

# Cottage Hill Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<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 2017-18)**

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 415 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 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	75
<b>Grade 1</b>	61
<b>Grade 2</b>	62
<b>Grade 3</b>	71
<b>Grade 4</b>	94
<b>Grade 5</b>	81
<b>Total Enrollment</b>	444

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.5
Asian	0.5
Filipino	0.7
Hispanic or Latino	12.6
Native Hawaiian or Pacific Islander	0
White	79.5
Two or More Races	6.3
Socioeconomically Disadvantaged	25.9
English Learners	0.7
Students with Disabilities	8.6
Foster Youth	0.2

## 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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	21	19	55
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	2015-16	2016-17	2017-18
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.

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

**Year and month in which data were collected:** 10/2017

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	Yes	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 classrooms, 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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2018				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

Year and month of the most recent FIT report: January 2018				
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. 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.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	49	54	55	54	48	48
<b>Mathematics (grades 3-8 and 11)</b>	48	49	48	48	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	236	96.72	54.47
Male	126	124	98.41	51.22
Female	118	112	94.92	58.04
Asian	--	--	--	--
Hispanic or Latino	31	31	100	38.71
White	195	187	95.9	56.99
Two or More Races	16	16	100	56.25
Socioeconomically Disadvantaged	64	60	93.75	41.67
English Learners	--	--	--	--
Students with Disabilities	26	23	88.46	17.39

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	236	96.72	49.15
Male	126	124	98.41	51.61
Female	118	112	94.92	46.43
Asian	--	--	--	--
Hispanic or Latino	31	31	100	32.26
White	195	187	95.9	52.94
Two or More Races	16	16	100	37.5
Socioeconomically Disadvantaged	64	60	93.75	36.67
English Learners	--	--	--	--
Students with Disabilities	26	23	88.46	13.04

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.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	78	79	79	86	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.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.6	22.2	44.4

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 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, 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: 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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.0	0.6	0.8	3.0	2.8	3.5	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 September, 2017.

## 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 2017-18)

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

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

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

Grade Level	2014-15			2015-16			2016-17					
	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+
<b>K</b>	19	4			20	1	3		19	4		
<b>1</b>	24		3		20	3			20	2	1	
<b>2</b>	21	2	2		22		3		21	2	1	
<b>3</b>	22		3		29		3		24		3	
<b>4</b>	29		3		25		3		24	1	2	1
<b>5</b>	28		3		22	1	3		27		3	
<b>Other</b>	6	1							2	1		

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



**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,171.29	\$1,854.21	\$8,317.07	\$77,156.5
District	N/A	N/A	\$8,080.48	\$74,731.64
Percent Difference: School Site and District	N/A	N/A	2.9	3.2
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	23.4	3.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

The estimated expenditure for students attending Cottage Hill Elementary School is \$10,389 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,185	\$47,034
Mid-Range Teacher Salary	\$67,551	\$73,126
Highest Teacher Salary	\$83,798	\$91,838
Average Principal Salary (Elementary)	\$93,132	\$116,119
Average Principal Salary (Middle)	\$100,731	\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$136,812	\$178,388
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

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

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The Pleasant Ridge Union School District offers five 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