

Cobblestone Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Cobblestone Elementary School
Street	1718 Churchill Way
City, State, Zip	Plumas Lake, CA 95961
Phone Number	(530) 634-9723
Principal	Marcie Nichols
Email Address	mnichols@plUSD.org
School Website	
County-District-School (CDS) Code	58 72744 0114652

2023-24 District Contact Information

District Name	Plumas Lake Elementary School District
Phone Number	(530) 743-4428
Superintendent	Jeff Roberts
Email Address	jroberts@plUSD.org
District Website	www.plUSD.org

2023-24 School Description and Mission Statement

Cobblestone Elementary School is committed developing confident learners and building relationship to help each student achieve socially and academically. Cobblestone Elementary School serves Transitional Kindergarten through 5th grade students providing a comprehensive educational experience for every child. Our values are:

We are all on the same team; students, staff, and families.

We value and respect each other and our community by showing kindness, assuming best intent, and being adaptable.

We form healthy relationships with frequent, honest, and constructive communication.

Our team is stronger when we are diverse and inclusive.

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 lifelong learning behaviors.

Our goals are to continue to work on using best instructional practices to purposefully plan each lesson, using data collected to inform daily instructions as well as intervention and to continue to work on success skills that enhance relationships and prepare students for middle school and beyond.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	74
Grade 2	86
Grade 3	85
Grade 4	84
Grade 5	90
Total Enrollment	546

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
American Indian or Alaska Native	0.5%
Asian	9.2%
Black or African American	4.2%
Filipino	2.4%
Hispanic or Latino	33.5%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	11.2%
White	36.1%
English Learners	13%
Migrant	0.5%
Socioeconomically Disadvantaged	37.7%
Students with Disabilities	9.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.50	91.84	63.00	90.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.08	4.00	5.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.00	4.08	2.90	4.26	18854.30	6.86
Total Teaching Positions	24.50	100.00	70.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.50	85.37	62.90	89.29	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.42	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.76	5.10	7.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.10	0.23	11953.10	4.28
Unknown	1.00	4.88	1.10	1.69	15831.90	5.67
Total Teaching Positions	20.50	100.00	70.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	2.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	4.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December, 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw -Hill Education, 2017	Yes	0
Mathematics	Bridges in Mathematics, 2nd Edition, Math Learning Center 2016	Yes	0
Science	McGraw Hill/2007	Yes	0
History-Social Science	Houghton-Mifflin (K,1 and 5) ,2006 , McGraw Hill (2,3 and 4th grade) ,2006	Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

07/18/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	50	52	49	47	46
Mathematics (grades 3-8 and 11)	49	47	37	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	270	99.26	0.74	50.00
Female	139	138	99.28	0.72	56.52
Male	133	132	99.25	0.75	43.18
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	50.00
Black or African American	12	12	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	90	90	100.00	0.00	46.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	40.00
White	95	93	97.89	2.11	55.91
English Learners	22	22	100.00	0.00	13.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	18	18	100.00	0.00	55.56
Socioeconomically Disadvantaged	104	103	99.04	0.96	33.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	22.73

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	270	99.26	0.74	47.04
Female	139	138	99.28	0.72	44.93
Male	133	132	99.25	0.75	49.24
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	41.67
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	90	90	100.00	0.00	45.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	42.50
White	95	93	97.89	2.11	52.69
English Learners	22	22	100.00	0.00	22.73
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	104	103	99.04	0.96	34.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	13.64

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	45.95	34.38	42.86	30.37	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100.00	0.00	34.38
Female	50	50	100.00	0.00	32.00
Male	46	46	100.00	0.00	36.96
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	29.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	44.12
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	95	96	95	96

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are vital to our educational program. We invite families to conferences twice a year to discuss their child and make a plan of progress. Parents/families are encouraged to 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	598	593	46	7.8
Female	307	305	24	7.9
Male	291	288	22	7.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	56	56	0	0.0
Black or African American	30	30	3	10.0
Filipino	13	13	1	7.7
Hispanic or Latino	196	195	18	9.2
Native Hawaiian or Pacific Islander	9	9	2	22.2
Two or More Races	65	64	7	10.9
White	217	214	12	5.6
English Learners	85	84	3	3.6
Foster Youth	0	0	0	0.0
Homeless	2	1	1	100.0
Socioeconomically Disadvantaged	248	244	30	12.3
Students Receiving Migrant Education Services	3	3	1	33.3
Students with Disabilities	70	70	10	14.3

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.38	2.68	0.34	5.20	4.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.68	0
Female	0.98	0
Male	4.47	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.33	0
Filipino	0	0
Hispanic or Latino	1.53	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.54	0
White	4.61	0
English Learners	2.35	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.86	0

2023-24 School Safety Plan

Safety of students and staff is a primary concern of Cobblestone Elementary School. The School Site Safety plan is updated annually 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.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	16	5		
2	22	1	3	
3	20	3	1	
4	20	4		
5	26		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	1	
1	23		3	
2	22		3	
3	23		3	
4	25		3	
5	24		3	
Other	7	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	0
1	25	0	3	0
2	22	0	4	0
3	21	0	4	0
4	28	0	3	0
5	23	0	4	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,599.04	8,873.80	\$3,435.78	\$63,609.00
District	N/A	N/A	\$12,248.07	\$69,993.00
Percent Difference - School Site and District	N/A	N/A	-112.4	-9.6
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-75.5	-32.5

Fiscal Year 2022-23 Types of Services Funded

Class Size Reduction
Intervention teacher, intervention paraeducators to provide intervention within the school day

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,345	\$54,046
Mid-Range Teacher Salary	\$74,104	\$84,515
Highest Teacher Salary	\$101,263	\$110,867
Average Principal Salary (Elementary)	\$130,528	\$136,841
Average Principal Salary (Middle)	\$133,052	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$175,790	\$217,473
Percent of Budget for Teacher Salaries	34.42%	32.43%
Percent of Budget for Administrative Salaries	8.4%	5.62%

Professional Development

Math Framework and pedagogy training
 New to PLESD Training
 Grade level collaboration
 Restorative Practices training

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	35	