

School Accountability Report Card Reported for School Year 2004-05

Published During 2005-06

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

I. General Information

Contact Information

Information about school and district contacts.

School Information		District Information	
School Name	Rivergold Elementary	District Name	Coarsegold Union Elementary
Principal	Bob Rose	Superintendent	Bill McCabe
Street	31800 Road 400	Street	45426 Road 415
City, State, Zip	Coarsegold, CA 93614-9501	City, State, Zip	Coarsegold, CA 93614-
Phone Number	559 658-7566	Phone Number	559 683-2996
FAX Number	559 658 7244	FAX Number	559 683-4160
Web Site	coarsegoldusd.com	Web Site	www.coarsegoldusd.com
E-mail Address	brose@coarsegoldusd.com	E-mail Address	dsefton@yosemiteuhsd.com
CDS Code	20-65219-6110019	SARC Contact	Diane Sefton

School Description and Mission Statement

Information about the school, its programs, and its goals.

Rivergold Elementary is located on the River Road (400) near Yosemite Springs Parkway and has a student population of 573. Our K-8 grade school services the foothill community of Coarsegold and the Yosemite Lakes Park planned development. Our beautiful school is a multi-level campus surrounded by the distant Sierra Nevada Mountains and is traversed by native wildlife daily.

We are dedicated to providing our community of learners with structure and support in

partnership with parents and the community. Our mission is to ensure that every student receives the highest quality education in a positive, safe, and secure learning environment in order to become a productive, healthy and curious member of our society.

Rivergold Elementary continues to develop its vision of *“building a caring community of successful learners.”* The commitment to this vision and the goals articulated in our Single Plan for Student Achievement drives curriculum and instructional decisions as well as the allocation of resources.

We continue to focus on literacy. We are actively involved in staff development, professional reading groups and after-school reading clubs. Our students benefit from the Read Naturally program and the Accelerated Reader program.

We established promotion and retention criteria for grades 1-8 as well as intervention programs to help our students identified as “at risk.” Our gifted students have the opportunity for advanced learning through the GATE program which links our students with programs provided through the Challenger Learning Center, Fresno’s Chaffee Zoo and Scout Island Leadership Camp. Leadership is encouraged for interested students through Student Council and leadership courses. Rivergold Elementary houses a fully operational computer lab with internet capabilities.

Students experience the performing arts through our annual Winter Performance, Spring Fling, Upper Grade History Night and Talent Showcase. Our PTA continues to be a very dedicated, supportive and integral part of our team well served by the parents and community. It sponsors several special events including the Reflections Art program, Science Fair and History Fair. It also facilitates our annual Hawk Festival and fundraisers to provide field trips and specific classroom needs.

The Hawk Club has been developed for before and after-school care. Homework monitoring, snacks, enrichment and outdoor activities are provided for a nominal fee. Rivergold also provides extensive after school sports programs. Students in fifth grade and above may also participate each winter in the Mountain Area Ski program.

All staff members at Rivergold strive to instill the 5 R’s of Rivergold: Respect, Responsibility, Ready to Learn, Reaching Academic Standards and Rising to their potential. Rivergold is a family of learners where students, parents and staff work together so that Rivergold Hawks can fly high.

Rivergold Elementary along with Coarsegold Union School District is continually working toward providing more school technology programs. A website that showcases student activities and a wealth of district information is available. Websites are updated on a continual basis; the more recent is the School Accountability Reports Cards (SARCS).

School safety is a priority: Rivergold Elementary along with CUSD continually monitors and provides a safe and secure environment for its students for a conducive to learning. Protective factors and performance measures are planned to safeguard against an emergency happening.

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

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

Contact Person Name	Carol Holt	Contact Person Phone Number	559-658-7566 ext 2106
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Rivergold Elementary provides a wide range of opportunities for parents and community members to become involved in the life of the school. There are parent representatives on all school site committees, steering committees and advisory groups. Parent volunteers are recruited to assist in a number of ways, such as in the classroom, as chaperones on field trips and at school events.

We have an extensive system for parent/teacher communication including telephone calls through the EdConnect system that allows us to call parents within five minutes, e-mail, district Web site, a district newspaper that is distributed in the local newspaper and the local shopper, six-week grade reports, articles in the local newspaper and back-to school night. Individual programs and classes participate in the annual Showcase of Schools that features all schools in the mountain area and is hosted by Yosemite High School. A Back-to School Night is held early in each academic year.

Parents are always welcomed, and encouraged, to visit their student’s teacher to discuss their student and his or her progress, schedule, test results and so forth.

