	100.0	20.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are vital to our educational program. We encourage parents to visit their child's classroom, participate in school events and join the Parent Teacher Organization (PTO). This organization provides students, staff and the community with opportunities to serve the school and its students through a variety of fundraisers and scheduled family events. We are very fortunate to have dedicated volunteers and welcome all parents to participate. For further information, please contact our office at (530) 634-9723.

State Priority: School Climate

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

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

School Safety Plan

Safety of students and staff is a primary concern of Cobblestone Elementary School. The School Site Safety plan is updated annually in the fall by the Cobblestone Safety Committee and reviewed with staff at a scheduled meeting. The Safety plan stresses procedures for ensuring student safety during emergencies. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials, state earthquake standards and universal Disaster Management System. Fire, earthquake and intruder on campus/lock-down drills are conducted on a regular basis throughout the school year.

Cobblestone Elementary School provides a safe, clean environment for students, staff and volunteers. Students are supervised by teachers and administrator before and after school. During Lunch and recess, yard duty and site administrator supervise students. The school has a designated drop off and pick up area at the main entrance of the school. All visitors must sign in at the front office, where they receive a badge that must be displayed at all times.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.0	2.6	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.2	5.0	3.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.33
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.33
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	1
Resource Specialist	.33
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	20	20	1	3	3	3	1	2			
1	25	21	21			3	2	3				
2	23	18	18		3	4	3					
3	25	19	19		4	3	2					
4	27	23	23				2	2	3			
5	24	31	31				2	2	2			

Professional Development provided for Teachers

- Effective Instructional Strategies
- Literacy Center Training
- Project Based Learning
- Technology Offerings
- Internet Safety
- Writing and Grammar Training

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,819	\$44,507
Mid-Range Teacher Salary	\$58,650	\$68,910
Highest Teacher Salary	\$83,271	\$88,330
Average Principal Salary (ES)	\$116,751	\$111,481
Average Principal Salary (MS)	\$118,787	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$151,900	\$169,821
Percent of District Budget		
Teacher Salaries	35%	39%
Administrative Salaries	10%	6%

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

Types of Services Funded

Class Size Reduction
 After-School Literacy Intervention
 After-School Math Intervention
 After-School Drama
 After-School Art

DataQuest

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

Internet Access

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,903.52	\$597.72	\$6,501.24	\$50,397
District	♦	♦	\$6,988.27	\$55,699.13
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-7.0	-9.5
Percent Difference: School Site/ State			14.5	-29.6

* Cells with ♦ do not require data.