

Cobb Mountain Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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.

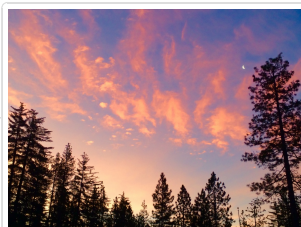
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, 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](#) 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.



David Leonard, 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, a community funded outdoor garden & nutrition program, technology and science, as well as character education. September 15th, 2016 marked the 31st anniversary of Cobb Mountain Elementary School. We're proud to carry on the traditions of our school, while embracing hope for healing and renewal as our community rebuilds. We are Cobb Strong!

David Leonard

Contact

Cobb Mountain Elementary
15895 Highway 175
Middletown, CA 95461-0338

Phone: 707-928-5229
E-mail: david.leonard@middletownusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Middletown Unified
Phone Number	(707) 987-4100
Superintendent	Catherine Stone
E-mail Address	catherine.stone@middletownusd.org
Web Site	www.middletownusd.org

School Contact Information (School Year 2016-17)	
School Name	Cobb Mountain Elementary
Street	15895 Highway 175
City, State, Zip	Middletown, Ca, 95461-0338
Phone Number	707-928-5229
Principal	David Leonard, Principal
E-mail Address	david.leonard@middletownusd.org
Web Site	cobb.middletownusd.org
County-District-School (CDS) Code	17640556105456

Last updated: 1/3/2017

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

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 CAASPP 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, 4-H, and after school athletics. Whether helping out at the annual Harvest Festival, 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."

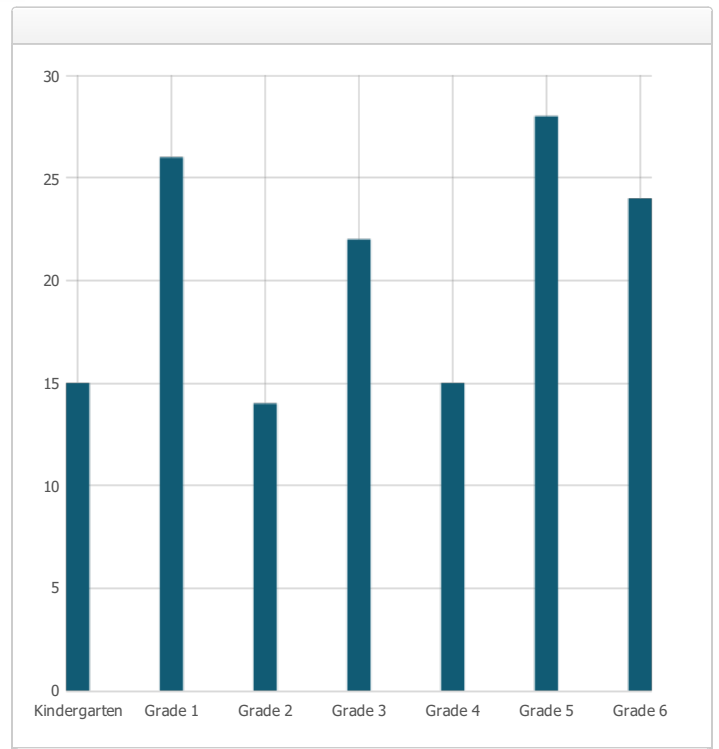
Cobb's vision is to provide an educational program that focuses on high academic performance while adhering to a well rounded curriculum, in conjunction with our community partners.

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: 2/20/2017

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

Grade Level	Number of Students
Kindergarten	15
Grade 1	26
Grade 2	14
Grade 3	22
Grade 4	15
Grade 5	28
Grade 6	24
Total Enrollment	150



Last updated: 2/20/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.7 %
American Indian or Alaska Native	0.7 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	13.3 %
Native Hawaiian or Pacific Islander	1.3 %
White	72.0 %
Two or More Races	9.3 %
Other	2.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	84.0 %
English Learners	0.0 %
Students with Disabilities	7.3 %
Foster Youth	0.0 %

