

# Cottage Hill Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Cottage Hill Elementary
<b>Street</b>	22600 Kingston Lane
<b>City, State, Zip</b>	Grass Valley, CA 95949-7706
<b>Phone Number</b>	(530) 268-2808
<b>Principal</b>	Karen Montero
<b>E-mail Address</b>	kmontero@prsd.us
<b>Web Site</b>	cottagehill.prsd.us
<b>CDS Code</b>	29663736101018

<b>District Contact Information</b>	
<b>District Name</b>	Pleasant Ridge Union School District
<b>Phone Number</b>	(530) 268-2800
<b>Superintendent</b>	Rusty Clark
<b>E-mail Address</b>	rclark@prsd.us
<b>Web Site</b>	www.prsd.us

### **School Description and Mission Statement (School Year 2016-17)**

Cottage Hill Elementary School is located outside Grass Valley near the community of Lake of the Pines. It is one of three schools in the Pleasant Ridge Union School District. The school serves students in kindergarten through fifth grades with an enrollment of 455 students.

The school principal is Karen Montero and Rusty S. Clark is the Superintendent. While noticing a change in demographics, the school enjoys a somewhat stable community that actively supports the many fine programs available to students. A rigorous curriculum is designed for all students.

It is expected that each child will make progress from basic skill instruction to the application of this knowledge. The latest technology, teaching strategies, skills, materials and textbooks are used to promote student learning. Students are recognized and encouraged for excellence in academic, social and physical achievement, not only in the individual classrooms but also in schoolwide events.

The school goals, as stated in the Single Plan for Student Achievement, include creation of research-based programs for differentiated instruction to ensure continued success in reading and math and integration of technology into the curriculum.

Progress indicators for Cottage Hill School and for the Pleasant Ridge Union District include statewide testing scores, which continue to exceed the state and county averages as well as formative and summative district assessments.

Our high level of student achievement directly reflects the quality of our school's instructional program. A highly trained leadership and instructional team including the administration, teachers and support staff guide instruction in our classrooms. The students' results show a correlation between their achievement and the quality of instruction provided.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	78
<b>Grade 1</b>	60
<b>Grade 2</b>	67
<b>Grade 3</b>	88
<b>Grade 4</b>	76
<b>Grade 5</b>	86
<b>Total Enrollment</b>	455

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	.2%
American Indian or Alaska Native	.7%
Asian	.9%
Hispanic or Latino	12%
White	79%
Two or More Races	7%

## 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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	23	21	56
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: 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)

Year and month in which data were collected: 1/2017

Cottage Hill School adheres to the California Common Core State Standards (CCSS). Textbooks and materials in English Language Arts and Math are standards aligned. National Geographic Learning REACH integrates the Next Generation Science Standards into the ELA curriculum, and teachers incorporate those standards into science lessons. Science lessons are supplemented with FOSS units. Teachers are using standards aligned materials from Scholastic to teach integrated Social Studies and ELA lessons.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic Learning REACH Adopted 2016/17	Yes	0.0
Mathematics	GOMath! -HoughtonMifflinHarcourt©2012	Yes	0.0
Science	Foss Science, Gr. 4-5, Adopted in 2008/09	No	0.0
History-Social Science	Scholastic Studies Weekly	No	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Cottage Hill School was first opened in 1980 as a K-1 school consisting of ten relocatable classrooms and a temporary office building, which remains on the campus today. Cottage Hill became a K-5 school in 1994 with the construction of permanent school facilities. There are currently 27 classrooms, a multipurpose room, special education classroom, library, media technology center and office.

Cottage Hill School provides a safe, clean environment for all students, staff and public use. All facilities are in “good repair” as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California Office of Public School Construction. The school is also maintained by the standards established by the District Board of Trustees.

The maintenance and custodial staff consists of a full time maintenance worker and 1.5 F.T.E. school custodians. The District Assistant Director of Maintenance also provides services to the site. The school is cleaned and maintained on a regular basis. Kitchen facilities are subject to inspection by the county health department. No Williams Act complaints regarding the condition of the school facilities have been filed.

The District is committed to provide an attractive, safe, clean environment that enhances the instructional program and provides for a positive school experience for all students. For more information about the condition of the school facilities, please contact the school principal.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2017				
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

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	51	49	54	55	44	48
Mathematics	52	48	50	48	34	36

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	85	97.7	45.9
	4	76	73	96.0	54.8
	5	85	80	94.1	46.8
Male	3	47	46	97.9	41.3
	4	31	30	96.8	50.0
	5	45	42	93.3	35.7
Female	3	40	39	97.5	51.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	45	43	95.6	58.1
	5	40	38	95.0	59.5
Hispanic or Latino	3	11	11	100.0	27.3
	5	11	10	90.9	40.0
White	3	72	70	97.2	47.1
	4	62	59	95.2	57.6
	5	68	65	95.6	47.7
Socioeconomically Disadvantaged	3	20	19	95.0	21.1
	4	21	20	95.2	30.0
	5	31	28	90.3	32.1
Students with Disabilities	5	12	11	91.7	27.3

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 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.

