

COBBLESTONE ELEMENTARY SCHOOL



GRADES K-4

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Phone: (530) 634-9723 Fax: (530) 749-9765
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Dione Beilby
Superintendent

Kirsten Spallino
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message



Dear Families,

Welcome to the Plumas Lake Elementary School District. In our District we strive to provide a unique and wonderful educational experience for children, from the safety of the campus, to the warmth of the learning environment, to the rigor and breadth of the instructional programs. All aspects of the school contribute to providing children with the skills they need to be successful learners. It remains our single most important goal to ensure that your child enjoys academic success throughout his or her educational experience at either of our campuses.

Our District's mission is to provide a learning community that challenges ALL students to realize their greatest potential. Where the District is committed to ensuring a student-focused, safe, and challenging environment; where students understand and assume responsibility for lifelong learning; work to achieve their personal best; and become productive citizens in a diverse, global society.

We encourage an environment where students are physically, socially, emotionally, intellectually, and psychologically supported, and one free of drugs, that are safe and conducive to learning. Our long list of NCLB-supported activities and programs includes Red Ribbon Week, specialized PE, and School Spirit Activities.

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Parental Involvement

Parental involvement in their child's education is an important aspect at Plumas Elementary. Parental involvement is ongoing, and includes sitting on the School Site Council (SSC), which develops the School Plan; parent conferences; and parent and community outreach.

Parents are an important part of the planning process, and are involved with family activities, schoolwide events, field trips, and Red Ribbon Week.

Parents receive a packet at the beginning of each school year, containing all required notifications, District discipline policies, the safe-school status determined by NCLB, and more. They can also view the School Accountability Report Cards (SARCs) on the District Web site (www.plusd.org).

There are a number of ways to become involved with your child's education. Our school has an active PTO that helps with fundraising events. We have a Back to School Night and two parent conferences during the year. You are always welcome to volunteer in your child's classroom, or become involved by attending parent conferences and Back to School Night, and by joining the PTO or the School Site Council. For more information on parent involvement opportunities, you may contact your site principal at (530) 634-9723.

"It remains our single most important goal to ensure that your child enjoys academic success throughout his or her educational experience at either of our campuses."

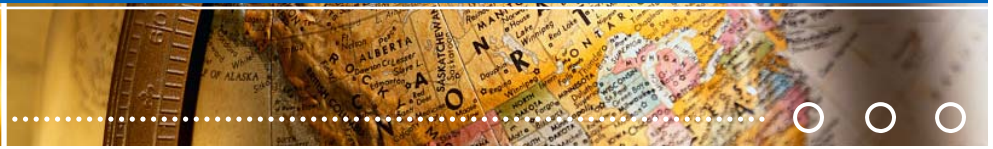


Plumas Lake Elementary School District

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Marysville, CA 95901
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District Mission Statement

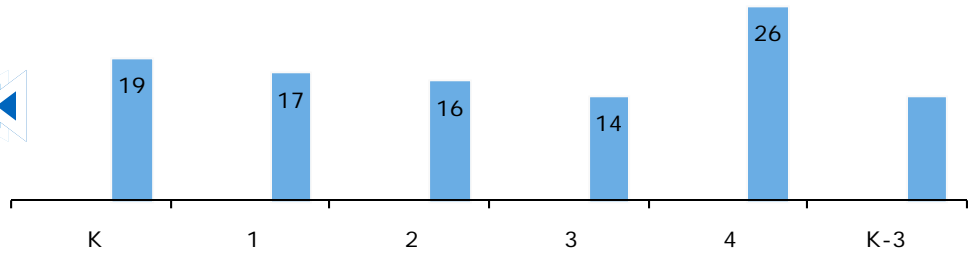
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Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08



“We encourage an environment where students are physically, socially, emotionally, intellectually, and psychologically supported; an environment that is free of drugs; and an environment that is safe and conducive to learning.”



Enrollment and Demographics

The total enrollment was 244 students for the 2007-08 school year.

Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	⌘	⌘	⌘	⌘	⌘	⌘		2	
1	⌘	⌘	⌘	⌘	⌘	⌘	3		
2	⌘	⌘	⌘	⌘	⌘	⌘	2		
3	⌘	⌘	⌘	⌘	⌘	⌘	3		
4	⌘	⌘	⌘	⌘	⌘	⌘		2	
K-3	⌘	⌘	⌘	⌘	⌘	⌘	1		

