

Cobb Mountain Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mrs. Shelley Tan, Principal

Principal, Cobb Mountain Elementary

About Our School

Cobb Mountain Elementary School is a school that is proud to consistently be the best performing elementary school in all of Lake County. We attribute this not only to our hard working and dedicated staff of teachers and personnel, but to our committed community who is dedicated to our success. We are a well rounded school that not only values core academic subjects, but goes above and beyond to include instrumental and choral music, an outdoor education program, technology and science, as well as character education.

Contact

15895 Highway 175
Cobb, CA 95426

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[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Cobb Mountain Elementary
Street	15895 Highway 175
City, State, Zip	Cobb, Ca, 95426
Phone Number	707-928-5229
Principal	Mrs. Shelley Tan, Principal
E-mail Address	shelley.tan@middletownusd.org
Web Site	http://cobb.middletownusd.org/
County-District-School (CDS) Code	17640556105456

District	
District Name	Middletown Unified
Phone Number	(707) 987-4100
Web Site	www.middletownusd.org
Superintendent First Name	Korby
Superintendent Last Name	Olson
E-mail Address	korby.olson@middletownusd.org

Last updated: 1/29/2015

School Description and Mission Statement (Most Recent Year)

Located in the coastal mountains of Northern California, nestled in a picturesque ponderosa Pine forest, Cobb offers students and parents a safe, nurturing, and pristine educational environment, a talented and dedicated staff, and a track record of excellence in student achievement. As part of the Middletown Unified School District (MUSD), students and parents participate in a school district focused on high expectations for all students, as well as the promotion of responsible and respectful citizenship.

Focusing on individual student needs is the keystone of the instruction program at Cobb. An individualized instruction plan is designed for each student based on STAR data, academic readiness, interests, and learning style preferences. Instruction at Cobb is focused on successful implementation of the Common Core State Standards, differentiated across the curriculum, and focused on research-based best practices in education. The staff at Cobb is committed to California Standards for the Teaching Profession. The students of Cobb consistently demonstrate the highest levels of proficiency on the California Standards Tests. Cobb students are encouraged to participate in and have historically performed exceptionally well on other state and national academic competitions such as Wordmasters, Challenge 24 Math Competition, Science Fair, and the State Spelling and Geography Bees. Academic excellence is acknowledged and respected at Cobb through a systematic student achievement recognition program.

Cobb is more than just a school; it is the cultural center of our community. Students and parents regularly utilize school facilities for Scouts, after school athletics and exercise classes. Whether helping out at the annual Fall Carnival, participating in our music program, or volunteering in the school garden during the summer, you will see a real life example of the old adage, "It takes a village to raise a child."

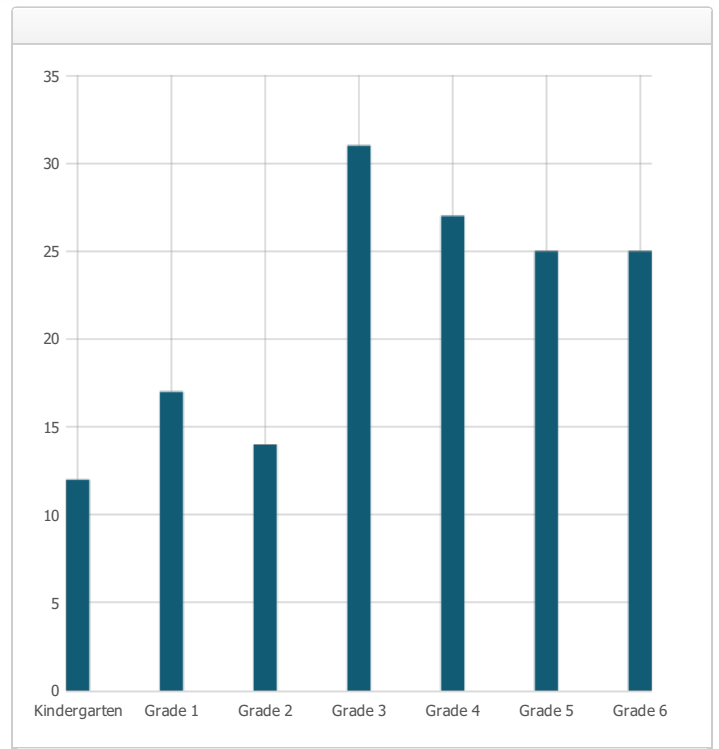
Cobb's vision is to provide an educational program that focuses on high academic performance while adhering to a well rounded curriculum, in conjunction with our community partners.

