Cobblestone Elementary School

1718 Churchill Way • Plumas Lake, CA 95961 • (530) 634-9723 • Grades K-5
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Plumas Lake Elementary School District

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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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	84
Grade 1	53
Grade 2	68
Grade 3	56
Grade 4	66
Grade 5	51
Total Enrollment	378

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	4.5
Filipino	2.1
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0.0
White	50.8
Socioeconomically Disadvantaged	36.2
English Learners	8.5
Students with Disabilities	6.6
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	**16-17**	**17-18**	**18-19**
With Full Credential	20	22	20
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Cobblestone Elementary School	**16-17**	**17-18**	**18-19**
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 2018-19)

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: December, 2018	
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 Mathmatics, 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

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: 08/07/2018		
System Inspected	**Repair Status**	**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 Rating	**Exemplary**	

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

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	55.0	57.0	51.0	59.0	48.0	50.0
Math	37.0	51.0	40.0	45.0	37.0	38.0

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.

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.

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.9	13.2	

* 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 2017-18 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	177	175	98.87	57.14
Male	82	81	98.78	61.73
Female	95	94	98.95	53.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	47	97.92	42.55
White	88	88	100.00	61.36
Two or More Races	23	23	100.00	69.57
Socioeconomically Disadvantaged	78	77	98.72	46.75
English Learners	24	24	100.00	41.67
Students with Disabilities	21	20	95.24	10.00
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 2017-18 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	177	176	99.44	50.57
Male	82	82	100	59.76
Female	95	94	98.95	42.55
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	48	48	100	45.83
White	88	88	100	47.73
Two or More Races	23	23	100	69.57
Socioeconomically Disadvantaged	78	78	100	39.74
English Learners	24	24	100	33.33
Students with Disabilities	21	20	95.24	15
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 school site

Opportunities for Parental Involvement (School Year 2018-19)
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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.6	2.7	1.7
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.5	4.8	2.8
Expulsions Rate	0.0	0.2	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.50
Psychologist	.20
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.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+**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
K	21	20	21	2	2	1	2	2	3			
1	18	22	18	3		3		3				
2	17	20	23	4	2			1	3			
3	19	22	19	3		3		3				
4	24	28	22				3	2	3			
5	26	24	26				2	3	2			

* 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 Training
Math Framework and Math Talks Training
Social-Emotional Learning Training
Effective Instructional Strategies
Technology Offerings

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,374	$48,064
Mid-Range Teacher Salary	$65,314	$75,417
Highest Teacher Salary	$89,252	$94,006
Average Principal Salary (ES)	$124,798	$119,037
Average Principal Salary (MS)	$100,830	$123,140
Average Principal Salary (HS)	$0	$135,974
Superintendent Salary	$159,586	$183,692
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	9.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,854.19	781.50	$6,444.40	$53,204.00
District	♦	♦	$8,348.55	$61,033.00
State	♦	♦	$7,125	$76,046
Percent Difference: School Site/District			-25.7	-13.7
Percent Difference: School Site/ State			-10.0	-35.3

* Cells with ♦ 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
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 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.