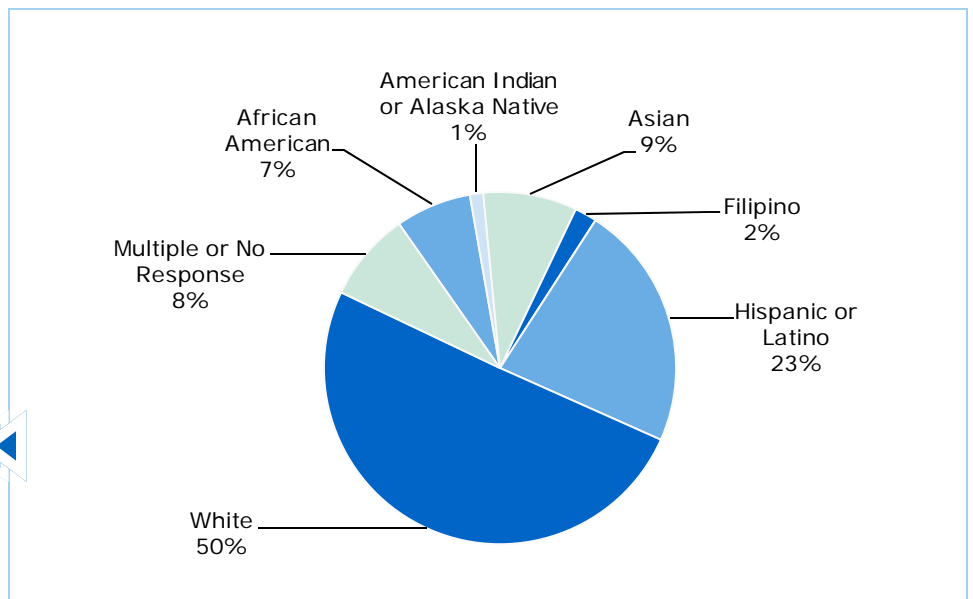
⌘ Cobblestone Elementary School first opened in the 2007-08 year. Therefore, there is no data prior to 2007-08 for the school.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

	Suspension and Expulsion Rates					
	Cobblestone ES			Plumas Lake ESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	⌘	⌘	0.111	0.036	0.062	0.170
Expulsion Rate	⌘	⌘	0.000	0.000	0.000	0.000

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School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on September 3, 2008, and the inspection form was most recently completed on September 3, 2008.

School Facilities

In the 2007-08 school year we opened our third new school in the Plumas Lake area: Cobblestone Elementary. 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.

Cobblestone is a new school in excellent condition. Two custodians clean the school on a daily basis. Staggering shifts allows us to have one custodian during the school day, and one custodians end their shifts in the evening (after school hours). There are 17 regular classrooms, a science lab, a library, a computer lab, an art lab, a multipurpose room, and two Special Education room. The design capacity of the school is 725 students. There is one portable at the school site.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the District budgeted \$28,000 for the Deferred Maintenance Program. This represents 0.3% of the District's general fund budget.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal)
- Title II (Technology)
- Title III (for Limited English Proficient Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Gifted and Talented Education (GATE)
- Beginning Teacher Support and Assessment (BTSA)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- English Language Acquisition Program (ELAP)
- Community-Based English Tutoring (CBET)
- Special Education
- School Library Grant
- Tobacco Use Prevention Education (TUPE)
- AB1113 School Safety & Violence Prevention
- Instructional Materials
- Realignment Program
- Targeted Instructional Improvement
- School Library Block Grant
- Discretionary School Site Fund
- Instructional Materials
- Library and Ed. Technology One Time Funds
- Peer Assistance Review (PAR)
- Art & Music Block Grant
- California High School Exit Examination (CAHSEE) Intensive Instruction and Services
- Art, Music, and PE One Time Funds



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

- Reading/Language Arts 0%
- Mathematics 0%
- Science 0%
- History-Social Science 0%
- Visual and Performing Arts ✧
- Foreign Language ✧
- Health ✧

✧ Not applicable.

School Safety

Your child's safety is important to us in the Plumas Elementary School District. We believe that nothing should get in the way of the academic achievement of our students, which is why it is important that our students feel safe. Our District is committed to providing a safe, secure environment for learning. Our students and staff participate in regularly planned fire drills. An emergency handbook—outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills—is kept in the office of our school. The District maintenance staff conducts random periodic school safety inspections. The Yuba County Sheriff's Department works closely with our school sites to provide a safe, secure environment for all students.

The District School Safety Plan was drafted in 2001 and is reviewed at the beginning of each school year. It includes drills for fire, earthquakes, and other disasters. It was reviewed in August 2008.

Public 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 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.

Textbooks and Instructional Materials

All students in the Plumas Elementary School District have access to their own copy of the Standards-aligned textbooks and instructional materials. There is no lack of textbooks or instructional materials in the core curriculum areas. Lab equipment is supplied in proper portions depending on whether students are working individually or in groups. Depending on lesson design, some lab equipment is given to 100% of students. However, when working in groups is most beneficial for learning, some equipment may be distributed to 25% of students to allow workgroups and discussion groups of four students (i.e. one piece of lab equipment per each group of four students). All textbooks are adopted from the most recent state-approved or local governing board approved list.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	<i>My World</i> , Houghton Mifflin (K)	2002
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (1)	2002
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (2)	2002
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (3)	2002
English-Language Arts	<i>Reading CA</i> , Houghton Mifflin (4)	2002
English-Language Arts	<i>Reading CA Traditions</i> , Houghton Mifflin (4)	2002
Mathematics	<i>Saxon Math</i> (K)	2003
Mathematics	<i>Saxon Math</i> (1)	2003
Mathematics	<i>Saxon Math</i> (2)	2003
Mathematics	<i>Saxon Math</i> (3)	2003
Mathematics	<i>Saxon Math</i> (4)	2003
Science	McGraw-Hill (K)	2007
Science	McGraw-Hill (1)	2007
Science	McGraw-Hill (2)	2007
Science	McGraw-Hill (3)	2007
Science	McGraw-Hill (4)	2007
Social Studies	Houghton Mifflin (K)	2006
Social Studies	Houghton Mifflin (1)	2006
Social Studies	<i>CA Vistas People And Places</i> , McGraw-Hill (2)	2006
Social Studies	<i>CA Vistas California Communities</i> (3)	2006
Social Studies	<i>CA Vistas Our Golden State</i> (4)	2006