Our mission is to develop healthy, active contributing members of our society that are lifelong learners with an appreciation of art, music and the environment.

Last updated: 1/29/2015

Student Enrollment by Grade Level (School Year 2013-14)

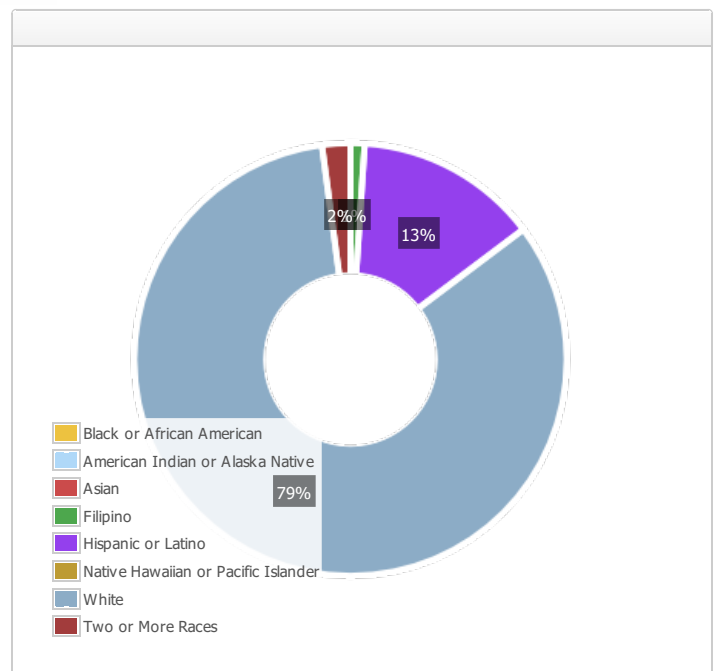
Grade Level	Number of Students
Kindergarten	12
Grade 1	17
Grade 2	14
Grade 3	31
Grade 4	27
Grade 5	25
Grade 6	25
Total Enrollment	151



Last updated: 1/29/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	1.3
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.7
White	79.5
Two or More Races	2.0
Socioeconomically Disadvantaged	53.0
English Learners	0.0
Students with Disabilities	9.3



