

Cobblestone Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Cobblestone Elementary School
Street	1718 Churchill Way
City, State, Zip	Plumas Lake, CA 95961
Phone Number	(530) 634-9723
Principal	Marcie Nichols
Email Address	mnichols@plUSD.org
School Website	http://cse.plUSD.org/
Grade Span	K-5
County-District-School (CDS) Code	58 72744 0114652

2025-26 District Contact Information

District Name	Plumas Lake Elementary School District
Phone Number	(530) 743-4428 ext 1731
Superintendent	Jeff Roberts
Email Address	jroberts@plUSD.org
District Website	www.plUSD.org

2025-26 School Description and Mission Statement

Cobblestone Elementary School is committed developing confident learners and building relationship to help each student achieve socially and academically. Cobblestone Elementary School serves Transitional Kindergarten through 5th grade students providing a comprehensive educational experience for every child. Our values are:

We are all on the same team; students, staff, and families.

We value and respect each other and our community by showing kindness, assuming best intent, and being adaptable.

2025-26 School Description and Mission Statement

We form healthy relationships with frequent, honest, and constructive communication.

Our team is stronger when we are diverse and inclusive.

Our ongoing goal that all students develop skills to allow them think critically and ultimately be proficient in ELA and Math. Our long term goal is for all students to love learning and develop lifelong learning behaviors.

Our goals are to continue to work on using best instructional practices to purposefully plan each lesson, using data collected to inform daily instructions as well as intervention and to continue to work on success skills that enhance relationships and prepare students for middle school and beyond.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	91
Grade 2	94
Grade 3	77
Grade 4	95
Grade 5	101
Total Enrollment	590

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.3
Asian	13.6
Black or African American	5.6
Filipino	2.2
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	1
Two or More Races	10.5
White	30.5
English Learners	9.3
Foster Youth	0.2
Migrant	0.2
Socioeconomically Disadvantaged	44.6
Students with Disabilities	11.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.5	85.37	62.9	89.29	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.42	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.76	5.1	7.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.1	0.23	11953.1	4.28
Unknown/Incomplete/NA	1	4.88	1.1	1.69	15831.9	5.67
Total Teaching Positions	20.5	100	70.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.5	83.67	61	80.59	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.08	1.5	1.98	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	12.24	11	14.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	2.1	2.85	14303.8	5.15
Total Teaching Positions	24.5	100	75.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.5	87.04	60.6	77.06	230039.4	100
Intern Credential Holders Properly Assigned	1	3.7	1.5	1.91	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.41	16	20.39	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0.5	1.85	0.5	0.64	13705.8	4.91
Total Teaching Positions	27	100	78.7	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	2.00	3	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	3	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	13	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We are proud of our Plumas Lake ESD campuses and strive to keep our schools in good repair so they are clean, safe, functional, and provide an orderly environment for teaching and learning. Custodians clean the school on a daily basis. There are 25 general education classrooms, a library, a music room, a multipurpose room, and two Special Education rooms, and our science lab has been converted to a classroom. Of the 28 rooms, four are modular and two are portables. The design capacity of the school is xxx students.

Year and month in which the data were collected	December, 2018
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders, McGraw -Hill Education, 2017	0
Mathematics	Bridges in Mathematics, 2nd Edition, Math Learning Center 2016	0
Science	McGraw Hill/2007	0
History-Social Science	Houghton-Mifflin (K,1 and 5) ,2006 , McGraw Hill (2,3 and 4th grade) ,2006	0

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

School Facility Conditions and Planned Improvements

Campus is generally in good repair.

Year and month of the most recent FIT report	07/24/25
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	50	47	49	47	48
Mathematics (grades 3-8 and 11)	40	40	36	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	280	99.29	0.71	50.00
Female	142	141	99.30	0.70	51.77
Male	140	139	99.29	0.71	48.20
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	38.89
Black or African American	15	15	100.00	0.00	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00	0.00	46.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	39.39

White	93	92	98.92	1.08	58.70
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	94	93	98.94	1.06	39.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	39	100.00	0.00	15.38

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	280	99.29	0.71	40.36
Female	142	141	99.30	0.70	34.04
Male	140	139	99.29	0.71	46.76
American Indian or Alaska Native	--	--	--	--	--
Asian	36	36	100.00	0.00	38.89
Black or African American	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00	0.00	34.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	33.33
White	93	92	98.92	1.08	47.83
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	41.18

Socioeconomically Disadvantaged	94	93	98.94	1.06	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	39	39	100.00	0.00	17.95

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	49.48	31.78	35.73	30.92	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	107	100.00	0.00	31.78
Female	53	53	100.00	0.00	32.08
Male	54	54	100.00	0.00	31.48
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	12.50
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	38	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	20.00
White	31	31	100.00	0.00	45.16
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00	0.00	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	8.33

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.5	97.2	98.1	97.2	100

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are vital to our educational program. We invite families to conferences twice a year to discuss their child and make a plan of progress. We utilize Parent Square to communicate at the classroom and school level. Parents/families are encouraged to participate in school events and join the Parent Teacher Organization (PTO). This organization provides students, staff, and the community with opportunities to serve the school and its students through a variety of fundraisers and scheduled family events. We are very fortunate to have dedicated volunteers and welcome all parents to participate.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	638	629	37	5.9
Female	313	309	17	5.5
Male	325	320	20	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	90	3	3.3
Black or African American	31	31	0	0.0
Filipino	14	14	1	7.1
Hispanic or Latino	226	224	15	6.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	65	9	13.8
White	197	194	8	4.1
English Learners	64	63	4	6.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	294	289	23	8.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	94	7	7.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.68	3.57	5.33	4.66	3.9	4.27	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.33	0.00
Female	1.60	0.00
Male	8.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.06	0.00
Black or African American	9.68	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.15	0.00
White	6.60	0.00
English Learners	1.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Cobblestone Elementary School. The School Site Safety plan is updated annually and reviewed with staff at a scheduled meeting. The Safety Plan stresses procedures for ensuring student safety during emergencies. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials, state earthquake standards, and the universal Disaster Management System. Fire, earthquake, and intruder on campus/lock-down drills are conducted on a regular basis throughout the school year. Cobblestone Elementary School provides a safe, clean environment for students, staff, and volunteers.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	4	0
1	25	0	3	0
2	22	0	4	0
3	21	0	4	0
4	28	0	3	0
5	23	0	4	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	4	0
1	24	0	4	0
2	19	4	0	0
3	23	0	4	0
4	24	0	4	0
5	23	0	4	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		4	
1	23		4	
2	24		4	
3	19	4		
4	24		4	
5	25		4	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,076.32	\$4,797.95	\$10,278.38	\$71,796
District	N/A	N/A	\$9,718.90	\$78,524
Percent Difference - School Site and District	N/A	N/A	5.6	-9.0
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-8.1	-32.9

Fiscal Year 2024-25 Types of Services Funded

Class Size Reduction
Intervention teacher to provide intervention within the school day

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,987	\$61,516
Mid-Range Teacher Salary	\$86,824	\$95,479
Highest Teacher Salary	\$118,645	\$125,208
Average Principal Salary (Elementary)	\$147,589	\$152,668
Average Principal Salary (Middle)	\$160,209	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$205,965	\$242,781
Percent of Budget for Teacher Salaries	31.42%	29.76%
Percent of Budget for Administrative Salaries	8.73%	5.74%

Professional Development

Math Framework and pedagogy training
New to PLESD Training
Grade level collaboration/PLC
Restorative Practices training
ECRI Training (K-2)
ELD Training (3-5)

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	33	34	35