Rivergold has an active PTA, which provides funding and activities for the students, such as a Book Fair, Reflections Art and Photography Program, Science Day, Spelling Bee, community movie nights and school wide fundraisers. Parents and community members provide many hours of assistance to our students. We are very proud of the hundreds of hours our volunteers provide each month. Local businesses are generous and cooperative in responding to student fund-raising efforts. The School Site Council is active and meets regularly to govern school programs and categorical funding.

II. Demographic Information

Student Enrollment -- Grade Level

Data reported are 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	68	Grade 9	0
Grade 1	65	Grade 10	0
Grade 2	59	Grade 11	0
Grade 3	61	Grade 12	0
Grade 4	57	Ungraded Secondary	0
Grade 5	72		
Grade 6	54		
Grade 7	67		
Grade 8	70		
Ungraded Elementary	0	Total Enrollment	573

Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	4	0.7	Hispanic or Latino	45	7.9
American Indian or Alaska Native	14	2.4	Pacific Islander	0	0.0
Asian	8	1.4	White (Not Hispanic)	455	79.4
Filipino	1	0.2	Multiple or No Response	46	8.0

III. School Safety and Climate for Learning

School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	2005	Date Last Discussed with Staff	2005
<p>The School Safety Plan and Crisis Response Plan were updated in the Fall of 2005. The School Safety Plan is based on the responses given in safe school surveys by students and staff; the California Healthy Kids Survey data; and site surveys completed by parents, students and staff. The plan includes all of the state mandated board policies.</p> <p>The Crisis Response Plan is based on the Standardized Emergency Management System (SEMS) and the school designated people for each of the responsibilities in SEMS, along with a back-up person for each duty which will be implemented in case of emergency. Two-way radios allow direct access to the site administrator and office.</p> <p>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

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>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 award ceremonies. Every opportunity is taken to support and encourage students to make positive, healthy choices.</p> <p>Rivergold Elementary School has a monthly reward program called "Super Hawks". Those students that are following the 5 R's of Rivergold (Respect, Responsibility, Ready to Learn, Reaching Academic Standards, and Rising to Their Potential) are recognized by their teacher and the principal each month. Fourth through eighth receive recognition each quarter for honor roll and citizenship with quarterly reward trips.</p> <p>A number of programs are available to promote a positive learning environment. Among these are numerous co-curricular and extra-curricular programs, advanced classes, tutoring, campus supervisors, sports programs, field trips, at least one computer per classroom, computer</p>

laboratories and library hours available during lunch time. The after school Rivergold Hawk Club is another successful program that many students participate in.

The teachers and staff at Rivergold Elementary work hard to contribute to a positive learning environment. Many give of their planning time to give students extra help and tutoring, others stay late in the afternoon to work with students. Weekend hours are volunteered to make successful school events and trips. Since this is a small community, staff members often see students and their parents in stores, restaurants, at church and at community events.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	32	77	77	174	262	228
Rate of Suspensions	7.0	14.2	13.4	16.7	23.7	20.0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

IV. School Facilities

School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Coarsegold Union School 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. This survey was completed in August 2005. The results of this survey is available at the school office, the district office or on the Internet at www.coarsegoldusd.com

Rivergold is clean and well kept. The principal and site head of maintenance inspect the school grounds weekly. Rivergold consists of 60% permanent buildings and 40% portables with a multi-purpose room, computer lab and library. The Rivergold campus is expanding to meet the needs of rapid growth.

The grounds and buildings are very clean and yards are well kept. 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.

Maintenance and Repair:

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.

There are currently no emergency facility needs at the school.

Cleaning Process and Schedule:

The director of maintenance, operations and transportation is a member of the district management team and is in daily contact with the operations facilitator and the custodial supervisor to ensure an efficient cleaning process and schedule. The staff works together to ensure a clean and safe school.

Deferred Maintenance Budget:

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. Recent and current projects at Rivergold Elementary have included erosion control, facilities projects have been completed to improve services to students; carpeting replaced in several portables; the parking lot was re-designed for student safety and restroom facilities have been improved and expanded for better use.

Modernization Projects

On-going and future modernization projects include track improvement, classroom modernization and improvements to ingress/egress, reconfiguring student and bus pickup and drop off, upgrading the kindergarten play ground and landscaping which encourage shade for the students and beauty for the campus and community.

New School Construction Projects:

Planning and preparation of sites including utilities for seven portables to be brought on campus during the summer of 2006 to meet the needs of Rivergold’s growing student population. A new restroom building by the lower portables and expansion of Rivergold’s library and parking is on the CUSD’s facilities list of projects.