Last updated: 1/29/2015

A. Conditions of Learning

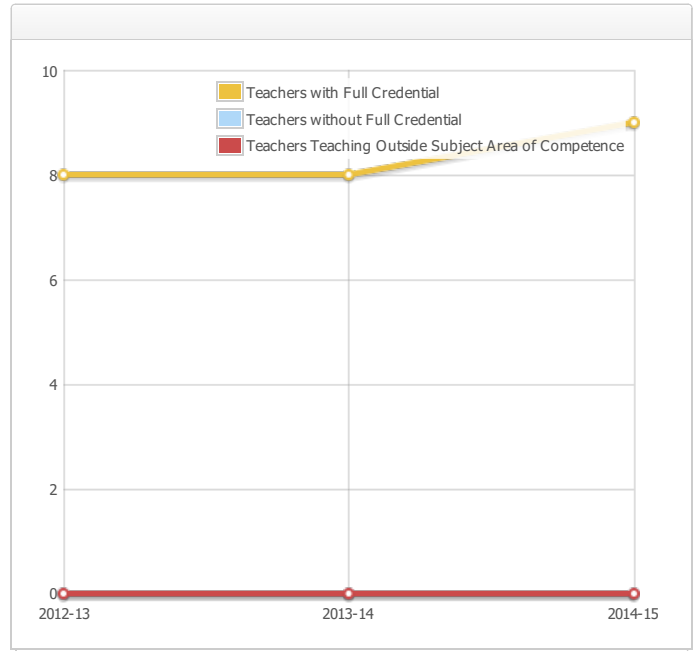
State Priority: Basic

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

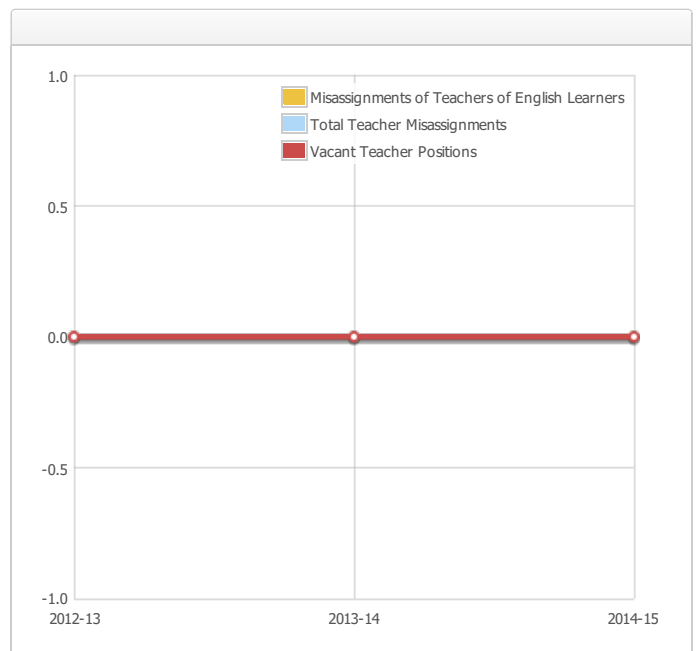
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	8	8	9	9
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/29/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	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 - Most Recent Year

Year and month in which data were collected: October 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		Yes	0.0
Mathematics	MacMillan - McGraw Hill Engage NY	Yes	0.0
Science	Scott- Foresman	Yes	0.0
History-Social Science	MacMillan-McGraw Hill	Yes	0.0
Foreign Language	Not applicable.		0.0
Health	not applicable		0.0
Visual and Performing Arts	NA		0.0
Science Lab Eqpmt(9-12)	Not applicable.	Yes	0.0

Last updated: 1/29/2015

School Facility Conditions and Planned Improvements - Most Recent Year

We are proud of the park-like setting in which Cobb School resides. Its natural beauty is unparalleled. At the same time, our maintenance staff works diligently to ensure it remains that way. Cobb School is in excellent condition and repair. It is a source of pride for our students, staff, and community. Student safety is a top priority at Cobb School.

Last updated: 1/29/2015

School Facility Good Repair Status - Most Recent Year

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 Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 1/29/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	65	74	91	65	64	61	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/29/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	61
All Students at the School	91
Male	
Female	93
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	90
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	70%	66%	74%	58%	59%	61%	54%	56%	55%
Mathematics	81%	82%	86%	44%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	45%	46%	46%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/29/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	8	8	9
Similar Schools	10	8	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/29/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-21	1	28
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-21	5	17
Two or More Races			
Socioeconomically Disadvantaged			26
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/29/2015

Career Technical Education Programs (School Year 2013-14)