Last updated: 1/3/2017

A. Conditions of Learning

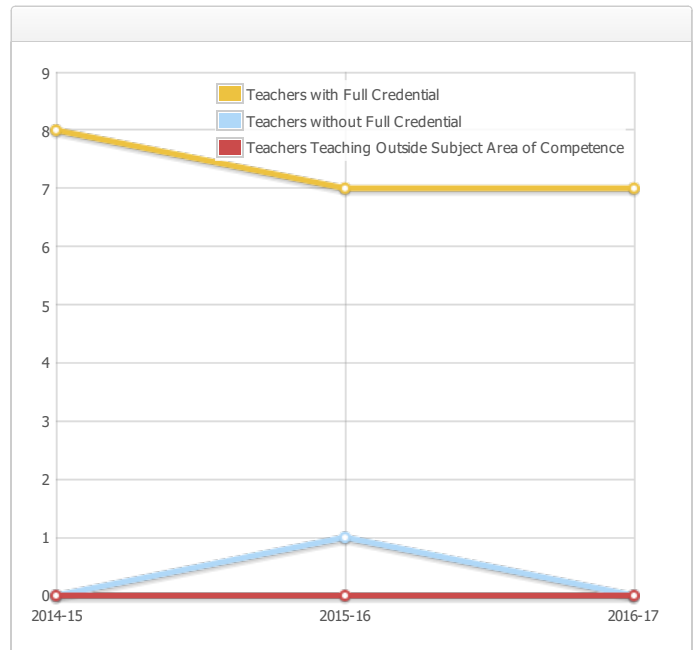
State Priority: Basic

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

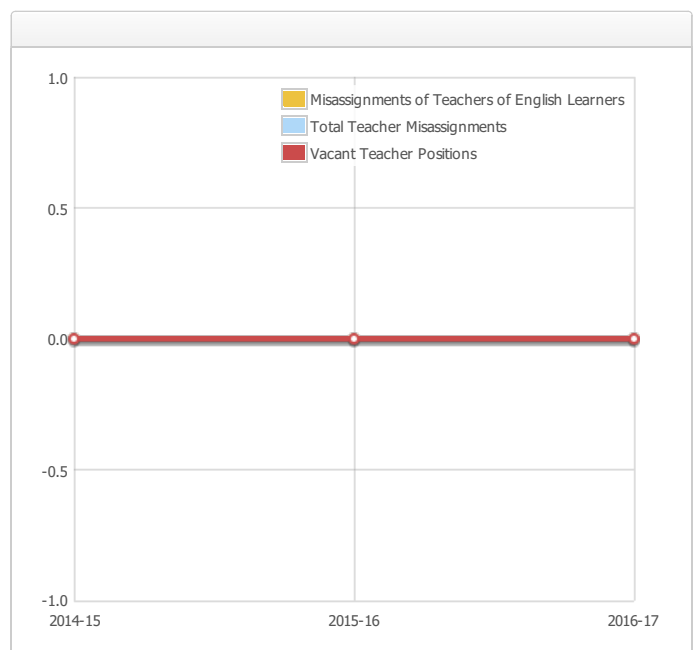
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	7	7	
Without Full Credential	0	1	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/15/2017

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.

Last updated: 2/15/2017

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	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	93.0%	7.0%
High-Poverty Schools in District	93.0%	7.0%
Low-Poverty Schools in District	0.0%	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.

Last updated: 2/15/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson - Reading Street - CA Renaissance Learning - Accelerated Reader & STAR Early Literacy NextLesson.org - digital subscription	Yes	0.0 %
Mathematics	Eureka Math & Carnegie Math NextLesson.org - digital subscription	Yes	0.0 %
Science	Scott Foresman - CA Science NextLesson.org - Digital Subscription		0.0 %
History-Social Science	California Vistas - MacMillan McGraw Hill NextLesson.org - digital subscription	Yes	0.0 %
Foreign Language	Not Applicable		0.0 %
Health	No adoption. Curriculum used includes Harvest of the Month, along with our School Garden program.		0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 2/15/2017

School Facility Conditions and Planned Improvements

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.

Our campus has been given efficiency upgrades this year in terms of higher efficiency lights, room occupancy sensors, new thermostats, and new HVAC systems.