Note: This data was most recently collected and verified in September 2008.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Cobblestone ES			Plumas Lake ESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	⌘	⌘	46%	43%	42%	44%	42%	43%	46%
Mathematics	⌘	⌘	60%	51%	46%	52%	40%	40%	43%

⌘ Cobblestone Elementary School first opened in the 2007-08 year. Therefore, there is no data prior to 2007-08 for the school.

CST Student Group Results: English-Language Arts and Mathematics

Percentage of Students Scoring At Proficient or Advanced Levels		
Group	Spring 2008 Results	
	English-Language Arts	Mathematics
Male	40%	55%
Female	52%	66%
Economically Disadvantaged	28%	46%
English Learners	35%	48%
Students with Disabilities	9%	18%
Migrant Education Services	❖	❖
African American	38%	46%
American Indian or Alaska Native	❖	❖
Asian	47%	53%
Filipino	❖	❖
Hispanic or Latino	42%	58%
Pacific Islander	❖	❖
White	45%	61%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts and mathematics. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Cobblestone ES		Plumas Lake ESD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	Yes
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	⌘	⌘	⌘
Similar Schools API Rank	⌘	⌘	⌘

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	⌘	⌘	⌘	771
African American	⌘	⌘	⌘	■
American Indian or Alaska Native	⌘	⌘	⌘	■
Asian	⌘	⌘	⌘	■
Filipino	⌘	⌘	⌘	■
Hispanic or Latino	⌘	⌘	⌘	■
Pacific Islander	⌘	⌘	⌘	■
White	⌘	⌘	⌘	770
Socioeconomically Disadvantaged	⌘	⌘	⌘	■
English Learners	⌘	⌘	⌘	■
Students with Disabilities	⌘	⌘	⌘	■

⌘ Cobblestone Elementary School's first year of operation was the 2007-08 year. Therefore, there is no API rank and API growth data for the school.

■ Data are reported only for numerically significant groups.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Plumas Lake ESD	Cobblestone ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	50	⌘	⌘	13
Without Full Credential	7	⌘	⌘	1
Teaching Outside Subject Area of Competence		⌘	⌘	0

⌘ Cobblestone Elementary School first opened in the 2007-08 year. Therefore, there is no data prior to 2007-08 for the school.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Cobblestone ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	⌘	0	0
Total Teacher Misassignments	⌘	0	0
Vacant Teacher Positions	⌘	0	0

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No Child Left Behind Compliant Teachers

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Cobblestone ES	92.9%	7.1%
All Schools in District	98.6%	1.4%
High-Poverty Schools in District	⌘	⌘
Low-Poverty Schools in District	⌘	⌘

⌘ Information not available.

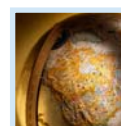
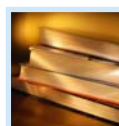
Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	0.0



No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2006-07 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.



Professional Development

Our teachers receive ongoing training in the implementation of our State-adopted, Standards-based curriculum. Each year, our teachers complete hundreds of hours of professional learning. This includes professional learning in differentiated instruction, which allows all students to access the adopted curriculum and progress towards the State Standards. Helping teachers learn how to support English Learners has been a priority at our school. In addition, teachers receive training in using technology to analyze student achievement data. Our school has received ongoing training in the effective implementation of the Houghton Mifflin English Language Arts adoption.

For the 2005-06 school year, we had two days dedicated to staff and professional development. In 2006-07, we dedicated seven days, and in 2007-08, we dedicated four days for professional development.



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2009.

Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Cobblestone ES	Plumas Lake ESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

✧ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Plumas Lake ESD	Similar Sized District
Beginning Teacher Salary	✧	\$37,322
Mid-Range Teacher Salary	✧	\$53,824
Highest Teacher Salary	✧	\$67,700
Average Principal Salary (Elementary School)	✧	\$85,507
Average Principal Salary (Middle School)	✧	\$91,421
Average Principal Salary (High School)	✧	✧
Superintendent Salary	✧	\$104,993
% of Budget for Teacher Salaries	36.6%	37.6%
% of Budget for Administrative Salaries	7.6%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Cobblestone ES	⌘	⌘	⌘	⌘
Plumas Lake ESD			⌘	⌘
California			⌘	⌘
% Difference Between School and District			⌘	⌘
% Difference Between School and California			⌘	⌘

✧ Information not available.

⌘ Cobblestone Elementary School first opened in the 2007-08 year. Therefore, there is no data prior to 2007-08 for the school.