NA

State Priority: Other Pupil Outcomes

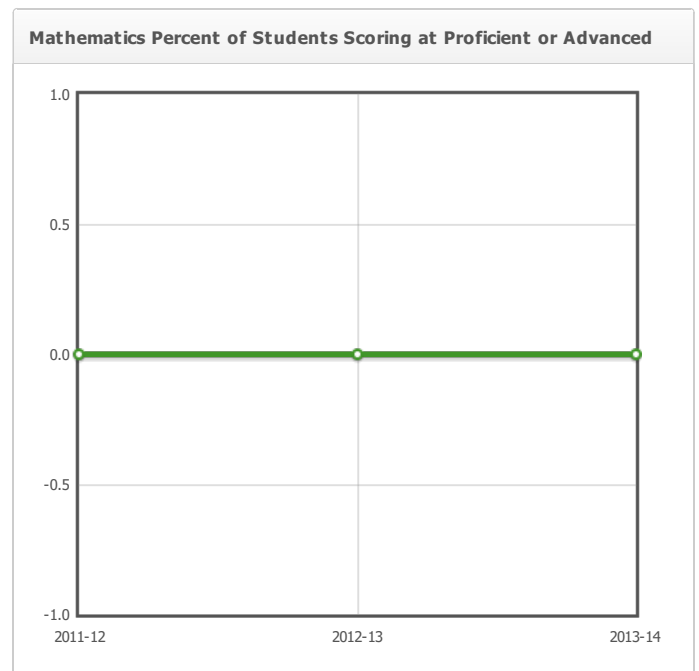
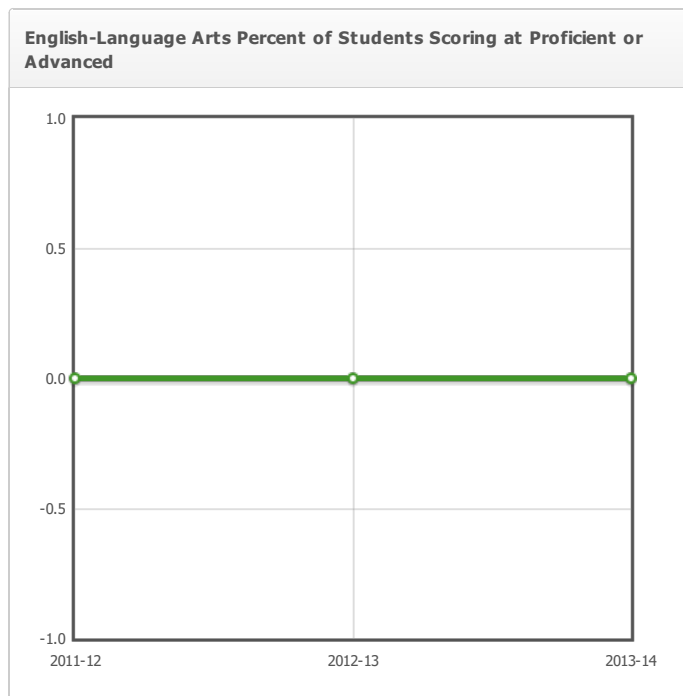
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	65%	61%	62%	56%	57%	56%
Mathematics	N/A	N/A	N/A	68%	60%	65%	58%	60%	62%

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.



Last updated: 1/29/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.8%	16.7%	41.7%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

Last updated: 1/29/2015

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 - Most Recent Year

Parents of Cobb School are encouraged to be involved in a number of ways, and have always been a valuable asset to Cobb School. Parents who sit on the School Site Council Committee help to set goals for Cobb School based on student data reports. They align these goals to available resources, and monitor them throughout the year. The school's PTO is involved with many of the programs, fundraisers, and even aide positions. It is through the active community involvement that Cobb School has been able to support a part time garden coordinator position, build a new greenhouse, and bring back instrumental music. In addition, community and parent support have given our students in 6th grade an opportunity to take part in a longstanding tradition at Cobb, a week spent outdoors at science camp.

This is the first year in many that Middletown Unified has been able to bring back an instrumental music program to our elementary students after years of only having only a choral music program. Parental and community involvement with this program was crucial in terms of fund raising and communication to the Board and superintendent regarding the need for such a program.

