

## School Accountability Report Card School Year 2001-2002

| School Information      |  | District Information    |  |
|-------------------------|--|-------------------------|--|
| <b>School Name</b>      | Coarsegold Elementary  | <b>District Name</b>    | Coarsegold Union Elementary                                      |
| <b>Principal</b>        | Mr. Randy Haggard  | <b>Superintendent</b>   | Mr. Bill McCabe  |
| <b>Street</b>           | 45426 Road 415   | <b>Street</b>           | 45426 Road 415   |
| <b>City, State, Zip</b> | Coarsegold, CA 93614-0338  | <b>City, State, Zip</b> | Coarsegold, CA 93614-0338  |
| <b>Phone Number</b>     | (559) 683-4842   | <b>Phone Number</b>     | (559) 683-2996   |
| <b>FAX Number</b>       | (559) 683-2625   | <b>FAX Number</b>       | (559) 683-4160   |
| <b>Web Site</b>         | <a href="http://www.coarsegoldusd.com">www.coarsegoldusd.com</a>           | <b>Web Site</b>         | <a href="http://www.coarsegoldusd.com">www.coarsegoldusd.com</a> |
| <b>Email Address</b>    | <a href="mailto:rhaggard@coarsegoldusd.com">rhaggard@coarsegoldusd.com</a> | <b>Email Address</b>    | bmccabe@yosemiteusd.com  |
| <b>CDS Code</b>         | 20-65219-6023915   | <b>SARC Contact</b>     | Mr. Bob Rose   |

### School Description and Mission Statement

Coarsegold Elementary is a K-8 school with a student population of 634, and along with Rivergold Elementary and the Coarsegold Community Day School serves the Sierra Nevada foothill community of Coarsegold, California. The Madera County Office of Education maintains a Special Education Department on the Coarsegold campus currently serving 43 students. The Community Day School Program is in place on the Coarsegold campus, and a successful gifted education (GATE) program, called Junior University, was implemented in 1999-2000.

A Library Technician manages our school library. It is the desired goal in our adopted Library Plan that the district libraries eventually are served by a full time district librarian as well as the library technicians.

Commencing with the 1996-1997 school year, the district has elected to participate, to the maximum level, in the class size reduction program. Currently, all kindergarten through third grade classrooms have a better than 20 to 1 student/teacher ratio.

#### COARSEGOLD UNION SCHOOL DISTRICT MISSION STATEMENT

Coarsegold Union School District is dedicated to providing the structure and support, in a partnership with students, parents, staff, and the community of Coarsegold, necessary to insure that every student receives the highest quality education in a positive, safe, secure learning environment in order to become a productive, healthy, intellectually curious member of our society.

## Opportunities for Parental Involvement

|  |                                    |                                    |                       |
|--|------------------------------------|------------------------------------|-----------------------|
| <b>Contact Person Name</b>   | <b>Kari McCully, PTA President</b> | <b>Contact Person Phone Number</b> | <b>(559) 658-6247</b> |
| <p>Coarsegold School provides a wide range of opportunities for parents and community member to become involved in the life of the school. Coarsegold School has a supportive PTA, which provides funding and activities for the students including Scholastic Book Fairs, Reflections Art Program, Science Fair, Spelling Bee, community movie nights and school-wide fundraisers. Parents and community members provide many hours of assistance to our students. Local businesses and service organizations are helpful with their time and with generous financial support. The School Site Council is active and meets regularly to govern school programs and categorical funding.</p> |                                    |                                    |                       |

## I. Demographic Information

### Student Enrollment, by Grade Level

| Grade Level  | Enrollment |
|--------------|------------|
| Kindergarten | 42         |
| Grade 1      | 44         |
| Grade 2      | 56         |
| Grade 3      | 50         |
| Grade 4      | 53         |
| Grade 5      | 60         |
| Grade 6      | 69         |
| Grade 7      | 151        |
| Grade 8      | 109        |
| Total        | 634        |

### Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

| Racial/Ethnic Category           | Number of Students | Percentage of Students | Racial/Ethnic Category | Number of Students | Percentage of Students |
|----------------------------------|--------------------|------------------------|------------------------|--------------------|------------------------|
| African-American                 | 7                  | 1.1                    | Hispanic or Latino     | 46                 | 7.3                    |
| American Indian or Alaska Native | 35                 | 5.5                    | Pacific Islander       | 1                  | 0.2                    |
| Asian-American                   | 2                  | 0.3                    | White (Not Hispanic)   | 521                | 82.2                   |
| Filipino-American                | 0                  | 0.0                    | Other                  | 22                 | 3.5                    |