Last updated: 2/16/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replace HVAC units on rooms 10 and 11. Units were replaced in February 2017.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Filter replacement needed in cafeteria bathroom. Replacement filters ordered.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/16/2017

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					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	54.0%	48.0%	48.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	57.0%	45.0%	36.0%	30.0%	34.0%	36.0%

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: 2/16/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	53.0%
Male	12	12	100.0%	53.0%
Female	10	10	100.0%	53.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	53.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	45.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 2/16/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	14	93.3%	46.2%
Male	7	6	85.0%	46.0%
Female	8	8	100.0%	46.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	46.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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Last updated: 2/16/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	27	96.4%	66.7%
Male	11	10	90.9%	60.0%
Female	17	17	100.0%	70.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	65.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	57.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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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.

Last updated: 2/16/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	21	87.5%	47.6%
Male	15	13	86.7%	38.5%
Female	9	9	100.0%	48.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	14	82.4%	35.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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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.

Last updated: 2/16/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	22	22	100.0%	50.0%
Male	12	12	100.0%	58.3%
Female	10	10	100.0%	53.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.0%	53.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	45.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 2/16/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	15	14	93.3%	35.7%
Male	7	6	85.0%	36.0%
Female	8	8	100.0%	36.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	35.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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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.

Last updated: 2/16/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	28	27	96.4%	48.2%
Male	11	10	90.9%	70.0%
Female	17	17	100.0%	35.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	23	95.8%	52.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	42.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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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.

Last updated: 2/16/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	21	87.5%	42.9%
Male	15	13	86.7%	38.5%
Female	9	6	67.0%	43.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	17	14	82.4%	28.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	18	90.0%	44.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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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.

Last updated: 2/16/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	87.0%	81.0%	60.0%	64.0%	64.0%	60.0%	56.0%	54.0%

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.

Last updated: 2/16/2017

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

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	28	27	96.4%	81.5%
Male	11	10	90.9%	80.0%
Female	17	17	100.0%	82.4%
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	24	23	95.8%	82.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.5%	76.2%
English Learners	0	0	0.0%	0.0%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

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.

Last updated: 2/16/2017

Career Technical Education Programs (School Year 2015-16)

NA

*Last updated: 2/16/2017***Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

*Last updated: 2/16/2017***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	0.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	3.7%	33.3%	40.7%

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: 2/16/2017

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 2016-17)

Cobb Mountain Elementary uses multiple means to communicate with families including an up to date website, text messaging, Facebook PTO group, email, and our monthly newsletter, the Cougar Pause.

Families are invited to numerous school events including our annual Geography Bee, Spelling Bee, Talent Show, along with Back to School Night, Open House, and trimester Honors Award assemblies. We also hold a weekly assembly to honor our student body for social and academic achievements. We find that our weekly assemblies are a great unifier for our campus.

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, parent surveys, and onsite evaluations of our program. They align these goals to available resources, and monitor them throughout the year. The school's PTO is involved with many of the programs and fundraisers. Our garden program is strongly supported by our School Garden Committee. Many on our School Garden Committee are also involved in the MUSD Health and Wellness Committee. 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 sixth year that Middletown Unified has been able to offer instrumental music program which was brought back to our elementary and middle school students after years of only having only a choral music program. Local artists within the community also help us to broaden our arts offerings in the visual arts.