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

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	87	85	97.7	48.2
	4	76	73	96.0	55.6
	5	85	80	94.1	40.0
Male	3	47	46	97.9	56.5
	4	31	30	96.8	58.6
	5	45	42	93.3	45.2
Female	3	40	39	97.5	37.8
	4	45	43	95.6	53.5
	5	40	38	95.0	34.2
Hispanic or Latino	3	11	11	100.0	27.3
	5	11	10	90.9	40.0
White	3	72	70	97.2	48.5
	4	62	59	95.2	58.6
	5	68	65	95.6	41.5
Socioeconomically Disadvantaged	3	20	19	95.0	16.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	21	20	95.2	47.4
	5	31	28	90.3	25.0
<b>Students with Disabilities</b>	5	12	11	91.7	9.1

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 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.

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

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	68	78	79	79	79	86	60	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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
<b>All Students</b>	85	78	91.8	79.5
<b>Male</b>	45	39	86.7	92.3
<b>Female</b>	40	39	97.5	66.7
<b>Hispanic or Latino</b>	11	11	100.0	63.6
<b>White</b>	68	62	91.2	80.7
<b>Socioeconomically Disadvantaged</b>	31	28	90.3	75.0
<b>Students with Disabilities</b>	12	11	91.7	36.4

Note: 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.

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.

### Career Technical Education Programs (School Year 2015-16)

### Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## 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, grandparents, and guardians enjoy very important roles through their active participation in School Site Council, Parents' Club, numerous annual events and a regularly scheduled volunteer program. Parents regularly attend Back-to-School Night each Fall for a review of curriculum and policies for each classroom and grade level. The Spring Open House provides parents and the entire community an opportunity to inspect and enjoy student accomplishments from throughout the year. Each grade level invites parents to attend a demonstration of student skills in action: science and technology fair, musical performance, art show, or other visual/performing arts.

The School Site Council meets in the Cottage Hill Library, approximately four times annually. Site Council members, half of whom are parents and half of whom are staff, are elected for a two year term and provide input about school improvement programs. Site Council members may be contacted through the school at (530) 268-2808.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.



### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate									
Graduation Rate									

### Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State

### 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	0.0	0.6	3.1	3.0	2.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

The Pleasant Ridge Union School District has developed a comprehensive districtwide safety plan that identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement agencies. In conjunction with district goals and priorities, Cottage Hill's safety plan ensures a safe and secure campus by maintaining a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct. We have a Comprehensive School Safety Plan in place at our school which is regularly reviewed and updated as new information becomes available. The plan was last reviewed, updated and approved by staff and parents in December, 2016.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100%

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	4			21	0	3	0
1	22		4		24		3		20	2	1	0
2	21	1	2		21	2	2		23	0	3	0
3	20	2	2		22		3		22	1	3	0
4	28		3		29		3		24	0	3	0
5	21	1	4		28		3		27	0	3	0
Other					6	1						

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9181.07	\$1416.28	\$7764.80	\$73,102.15
District	N/A	N/A	\$7667.52	\$72,769.47
Percent Difference: School Site and District	N/A	N/A	1.3	0.5
State	N/A	N/A	\$5,677	\$69086.0
Percent Difference: School Site and State	N/A	N/A	36.8	5.8

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

**Types of Services Funded (Fiscal Year 2015-16)**

The estimated expenditure for students attending Cottage Hill Elementary School is \$10,171 per student per year. This provides for all educational services, transportation, instructional materials, food and health services through the General Fund, Lottery, Categorical Programs, special state and federally funded programs and grants.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,558	
Mid-Range Teacher Salary	\$63,987	
Highest Teacher Salary	\$82,566	
Average Principal Salary (Elementary)	\$94,704	
Average Principal Salary (Middle)	\$98,430	
Average Principal Salary (High)		
Superintendent Salary	\$132,012	
Percent of Budget for Teacher Salaries	42%	
Percent of Budget for Administrative Salaries	5%	

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

**Advanced Placement (AP) Courses (School Year 2015-16)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

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The Pleasant Ridge Union School District offers three Professional Development days per year. Curriculum improvement goals and programs are directly correlated to identified needs and are based on student assessment data and input from staff, administration and the Peer Assistance and Review/Professional Development and Assistance program Committee. Areas of professional development may include new curricular adoptions, technology updates, behavior management practices, student health needs, as well as strategies and techniques to effectively implement the curriculum. Specific focus will continue to be placed on student application of the California State Content Standards. Methods include districtwide and site level activities, as well as a “mini-conference” style format with outside consultants who provide professional development training. Throughout the year, staff attends on site trainings, conferences, workshops and school visitations. Support for staff is provided by curriculum specialists, Beginning Teacher Support Program (BTSA) coaches, mentor teachers, the district psychologist, district nurse, district counselor and administration