State Priority: Pupil Engagement

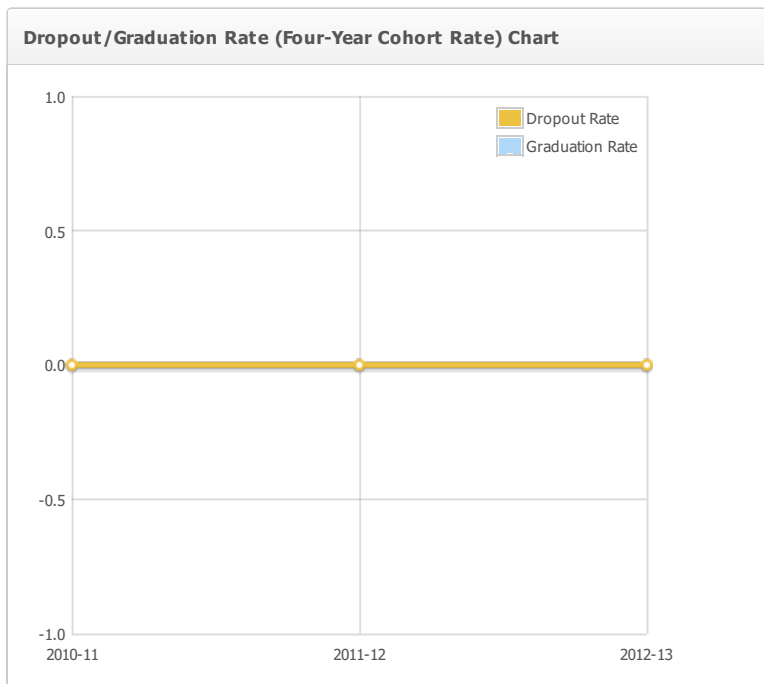
Last updated: 1/29/2015

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	0.0	0.0	0.0						
Graduation Rate				87.6	89.61	92.31	77.14	78.87	80.44



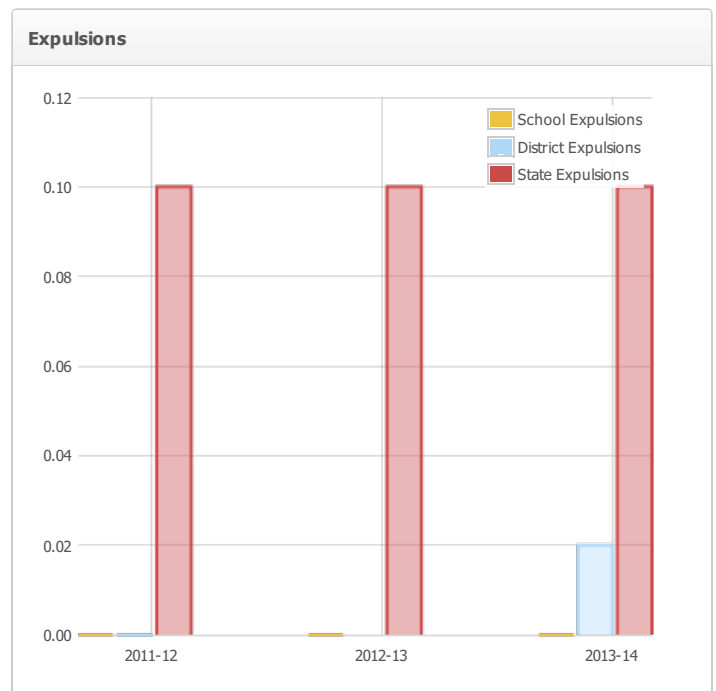
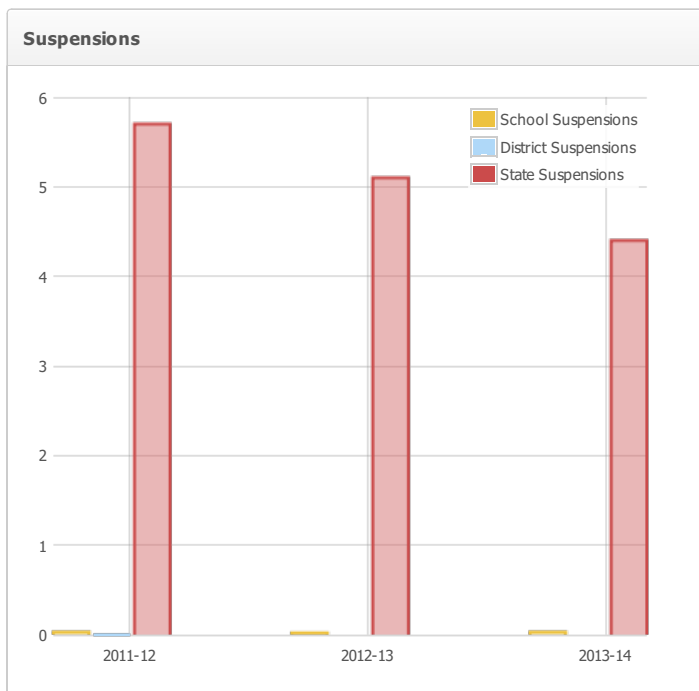
State Priority: School Climate