State Priority: Pupil Engagement

Last updated: 2/16/2017

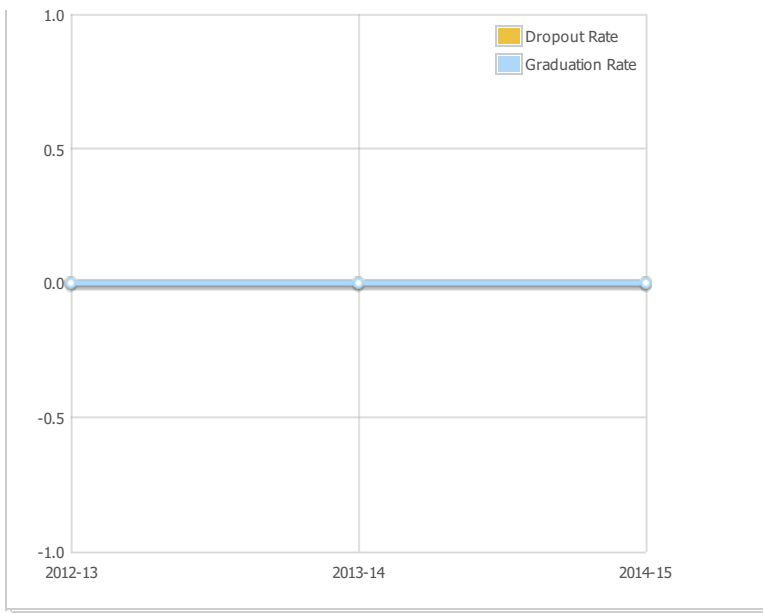
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	0.0%	0.0%	0.0%	6.2%	8.5%	7.9%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	92.30	90.80	92.10	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 2/16/2017

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

Student Group	School	District	State
All Students	--	99	85
Black or African American	--	100	77
American Indian or Alaska Native	--	0	75
Asian	--	100	99
Filipino	--	0	97
Hispanic or Latino	--	93	84
Native Hawaiian or Pacific Islander	--	100	85
White	--	100	87
Two or More Races	--	100	91
Socioeconomically Disadvantaged	--	98	77
English Learners	--	100	51
Students with Disabilities	--	100	68
Foster Youth	--	--	--

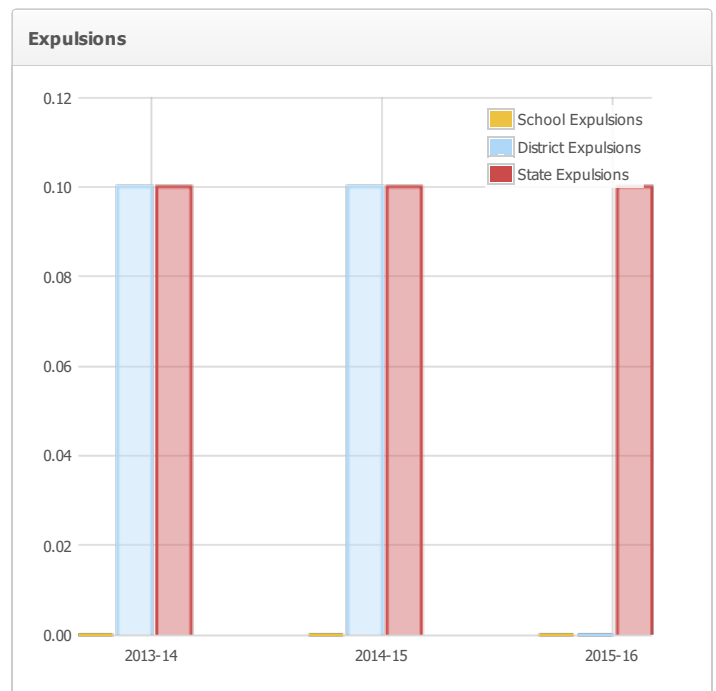
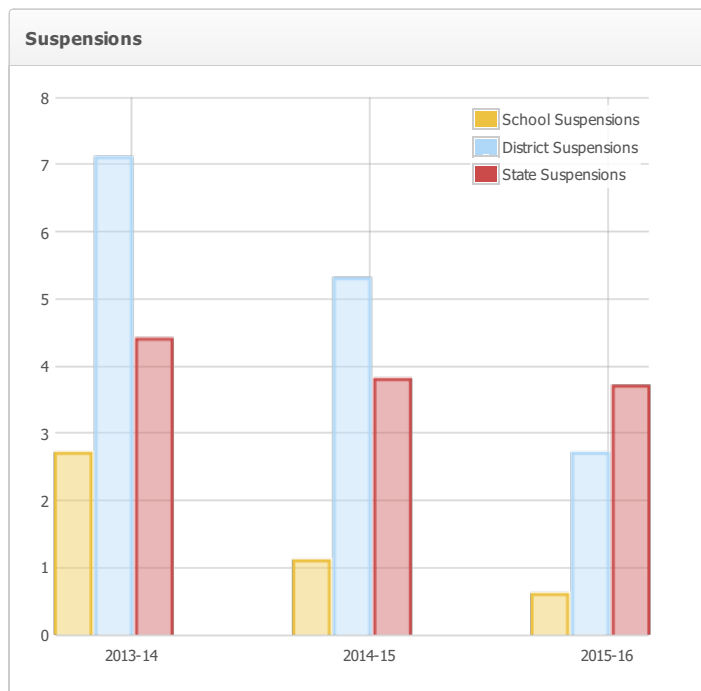
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.7	1.1	0.6	7.1	5.3	2.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1



