

Cobblestone Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year

Plumas Lake Elementary School District

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District Governing Board

David Villanueva
Derek Bratton
Michele Perrault
Frankye Doig
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District Administration

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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. Our ongoing goal that all students develop skills to allow them think critically and ultimately be proficient in ELA and Math. Our long term goal is for all students to love learning and develop life long learning behaviors. Our daily schedule is designed to support our most intensive need students and to allow Education Specialists the opportunity to best meet the needs of students.

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 280 minutes weekly. Mondays are scheduled as early release days, where teachers and support staff are provided professional development and collaborative planning time to identify and plan for specific learning goals in district and site designated 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.

Our Physical Education Specialist, Art and Music teachers provide after school enrichment opportunities for students throughout the year. Additionally, credentialed teachers use diagnostic and summative data to determine after school academic supports for strategic students.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	78
Grade 1	67
Grade 2	61
Grade 3	66
Grade 4	56
Grade 5	72
Total Enrollment	400

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.5
Asian	1.8
Filipino	2.5
Hispanic or Latino	28.8
Native Hawaiian or Pacific Islander	0
White	50.8
Two or More Races	13
Socioeconomically Disadvantaged	40
English Learners	7.8
Students with Disabilities	4
Foster Youth	0.3

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			
Cobblestone Elementary School	15-16	16-17	17-18
With Full Credential	21	20	22
Without Full Credential		1	0
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cobblestone Elementary School	15-16	16-17	17-18
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.

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

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, McGraw -Hill Education, 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Bridges in Mathematics, 2nd Edition, Math Learning Center 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill/2007 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) ,2006 , McGraw Hill (2,3 and 4th grade) ,2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

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: 08/02/2017				
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	56	55	57	51	48	48
Math	51	37	41	40	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	70	71	75	68	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	24	10.7

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	194	98.48	54.64
Male	107	106	99.07	51.89
Female	90	88	97.78	57.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100	48.21
White	100	98	98	56.12
Two or More Races	24	24	100	58.33
Socioeconomically Disadvantaged	89	88	98.88	53.41
English Learners	25	25	100	40
Students with Disabilities	17	15	88.24	0
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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	197	194	98.48	37.11
Male	107	106	99.07	44.34
Female	90	88	97.78	28.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100	26.79
White	100	98	98	43.88
Two or More Races	24	24	100	37.5
Socioeconomically Disadvantaged	89	88	98.88	30.68
English Learners	25	25	100	12
Students with Disabilities	17	15	88.24	6.67
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.

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 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 State priority: School Climate (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	2014-15	2015-16	2016-17
Suspensions Rate	2.6	1.6	2.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.0	3.5	4.8
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	
Resource Specialist	.40
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	21	20	3	2	2	1	2	2			
1	21	18	22		3		3		3			
2	18	17	20	3	4	2			1			
3	19	19	22	4	3				3			
4	23	24	28				2	3	2			
5	31	26	24				2	2	3			

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

Professional Development provided for Teachers

Writing and Grammar Training
 Effective Instructional Strategies
 Literacy Center Training
 Technology Offerings

PD occurs during early release on Mondays and as part of district adopted Professional Development days.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,655	\$47,034
Mid-Range Teacher Salary	\$59,823	\$73,126
Highest Teacher Salary	\$84,936	\$91,838
Average Principal Salary (ES)	\$121,163	\$116,119
Average Principal Salary (MS)	\$121,163	\$119,610
Average Principal Salary (HS)		\$115,194
Superintendent Salary	\$154,938	\$178,388
Percent of District Budget		
Teacher Salaries	36%	37%
Administrative Salaries	9%	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 Enrichment
 After-School Art Enrichment
 After-School Physical Education Enrichment

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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,854.19	\$639.03	\$6,215.17	\$52,107.00
District	♦	♦	\$6,673.96	\$55,877
State	♦	♦	\$6,574	\$74,194
Percent Difference: School Site/District			-7.1	-7.0
Percent Difference: School Site/ State			-5.6	-35.0

* Cells with ♦ do not require data.