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.03	0.02	0.03				5.70	5.10	4.40
Expulsions	0.00	0.00	0.00			0.02	0.10	0.10	0.10



Last updated: 1/29/2015

School Safety Plan - Most Recent Year

An annually updated school safety plan has been put into effect, along with staff trainings through qualified emergency personnel. Most recent training date was December, 2014 with Mr. Wink from Cal Fire and Airic Guerrero from MUSD. Lockdown drill occurred December 2014.

Blinds were installed in November of 2014. A fence/gate separating the parking lot from student play area was installed July of 2014. New locks were installed during the 2014 - 2015 school year.

Listed below are the additional steps that occurred in 2013 - 2014 to increase student safety:

All staff at Cobb Mountain Elementary renewed their CPR training/certificates - March 2014

A new evacuation route (trail) was built to aide in evacuation in the event of an emergency. - December 2013

Lock down drills and fire drills are part of annual training with both students and staff

Safety procedures for varying emergencies and how to respond has been discussed at staff meetings

School identification badges by all staff were implemented during the 2013 - 2014 school year

Sign-In/Sign-Out procedures with corresponding volunteer "sticker" have been under strict enforcement - 2013 - 2014

Local fire personnel gives demonstration assemblies to teach students fire safety - annually

Participation in earthquake preparedness during the "Great American Shakeout."

Last updated: 1/29/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	N/A
Met Participation Rate - English-Language Arts	Yes	N/A
Met Participation Rate - Mathematics	Yes	N/A
Met Percent Proficient - English-Language Arts	Yes	N/A
Met Percent Proficient - Mathematics	Yes	N/A
Met Graduation Rate	N/A	Yes

Last updated: 3/2/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement *		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/29/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	0	1	0	16.0	1			12.0	1		
1	18.0	1	0	0	11.0	2			9.0	2		
2	19.0	2	0	0	15.0	1	1		14.0	1		
3	18.0	1	0	0	14.0	2			16.0	1	1	
4	27.0	0	1	0	14.0	2			14.0	2		
5	28.0	0	1	0	9.0	2			13.0	2		
6	29.0	0	1	0	24.0		1		25.0		1	
Other												

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

Last updated: 1/29/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.2	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other	3.0	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.

Last updated: 1/29/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	\$869	\$6,458	N/A
District	N/A	N/A	N/A	\$62,257
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$57,912
Percent Difference – School Site and State	N/A	N/A	N/A	9.00%

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

Last updated: 1/29/2015

Types of Services Funded (Fiscal Year 2013-14)