## II. School Safety and Climate for Learning

### School Safety Plan

| Date of Last Review/Update   | Spring 2002 | Date Last Discussed with Staff | Spring 2002 |
|--|-------------|--------------------------------|-------------|
| <p>The Coarsegold School Safety Plan was updated the plan in the Spring of 2001. It has been reviewed with staff and can be implemented in case of an emergency. Two-way radios allow direct access to the site administrator and office. Regular monthly meetings are held with all staff to discuss safety concerns. Safety concerns are treated with immediate responses by administration and maintenance staff, as appropriate.</p> |             |                                |             |

### School Programs and Practices that Promote a Positive Learning Environment

The climate for learning is determined by strong collaboration among the administration, teachers, and support staff. The goal is an open and relaxed environment where students can learn. Students are recognized for their achievement each quarter in classroom awards ceremonies. Every opportunity is taken to support and encourage students to make positive, healthy choices. When discipline is a problem and needs to be taken care of outside the classroom, the child is sent to the office to be addressed by an administrator or counselor. When appropriate, the child's home is contacted and a behavioral plan is written.

### Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

|                             | School |      |      | District |      |      |
|-----------------------------|--------|------|------|----------|------|------|
|                             | 2000   | 2001 | 2002 | 2000     | 2001 | 2002 |
| <b>Suspensions (number)</b> | 35     | 44   | 47   | 47       | 56   | 72   |
| <b>Suspensions (rate)</b>   | .055   | .069 | .074 | .047     | .056 | .072 |
| <b>Expulsions (number)</b>  | 0      | 0    | 0    | 0        | 0    | 0    |
| <b>Expulsions (rate)</b>    | 0      | 0    | 0    | .0       | 0    | 0    |

### School Facilities

District facilities are adequate for the current programs and student population. The grounds and buildings are very clean and yards are well kept. The maintenance staff works hard to keep the facilities functional and safe.

### III. Academic Data

#### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2000   | 2001 | 2002 | 2000     | 2001 | 2002 | 2000  | 2001 | 2002 |
| 2           | ---    | 42   | 36   | ---      | 52   | 39   | ---   | 32   | 32   |
| 3           | ---    | 38   | 35   | ---      | 48   | 42   | ---   | 30   | 34   |
| 4           | ---    | 37   | 46   | ---      | 40   | 49   | ---   | 33   | 36   |
| 5           | ---    | 33   | 36   | ---      | 40   | 41   | ---   | 28   | 31   |
| 6           | ---    | 46   | 41   | ---      | 50   | 41   | ---   | 31   | 30   |
| 7           | ---    | 56   | 47   | ---      | 51   | 47   | ---   | 32   | 33   |
| 8           | ---    | 42   | 56   | ---      | 40   | 52   | ---   | 32   | 32   |

### CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2000   | 2001 | 2002 | 2000     | 2001 | 2002 | 2000  | 2001 | 2002 |
| 2           | ---    | ---  | 47   | ---      | ---  | 52   | ---   | ---  | 43   |
| 3           | ---    | ---  | 35   | ---      | ---  | 47   | ---   | ---  | 38   |
| 4           | ---    | ---  | 48   | ---      | ---  | 48   | ---   | ---  | 37   |
| 5           | ---    | ---  | 35   | ---      | ---  | 37   | ---   | ---  | 29   |
| 6           | ---    | ---  | 31   | ---      | ---  | 39   | ---   | ---  | 32   |
| 7           | ---    | ---  | 38   | ---      | ---  | 38   | ---   | ---  | 30   |
| 8           | ---    | ---  | 57   | ---      | ---  | 54   | ---   | ---  | 27   |

### CST - Subgroups - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 2           | 37   | 35     |                  | 37                   | 19                              | 48                                  |                            |
| 3           | 27   | 46     |                  | 36                   | 24                              | 48                                  |                            |
| 4           | 44   | 47     |                  | 45                   | 45                              | 46                                  |                            |
| 5           | 45   | 27     |                  | 35                   | 21                              | 50                                  |                            |
| 6           | 29   | 49     |                  | 36                   | 26                              | 53                                  |                            |
| 7           | 38   | 54     |                  | 47                   | 27                              | 53                                  |                            |
| 8           | 43   | 66     |                  | 57                   | 48                              | 59                                  |                            |