Last updated: 2/16/2017

School Safety Plan (School Year 2016-17)

An annually updated school safety plan has been put into effect, along with staff trainings through qualified emergency personnel. A School Safety committee reviewed our current School Site Safety Plan, and a Parent Information Safety & Evacuation Meeting is scheduled to take place on February 27th at Cobb Elementary.

Most recent training date was October, 2016 with Airic Guerrero Emergency Response Coordinator from MUSD.

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 2015 - 2016 to increase student safety:

All staff at Cobb Mountain Elementary have up to date CPR training/certificates. Additionally, all staff went through an active shooter training, CPR refresher, and Bullying Recognition & Response training in 2016.

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

The perimeter of our school athletic field and the area surrounding our outdoor amphitheater are cleared of damaged trees from the Valley Fire.

Safety procedures for varying emergencies and how to respond has been discussed at staff meetings throughout the year, and are practiced with students on a monthly basis.

School identification badges are worn daily by all staff members.

Sign-In/Sign-Out procedures with corresponding volunteer badges are done daily with a log of visitors checked daily.

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

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

Local business partners are also involved in our emergency preparedness drills.

Last updated: 2/16/2017

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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3%

Note: Cells with NA values do not require data.

Last updated: 2/16/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	21.0	0	1	0	24.0	0	1	0	18.0	1	0	0
1	0.0	0	0	0	0.0	0	0	0	21.0	0	1	0
2	22.0	0	1	0	25.0	0	1	0	24.0	0	1	0
3	24.0	0	1	0	24.0	0	1	0	24.0	0	1	0
4	25.0	0	1	0	22.0	0	1	0	22.0	0	1	0
5	29.0	0	1	0	30.0	0	1	0	30.0	0	1	0
6	30.0	0	1	0	31.0	0	1	0	28.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0				

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

Last updated: 2/16/2017

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	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.

Last updated: 2/16/2017

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	1.0%	5.0%
State	N/A	N/A	\$5677.0	\$60705.0
Percent Difference – School Site and State	--	--	--	11.0%

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

Last updated: 2/16/2017

Types of Services Funded (Fiscal Year 2015-16)