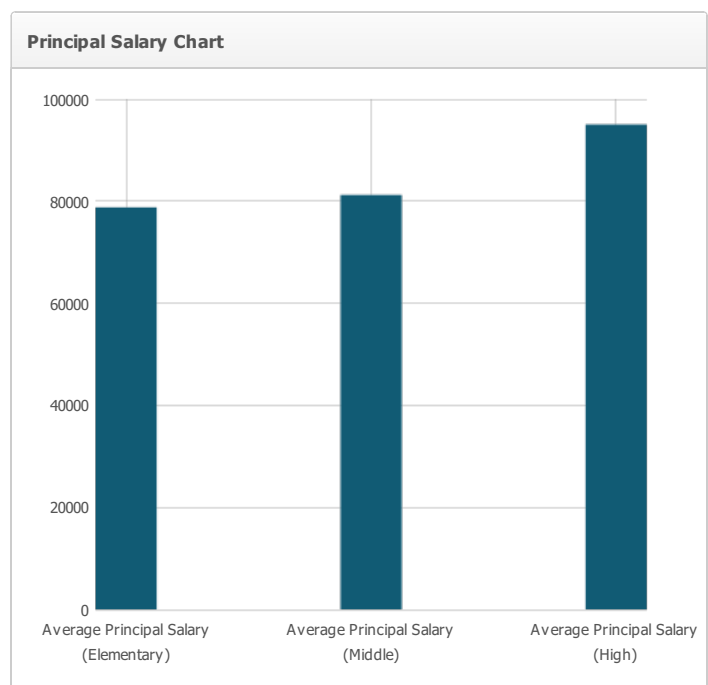
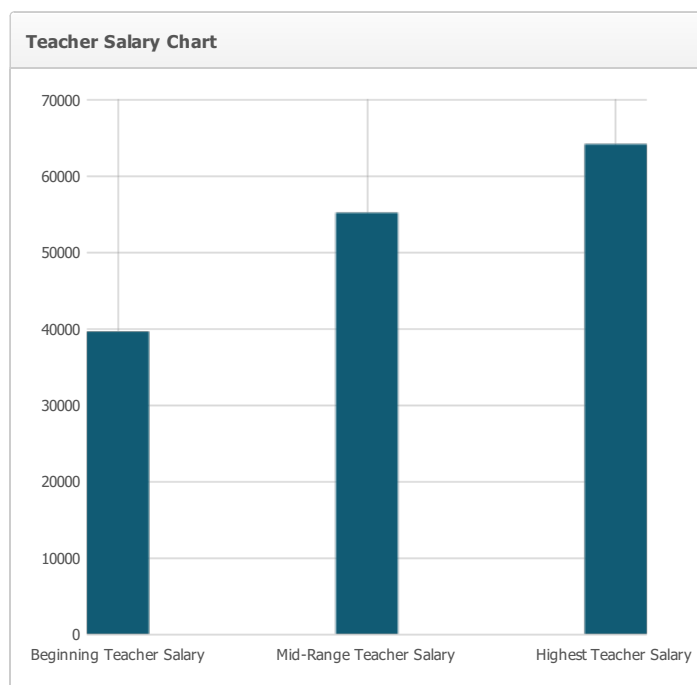
Teachers at Cobb School believe in educating the whole child through a variety of enriching curricular experiences. Specific programs offered in addition to the core academic programs include flexible grouping, different learning modalities such as kinesthetic, visual, auditory, etc. RTI (Response To Intervention) based on CST results and teacher collected data have proven results in our Read Naturally program, as well as small group "pull out" support. Teachers come before school to administer intervention programs in math and language arts as well as in class push in supports with classroom aides. Much time and energy have been spent tailoring instruction to meet the new Common Core State Standards. This type of teaching is more project based, group oriented, and requires higher levels of critical thinking on the depth of knowledge scale. Student engagement is higher. Students must defend their thinking with evidence from the text and other sources.

Last updated: 1/29/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,585	\$38,152
Mid-Range Teacher Salary	\$55,130	\$55,573
Highest Teacher Salary	\$64,108	\$71,908
Average Principal Salary (Elementary)	\$78,786	\$87,660
Average Principal Salary (Middle)	\$81,226	\$92,424
Average Principal Salary (High)	\$95,031	\$93,606
Superintendent Salary	\$119,880	\$116,538
Percent of Budget for Teacher Salaries	40.0%	34.0%
Percent of Budget for Administrative Salaries	6.0%	7.0%

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



Last updated: 1/29/2015

Professional Development – Most Recent Three Years

Cobb Mountain Elementary School, as part of Middletown Unified School District, offers 3 full days of professional development at each school site, as well as eight minimum days for staff development throughout the course of the year. Staff development consists of webinars, administrator presentations, support from the county office, and staff expert presentations.

The primary focus of staff development is the successful implementation of the Common Core State Standards, with a particular focus on writing. Special focus on writing strategies was selected based on the LEA focus on writing, as well as a strand by strand analysis of CST results.

Teachers are supported during implementation throughout book studies and discussions, peer observations, as well as early release time. Teachers are given the opportunity to collaborate with peers from both Cobb School and the other elementary schools in the district. Currently we are focused on the "Core 6: Essential Strategies for Implementing the Common Core," as well as professional development provided by Pivot in the EngageNY mathematics program.

Last updated: 3/2/2015