### CST - Subgroups - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

| Grade Level | Male | Female | English Learners | Not-English Learners | Socioeconomically Disadvantaged | Not Socioeconomically Disadvantaged | Migrant Education Services |
|-------------|------|--------|------------------|----------------------|---------------------------------|-------------------------------------|----------------------------|
| 2           | 59   | 35     |                  | 48                   | 29                              | 62                                  |                            |
| 3           | 43   | 27     |                  | 37                   | 32                              | 39                                  |                            |
| 4           | 58   | 34     |                  | 49                   | 35                              | 61                                  |                            |
| 5           | 48   | 23     |                  | 35                   | 24                              | 45                                  |                            |
| 6           | 23   | 37     |                  | 25                   | 13                              | 45                                  |                            |
| 7           | 42   | 34     |                  | 38                   | 20                              | 45                                  |                            |
| 8           | 55   | 62     |                  | 57                   | 52                              | 59                                  |                            |



### Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2000   | 2001 | 2002 | 2000     | 2001 | 2002 | 2000  | 2001 | 2002 |
| 2           | 48     | 62   | 52   | 56       | 75   | 58   | 49    | 51   | 53   |
| 3           | 63     | 59   | 57   | 69       | 64   | 61   | 44    | 46   | 47   |
| 4           | 61     | 58   | 55   | 70       | 67   | 64   | 45    | 47   | 49   |
| 5           | 67     | 65   | 53   | 70       | 71   | 64   | 44    | 45   | 46   |
| 6           | 74     | 60   | 60   | 68       | 67   | 65   | 46    | 47   | 48   |
| 7           | 65     | 74   | 68   | 64       | 70   | 67   | 46    | 48   | 48   |
| 8           | 71     | 68   | 70   | 68       | 66   | 69   | 49    | 50   | 49   |

### SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

| Grade Level | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2000   | 2001 | 2002 | 2000     | 2001 | 2002 | 2000  | 2001 | 2002 |
| 2           | 70     | 71   | 69   | 71       | 80   | 73   | 57    | 58   | 62   |
| 3           | 70     | 68   | 61   | 73       | 76   | 76   | 56    | 59   | 62   |
| 4           | 65     | 62   | 65   | 62       | 68   | 69   | 51    | 54   | 58   |
| 5           | 77     | 82   | 67   | 79       | 83   | 76   | 50    | 54   | 57   |
| 6           | 94     | 82   | 68   | 87       | 80   | 72   | 55    | 57   | 60   |
| 7           | 70     | 77   | 80   | 69       | 73   | 80   | 48    | 50   | 52   |
| 8           | 70     | 69   | 76   | 66       | 68   | 75   | 48    | 49   | 50   |



## SAT 9 - Racial/Ethnic Groups - Mathematics

Percentage of students scoring at or above the 50th percentile

| Grade Level | African-American | American Indian or Alaska Native | Asian-American | Filipino-American | Hispanic or Latino | Pacific Islander | White (not Hispanic) | Other |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|-------|
| 2           |                  |                                  |                |                   |                    |                  | 66                   |       |
| 3           |                  |                                  |                |                   |                    |                  | 62                   |       |
| 4           |                  |                                  |                |                   |                    |                  | 70                   |       |
| 5           |                  |                                  |                |                   |                    |                  | 65                   |       |
| 6           |                  |                                  |                |                   |                    |                  | 70                   |       |
| 7           |                  | 55                               |                |                   | 80                 |                  | 80                   |       |
| 8           |                  |                                  |                |                   |                    |                  | 77                   |       |

### Local Assessment

Our district has implemented a Local Assessment Program. We will be compiling and presenting Local Assessment Program data in future editions of the School Accountability Report Card.

### California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

*Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

| Grade Level | School |        |      | District |        |      | State |        |      |
|-------------|--------|--------|------|----------|--------|------|-------|--------|------|
|             | Total  | Female | Male | Total    | Female | Male | Total | Female | Male |
| 5           | 9.8    | 19.0   | 0.0  | 22.4     | 29.6   | 13.6 | 22.2  | 23.4   | 21.5 |
| 7           | 33.0   | 45.1   | 17.5 | 33.0     | 45.1   | 17.5 | 25.9  | 27.3   | 25.0 |

## Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

**Subgroup APIs and Targets:** In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

**Percentage Tested:** In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

**Statewide Rank:** Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education Web site at <http://api.cde.ca.gov/> or by speaking with the school principal

