

Cottage Hill Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Cottage Hill Elementary School
Street	22600 Kingston Lane
City, State, Zip	Grass Valley, CA 95949-7706
Phone Number	530-268-2808
Principal	Karen Montero
Email Address	kmontero@prsd.us
Website	cottagehill.prsd.us
County-District-School (CDS) Code	29663736101018

Entity	Contact Information
District Name	Pleasant Ridge Union School District
Phone Number	530-268-2800
Superintendent	Rusty S Clark
Email Address	rclark@prsd.us
Website	www.prsd.us

School Description and Mission Statement (School Year 2019-20)

Cottage Hill Elementary School is located outside Grass Valley near the community of Lake of the Pines. It is one of four schools in the Pleasant Ridge Union School District. The school serves students in Kindergarten through fifth grades with an enrollment of 450 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 School Plan for Student Achievement, include the 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 2018-19)

Grade Level	Number of Students
Kindergarten	102
Grade 1	50
Grade 2	61
Grade 3	56
Grade 4	67
Grade 5	70
Total Enrollment	406

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	0.5
Hispanic or Latino	14.8
White	74.1
Two or More Races	7.6
Socioeconomically Disadvantaged	33.5
English Learners	1.2
Students with Disabilities	10.8
Foster Youth	0.2
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	22	66
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: January 2020

Cottage Hill School adheres to the California Common Core State Standards (CCSS). Textbooks and materials in English Language Arts/ELD and Math are standards aligned and approved by the state of California. 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Yes	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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	51	53	52	48	50	50
Mathematics (grades 3-8 and 11)	43	49	42	39	38	39

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	199	100.00	0.00	53.27
Male	108	108	100.00	0.00	47.22
Female	91	91	100.00	0.00	60.44
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	22	22	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	153	153	100.00	0.00	51.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	76	76	100.00	0.00	50.00
English Learners	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	14.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	196	98.49	1.51	49.49
Male	108	106	98.15	1.85	50.94
Female	91	90	98.90	1.10	47.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	22	22	100.00	0.00	40.91
Native Hawaiian or Pacific Islander					
White	153	151	98.69	1.31	50.33
Two or More Races	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	76	75	98.68	1.32	40.00
English Learners	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	25.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.4	25.0	36.1

Note: 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.

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 2019-20)

Parents, grandparents, guardians, and community members 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 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	1.3	1.1	3.5	3.8	2.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 January, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	4			20	2	2		20	3	2	
1	20	2	1		14	2	1		25		2	
2	21	2	1		23		3		17	1	2	
3	24		3		27		2		23		3	
4	24	1	2	1	26		3		28		2	
5	27		3		24	1	3		27		3	
Other**	2	1										

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.488
Psychologist	1.0
Social Worker	0
Nurse	0.20
Speech/Language/Hearing Specialist	0.80
Resource Specialist (non-teaching)	2.0
Other	0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,525.68	\$2,196.93	\$8,328.76	\$78,049.91

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$8,326.81	\$73,328.33
Percent Difference - School Site and District	N/A	N/A	0.0	6.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	10.4	0.6

Note: Cells with N/A values 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 (Fiscal Year 2018-19)

The estimated expenditure for students attending Cottage Hill Elementary School is \$11,776.25 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,455	\$49,378
Mid-Range Teacher Salary	\$69,553	\$77,190
Highest Teacher Salary	\$86,249	\$96,607
Average Principal Salary (Elementary)	\$106,376	\$122,074
Average Principal Salary (Middle)	\$108,461	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$136,812	\$189,346
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

The Pleasant Ridge Union School District offers four 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 attend 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.