

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
School Name	Meadowbrook Community Day	District Name	Coarsegold Union Elementary
Principal	Teacher/Director: Paula McCabe	Superintendent	Bill McCabe
Street	45426 Road 415	Street	45426 Road 415
City, State, Zip	Coarsegold, CA 93614-	City, State, Zip	Coarsegold, CA 93614-
Phone Number	559 683-3533	Phone Number	559 683-8801
FAX Number	559 683-3533	FAX Number	559 658-2034
Web Site	coarsegoldusd.com	Web Site	coarsegoldusd.com
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CDS Code	20-65219-6113914	SARC Contact	Diane Sefton

School Description and Mission Statement

Meadowbrook Community Day School serves 5th through 8th grades and is committed to maximizing the potential of every student that it serves and provides a safe environment where students interact appropriately with each other and staff. Meadowbrook Community Day also strives to develop skills that will allow students to become lifelong learners.

The school is located in the rural mountain community of Coarsegold in Eastern Madera County adjacent to the Coarsegold Elementary School campus.

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

Contact Person Name	Paula McCabe	Contact Person Phone Number	559 683-3533
Meadowbrook Community Day School welcomes and provides opportunities for parents and community members to become involved in the life of our school.			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported is the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	0
Grade 1	0	Grade 10	0
Grade 2	0	Grade 11	0
Grade 3	0	Grade 12	0
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	1		
Grade 7	3		
Grade 8	3		
Ungraded Elementary	0	Total Enrollment	7

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	0	0.0	Hispanic or Latino	0	0.0
American Indian or Alaska Native	3	42.9	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	4	57.1
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	2004	Date Last Discussed with Staff	January 2005
The Meadowbrook School Safety Plan was updated in September 2002. It has been reviewed with staff and can be implemented in case of emergency. Safety concerns are treated with immediate responses by administration and maintenance staff, as appropriate.			

School Programs and Practices that Promote a Positive Learning Environment

Once a student shares their strengths and interests, an individual plan for instruction/intervention is established. Students adhere to district and state standards. Working cooperatively is a major component of the program. Counseling is made available.

Students are given opportunities to develop social skills in a risk-free environment through many academic activities. The "What Do You Stand For" program is used on a weekly basis. Class meetings are used along with an academic improvement award system. Students are given one-on-one assistance in all subject areas. A hands-on approach to science allows students to participate in a variety of classroom labs, both inside the classroom and outside. A career development program is part of the curriculum, with emphasis on the service learning projects.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., 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 total enrollment as reported by CBEDS 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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	2	0	11	27	175	136
Rate of Suspensions	.29	0	1.57	.072	.168	.123
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0.00	0	0	0	0	0

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The Meadowbrook Community Day School is located adjacent to the Coarsegold Elementary School campus. It is a portable classroom with a basketball court available for outside activities. The classroom has a library, computer lab area with seven computers with restroom facilities located within the classroom. The classroom also has a portable science lab facility. Outside the classroom is a garden area and many of the outside improvements have been made possible by Eagle Scout projects. The transportation area is located near by which allows for easy access for before and after school drop-offs and pick-ups.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The governing board has adopted cleaning standards for all the schools in the district. The principal works daily with the custodial staff to develop cleaning schedules and to ensure a clean

and safe school.

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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts				44	48	51	32	35	36
Mathematics				45	53	52	31	35	34
Science						35	30	27	25
History-Social Science					48	39	28	28	29

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---			---	58	58	---	43	43
Mathematics	---			---	69	66	---	50	51

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Website at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less

No data are available for this section

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 percent 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 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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). 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 eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base 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: Schools also receive a ranking that compares that school to 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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code,

the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	---	---
Year in Program Improvement	---	---
Year Exited Program Improvement	---	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	Yes	Yes	---	Yes	Yes
African American	---	n/a	n/a	---	n/a	n/a
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	n/a	n/a
Filipino	---	n/a	n/a	---	n/a	n/a
Hispanic or Latino	---	n/a	n/a	---	n/a	n/a
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes

Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	n/a	n/a
Students with Disabilities	---	n/a	n/a	---	n/a	n/a

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

One large self-contained classroom.

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

One large self-contained classroom.

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	0.0	---
All Schools in District	---	80.0
High-Poverty Schools in District	---	0.0
Low-Poverty Schools in District	---	83.3

Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Teachers	1	1	1

Teachers with Full Credential	1	1	1
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers in Alternative Routes to Certification (district and university internship)	0	0	0
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported is the percent of teachers by education level.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	100.0	15.7
Master's Degree	0.0	13.7
Bachelor's Degree plus 30 or more semester hours	0.0	70.6
Bachelor's Degree	0.0	0.0
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

Teacher Evaluations

In accordance with the CTA contract, teacher evaluations are carried out. 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. 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 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

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	.37
Librarian	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	0

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1	7

Meadowbrook Community Day School has a counselor who provides service to the students weekly. An .5 FTE Instructional Assistant works with the programs to ensure student success.

VII

Curriculum and Instruction

School Instruction and Leadership

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

Professional Development

Teacher and staff training are planned and implemented using staff needs assessments determining the type of training needed.

Quality and Currency of Textbooks and Other Instructional Materials

The school district provides students with textbooks that are state-approved in the current adoption cycle and maintains a commitment to quality instructional materials. The Board of Trustees has approved the California Department of Education-Standards for English-Language Arts, Math, and History-Social Science as our district standards. Teachers have been trained on the standards' content, and in implementing the standards in the daily instructional program.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	McDougal Littel – Language Network: “Language of Literature”, Interactive Readers (includes spelling, etc.) – grades 5-8
Mathematics	Prentice Hall: Pre-Algebra-7 th grade, Algebra I – 8 th grade, Harke Saxon Programs Series: Series 76 - 5 th grade ,Series 87 - 6 th grade
Science	Prentice Hall: “Earth Science” – 6 th grade Prentice Hall: “Life Science” – 7 th grade Prentice Hall: “Physical Science” – 8 th grade
History/Social Science	Prentice Hall: American Nation - 8 th grade

	Houghton Mufflin: Across the Centuries - 7 th grade
Health	"Here's Looking at you 2000", Drug Education Character Counts Program – grades 5-8
Science Laboratory Equipment (grades 9-12)	n/a

Instructional Minutes

The California *Education Code* establishes a 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	n/a	36,000
1	n/a	50,400
2	n/a	50,400
3	n/a	50,400
4	n/a	54,000
5	66,600	54,000
6	66,600	54,000
7	66,600	54,000
8	66,600	54,000

Total Number of Minimum Days

No minimum days. Meadowbrook Community Day School is required to have school 180 days each year for 360 minutes per day.

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts
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		In Same Category
Beginning Teacher Salary	\$38,110	\$34,480
Mid-Range Teacher Salary	\$52,452	\$50,405
Highest Teacher Salary	\$61,149	\$60,239
Average Principal Salary (Elementary)	\$72,915	\$77,276
Superintendent Salary	\$117,676 *(\$52,954 CUSD, \$64,722 YUHSD combined)	\$101,078
Percent of Budget for Teacher Salaries	44.7	39.1
Percent of Budget for Administrative Salaries	4.6	6.2

***Superintendent's Salary** reflects Coarsegold Union School District's 45% portion of annual salary split with Yosemite Union High School District.

Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

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)
\$6,048,513	\$5,955	\$6,542	\$6,822