## School Wide API

| API Base Data               |      |      |      | API Growth Data          |                   |                   |                   |
|-----------------------------|------|------|------|--------------------------|-------------------|-------------------|-------------------|
|                             | 1999 | 2000 | 2001 |                          | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| <b>Percentage Tested</b>    | 97   | 100  | 98   | <b>Percentage Tested</b> | 100               | 98                | 99                |
| <b>API Base Score</b>       | 728  | 771  | 772  | <b>API Growth Score</b>  | 771               | 771               | 770               |
| <b>Growth Target</b>        | 4    | 1    | 1    | <b>Actual Growth</b>     | 43                | 0                 | -2                |
| <b>Statewide Rank</b>       | 8    | 8    | 8    |                          |                   |                   |                   |
| <b>Similar Schools Rank</b> | 6    | 8    | 8    |                          |                   |                   |                   |

## API Subgroups - Racial/Ethnic Groups

| API Base Data                           |      |      |      | API Growth Data                         |                   |                   |                   |
|---|------|------|------|---|-------------------|-------------------|-------------------|
|   | 1999 | 2000 | 2001 |   | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| <b>African-American</b>                 |      |      |      | <b>African-American</b>                 |                   |                   |                   |
| API Base Score                          |      |      |      | API Growth Score                        |                   |                   |                   |
| Growth Target                           |      |      |      | Actual Growth                           |                   |                   |                   |
| <b>American Indian or Alaska Native</b> |      |      |      | <b>American Indian or Alaska Native</b> |                   |                   |                   |
| API Base Score                          |      |      |      | API Growth Score                        |                   |                   |                   |
| Growth Target                           |      |      |      | Actual Growth                           |                   |                   |                   |
| <b>Asian-American</b>                   |      |      |      | <b>Asian-American</b>                   |                   |                   |                   |
| API Base Score                          |      |      |      | API Growth Score                        |                   |                   |                   |
| Growth Target                           |      |      |      | Actual Growth                           |                   |                   |                   |
| <b>Filipino-American</b>                |      |      |      | <b>Filipino-American</b>                |                   |                   |                   |
| API Base Score                          |      |      |      | API Growth Score                        |                   |                   |                   |
| Growth Target                           |      |      |      | Actual Growth                           |                   |                   |                   |
| <b>Hispanic or Latino</b>               |      |      |      | <b>Hispanic or Latino</b>               |                   |                   |                   |
| API Base Score                          |      |      |      | API Growth Score                        |                   |                   |                   |
| Growth Target                           |      |      |      | Actual Growth                           |                   |                   |                   |
| <b>Pacific Islander</b>                 |      |      |      | <b>Pacific Islander</b>                 |                   |                   |                   |
| API Base Score                          |      |      |      | API Growth Score                        |                   |                   |                   |
| Growth Target                           |      |      |      | Actual Growth                           |                   |                   |                   |
| <b>White (Not Hispanic)</b>             |      |      |      | <b>White (Not Hispanic)</b>             |                   |                   |                   |
| API Base Score                          | 750  | 786  | 788  | API Growth Score                        | 786               | 789               | 782               |
| Growth Target                           | 3    | 1    | 1    | Actual Growth                           | 36                | 3                 | -6                |

## API Subgroups - Socioeconomically Disadvantaged

| API Base Data  |      |      |      | API Growth Data  |                   |                   |                   |
|----------------|------|------|------|------------------|-------------------|-------------------|-------------------|
|                | 1999 | 2000 | 2001 |                  | From 1999 to 2000 | From 2000 to 2001 | From 2001 to 2002 |
| API Base Score |      | 697  | 696  | API Growth Score |                   | 691               | 696               |
| Growth Target  |      | 1    | 1    | Actual Growth    |                   | -6                | 0                 |

## API-Based Awards and Intervention Programs

California program data are based on API growth data from the previous academic year.

\*\*\*The II/USP Program was not funded for the year 2002.

| California Programs                       |      |      |      | Federal Programs                             |      |      |      |
|---|------|------|------|--|------|------|------|
|   | 2000 | 2001 | 2002 |  | 2000 | 2001 | 2002 |
| Eligible for Governor's Performance Award | YES  | NO   | NO   | Recognition for Achievement (Title 1)        |      |      |      |
| Eligible for II/USP                       | NO   | NO   | ***  | Identified for Program Improvement (Title 1) |      |      |      |
| Applied for II/USP \$                     | NO   | NO   | ***  | Exited Title 1 Program Improvement           |      |      |      |
| Received II/USP \$                        | NO   | NO   | ***  |  |      |      |      |

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level, as reported by CBEDS.