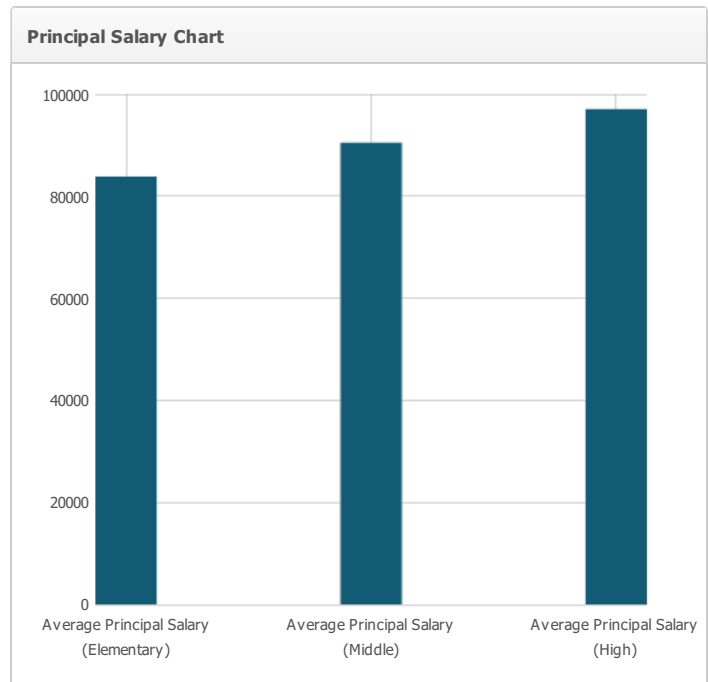
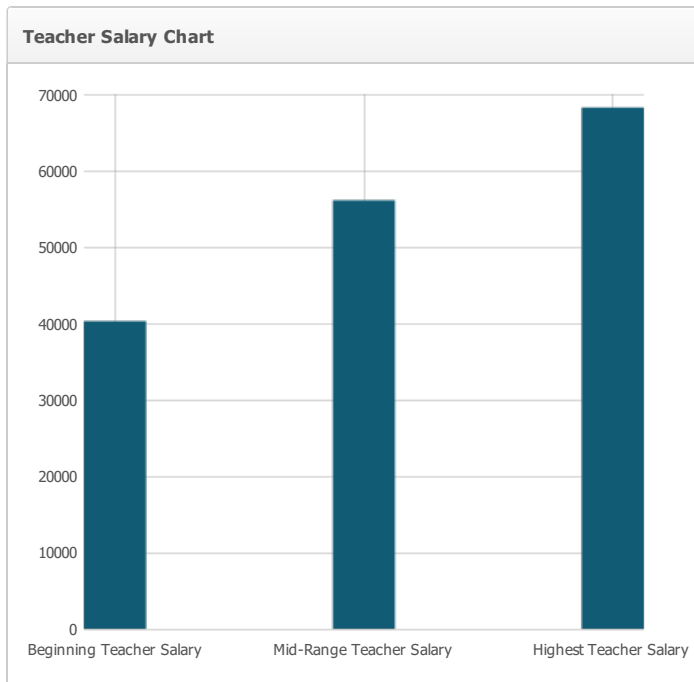
Teachers at Cobb School believe in educating the whole child through a variety of enriching curricular experiences. Specific programs offered in addition to the core academic programs include flexible grouping, different learning modalities such as kinesthetic, visual, auditory, etc. RTI (Response To Intervention) based on SBAC results. We use Renaissance Learning's STAR Reading assessment and Accelerated Reader data to evaluate reading proficiency, and to create small group reading instruction to help students attain grade level reading proficiency. Teachers stay after 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. Our school also participates in the national Word Masters contest throughout the academic year, which supports vocabulary & grammar instruction, and requires metaphorical and analogical thinking for our 2nd-6th grade students.

Last updated: 2/16/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,286	\$40,430
Mid-Range Teacher Salary	\$56,106	\$58,909
Highest Teacher Salary	\$68,243	\$77,358
Average Principal Salary (Elementary)	\$83,840	\$94,634
Average Principal Salary (Middle)	\$90,476	\$97,839
Average Principal Salary (High)	\$97,065	\$100,453
Superintendent Salary	\$144,970	\$123,728
Percent of Budget for Teacher Salaries	37.0%	32.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 2/16/2017

Professional Development

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. All district staff are using *A Mind Shaped by Poverty; 10 Things Educators Should Know*, by Regenia Rawlinson as our book club focus. We spend a portion of our staff meetings to discuss the effects of poverty and how to mitigate it using this book and our firsthand experiences as our guide.

Teachers have been supported this year with offerings from our County Office of Education. We're exploring the NGSS (Next Generation Science Standards in conjunction with Lake/Mendocino Offices of Education), and improving our alignment with a technology scope and sequence. 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 integrating interdisciplinary performance tasks into our instruction to improve our students college and career readiness skills using NextLesson.com. We're also learning how to utilize the interim assessments and Interim Assessment Blocks from the CAASPP website to better monitor our students progress and our pedagogical practices. Our district adopted Accelerated Math from Renaissance Learning, and two of our minimum days were dedicated to learning how to integrate it with our current math adoption.

Last updated: 2/16/2017