| Grade | 2000  |      |       |     | 2001  |      |       |     | 2002  |      |       |     |
|-------|-------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|
|       | Avg.  | 1-20 | 21-32 | 33+ | Avg.  | 1-20 | 21-32 | 33+ | Avg.  | 1-20 | 21-32 | 33+ |
| K     | 18.00 | 2    |       |     | 17.50 | 2    |       |     | 17.00 | 2    |       |     |
| 1     | 18.50 | 2    |       |     | 18.67 | 3    |       |     | 18.00 | 2    |       |     |
| 2     | 14.67 | 3    |       |     | 14.67 | 3    |       |     | 18.67 | 3    |       |     |
| 3     | 18.75 | 4    |       |     | 15.25 | 4    |       |     | 16.67 | 3    |       |     |
| 4     | 24.33 |      | 3     |     | 29.00 |      | 2     |     | 26.67 |      | 3     |     |
| 5     | 25.67 |      | 3     |     | 28.00 |      | 2     |     | 30.00 |      | 2     |     |
| 6     | 25.00 |      | 2     |     | 25.33 |      | 3     |     | 34.50 |      |       | 2   |
| K-3   | 16.00 | 1    |       |     |       |      |       |     | 16.00 | 1    |       |     |
| 3-4   |       |      |       |     |       |      |       |     |       |      |       |     |
| 4-8   |       |      |       |     |       |      |       |     |       |      |       |     |
| Other |       |      |       |     |       |      |       |     | 24.00 |      | 1     |     |

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students, by subject area, as reported by CBEDS.

| Subject        | 2000  |      |       |     | 2001  |      |       |     | 2002  |      |       |     |
|----------------|-------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|
|                | Avg.  | 1-22 | 23-32 | 33+ | Avg.  | 1-22 | 23-32 | 33+ | Avg.  | 1-22 | 23-32 | 33+ |
| English        | 25.00 | 2    | 8     | 0   | 22.20 | 3    | 7     | 0   | 25.60 | 2    | 8     | 0   |
| Mathematics    | 26.33 | 1    | 8     | 0   | 22.30 | 3    | 7     | 0   | 29.44 | 0    | 9     | 0   |
| Science        | 26.80 | 1    | 8     | 1   | 26.50 | 1    | 7     | 0   | 30.00 | 0    | 7     | 1   |
| Social Science | 26.00 | 1    | 9     | 0   | 26.63 | 0    | 8     | 0   | 29.13 | 0    | 8     | 0   |

## Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

| Grade Level | Percentage of Pupils Participating |      |      |
|-------------|------------------------------------|------|------|
|             | 2000                               | 2001 | 2002 |
| K           | 100                                | 100  | 100  |
| 1           | 100                                | 100  | 100  |
| 2           | 100                                | 100  | 100  |
| 3           | 100                                | 100  | 100  |

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

|   | 2000 | 2001 | 2002 |
|---|------|------|------|
| <b>Total Number of Teachers</b>   | 36   | 35   | 34   |
| <b>Full Credential</b><br>(full credential and teaching in subject area)  | 33   | 31   | 32   |
| <b>Teaching Outside Subject Area</b><br>(full credential but teaching outside subject area)                             | 0    | 0    | 0    |
| <b>Emergency Credential</b><br>(includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 3    | 4    | 2    |
| <b>Teachers with Waivers</b><br>(does not have credential and does not qualify for an Emergency Permit)                 | 0    | 0    | 0    |

### Teacher Evaluations

The site principal, in accordance with the CTA contract, carries out teacher evaluations. The principal has been trained in teacher professional development, accountability, supervision, and evaluation through administrative classes. Evaluation is a positive developmental process, designed to promote maximum teacher competency. Teachers are encouraged to try bold and innovative lessons without the fear of negative evaluation, with the emphasis being improvement. The principal visits the classrooms on a scheduled and unscheduled basis throughout the year. Each teacher is given a list of factors that may be considered during a formal lesson observation, based on the California State Teaching Standards. At post-observation conferences, teachers are encouraged to provide input concerning lesson strengths and areas for improvement. Peer observation and coaching are encouraged, and the staff can take advantage of the PAR (Peer Assistance Review) program.

## **Substitute Teachers**

There is a pool of highly qualified substitute teachers available to the schools from the Madera County Office of Education. Each substitute candidate must have a minimum of a BA degree and have passed the CBEST, along with obtaining Department of Justice clearance.

## **Counselors and Other Support Staff**

Counseling for students has been provided on an informal basis by teachers, principals, and the vice-principal. In addition, the school psychologist is available on an “as needed” basis for consultation with students, parents, teachers and administrators. Counseling services were added using TUPE and Drug Free Schools funds. Coarsegold Elementary School has 1.5 days per week of this supplemental time. The vice-principal has coordinated a parenting class, which offers assistance twice per year for student’s families. A more extensive parenting basic skills class is offered to parents through out the year as part of PTA activities.

Other student support services that help us provide individual attention to our students include a school nurse, who is available from the Madera County Office of Education for consultation and is on campus monthly. He conducts hearing and vision screening on a regular basis.

A Resource Program is available for identified students. Our Resource Specialists are available to all teachers as consultants regarding students having academic difficulties. Resource Specialists frequently sit in on Student Study Team meetings.

## **VII. Curriculum and Instruction**

### **School Instruction and Leadership**

The instructional program at each school is closely aligned with the standards set forth in the State Standards and Frameworks. An on-going process of self-assessment is in place. The staff is highly professional, dedicated, and focused on improving student learning.

Administrative assessment of instruction is continual, and includes walk-through and drop-in visits, informal observations, and formal observations. Teachers participate in a District Curriculum and Staff Development Committee, School Site Council, many other school and district committees, staff meetings, district and site grade level meetings, and training days to improve instruction. Developmental and instructional professional growth opportunities are provided based on staff needs and administrative direction.

The district leadership team, consisting of the Superintendent, Principals, and Vice-Principal is pro-active, well trained, and dedicated to district wide effectiveness. Administrators are active and visible on campus daily, and are accessible to parents, to all staff members, and to students. The team meets weekly to analyze and plan for the improvement of all aspects of the instructional program. The team also includes other management personnel, including food services, transportation, maintenance, budget, and human resources.

## Professional Development

Teachers not having a permanent position are evaluated by their administration annually and permanent teachers are evaluated every other year. District in-service days for the 2000-01 were focused on Standards, Development of Intervention Strategies, and Developing District Assessments. For the last three years the district has conducted 7 in-service days. In addition, the district provides a one hour early release on Wednesdays for in-service and staff development. Teachers are given the opportunity to attend professional growth seminars on school time in areas of their interest or need.

## Quality and Currency of Textbooks and Other Instructional Materials

Textbooks are available for each student. The district purchased books approved through the State instructional adoption cycle and the district is currently working on aligning with the State adoption cycle. Materials are purchased to supplement the adopted textbooks. Curricular standards have been adopted in math, English-Language Arts, History-Social Science and Science. Materials and texts are purchased using IMF and Schiff-Bustamonte funds. Teachers are also given \$400 each to purchase extra classroom materials, and primary teachers may purchase classroom books if they do not purchase workbooks.

## Instructional Minutes

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

| Grade Level | Instructional Minutes |                   |
|-------------|-----------------------|-------------------|
|             | Offered               | State Requirement |
| K           | 36,900                | 36,000            |
| 1           | 51,540                | 50,400            |
| 2           | 51,540                | 50,400            |
| 3           | 51,540                | 50,400            |
| 4           | 60,540                | 54,000            |
| 5           | 60,540                | 54,000            |
| 6           | 60,540                | 54,000            |
| 7           | 60,540                | 54,000            |
| 8           | 60,540                | 54,000            |

## Total Number of Minimum Days

The district provides a one hour early release on Wednesdays for in-service and staff development.

## IX. Fiscal and Expenditure Data

### Average Salaries (Fiscal Year 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High, and Unified) and enrollment, as defined in [Management Bulletin 02-04](#). The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

| Category   | District Amount | State Average For Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary                         | \$30,086        | \$29,679                                     |
| Mid-Range Teacher Salary                         | \$44,094        | \$44,849                                     |
| Highest Teacher Salary                           | \$52,880        | \$51,416                                     |
| Average Principal Salary                         | \$62,255        | \$66,943                                     |
| Superintendent Salary                            | \$74,476        | \$84,869                                     |
| Percentage of Budget for Teacher Salaries        | 45.4            | 41.5   |
| Percentage of Budget for Administrative Salaries | 5.3             | 5.9  |

### Expenditures (Fiscal Year 2000-2001)

| District      | District                  | State Average For Districts In Same Category | State Average All Districts |
|---------------|---------------------------|--|-----------------------------|
| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA)                    | Dollars per Student (ADA)   |
| \$5,107,687   | \$5,407                   | \$5,462                                      | \$5,705                     |

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