School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	XXX		
Mechanical Systems	XXX		
Windows/Doors/Gates (interior and exterior)	XXX		
Interior Surfaces (walls, floors, and ceilings)	XXX		
Hazardous Materials (interior and exterior)	XXX		
Structural Damage	XXX		
Fire Safety	XXX		
Electrical (interior and exterior)	XXX		
Pest/Vermin Infestation	XXX		
Drinking Fountains (inside and outside)	XXX		
Restrooms	XXX		
Sewer	XXX		

Playground/School Grounds	XXX		
Other			

V. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 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 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	55	55	55	48	51	50	35	36	40
Mathematics	56	57	63	53	52	56	35	34	38
Science		25	41		35	36	27	25	27
History-Social Science		42	43	48	39	36	28	29	32

CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	*	18	*		52	*	55
Mathematics	*	45	*		66	*	64
Science	*	*	*		*		46
History-Social Science	*	*	*		*		47

CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	48	61	*	50	20	
Mathematics	61	66	*	60	22	
Science	43	39	*	31	*	
History-Social Science	47	39	*	15	*	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported 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. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	63	62	69	58	58	63	43	43	41
Mathematics	72	70	74	69	66	67	50	51	52

NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	*	*	*		75		70
Mathematics	*	*	*		75		77

NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	63	76	*	64	18	
Mathematics	71	78	*	72	9	

California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site 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 API Base 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.

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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

API -- Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested	94	98	97	Percent Tested	98	97	99

API Base Score	792	824	799	API Growth Score	822	800	817
Growth Target	1	A	1	Actual Growth	30	-24	18
Statewide Rank	8	9	8				
Similar Schools Rank	3	9	3				

API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
African American				African American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	801	831	812	API Growth Score	828	813	825
Growth Target	A	A	A	Actual Growth	27	-18	13

API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
API Base Score	747	788	731	API Growth Score	787	730	790
Growth Target	1	1	1	Actual Growth	40	-58	59

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.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	No

AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	No	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	No

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
First Year of Program Improvement Implementation		
Year in Program Improvement (Implementation Level)		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

VI. 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.

Grade	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2			19.7	3			19.3	3		
1	20.0	1			20.0	1			20.0	2		
2	19.0	1			19.5	2			19.0	2		
3	19.0	3			19.0	3			17.0	3		
4	19.0	1			29.0		2		28.0		2	
5	27.5		2		33.0			1	35.0			2
6												
K-3	20.0	3	1		19.7	3			19.7	3		
3-4												
4-8	30.0		1		31.0		1					
Other												

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.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30.8		4		32.3		3	3	27.6	3	4	3

Mathematics	30.8		4		32.3		3	3	28.4	1	4	2
Science	30.8		4		32.3		3	3	29.8		4	2
Social Science	30.8		4		32.3		3	3	27.7	1	3	2

Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VII. Teacher and Staff Information

Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
This School	53.1
All Schools in District	52.2
High-Poverty Schools in District	0.0
Low-Poverty Schools in District	53.1

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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
Total Teachers	22	25	25
Teachers with Full Credential	21	25	25
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	2	2
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)	1	0	1
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, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	24.0	17.7
Master's Degree	8.0	13.7
Bachelor's Degree plus 30 or more semester hours	68.0	66.7
Bachelor's Degree	0.0	2.0
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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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. Strong teacher supervision is the cornerstone to a strong education program. 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 Standards for the Teaching Profession (CSTPs). 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 to support continuous improvement. This program is designed to provide feedback and staff development activities to improve competency and/or teaching methods.

Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

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

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	.4
Library Media Teacher (Librarian)	0
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.2
Other	

VIII. Curriculum and Instruction

School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

Our comprehensive school plan focuses on a process of continuous school improvement. It is developed and monitored by the school steering committee and approved by the School Site Council and the school board. The steering committee conducts an annual review of school-wide achievement data and makes recommendations regarding plan revision. This leads to development of annual school-wide goals for improvement, which are reviewed by the whole staff. This review includes student achievement data, and staff, student and parent surveys. The steering committee is responsible for developing goals and monitoring the improvement process. The highest priority of this school improvement process is continued refinement of the standards-based educational program, with focus groups addressing such issues as assessment tools and curriculum development.

All departments have been modifying curriculum and instruction to address the state content standards. All departments articulate standards, course subject matter, and integrated units across grade levels. This ensures that all students are involved in a core curriculum that leads to

achievement of the content standards.

A Peer Assistance Review (PAR) program is available to assist teachers on an individual basis. The BTSA (Beginning Teacher Training and Support) program offers assistance to new teachers on the staff.

Student achievement data are reviewed annually by teachers, site and district administration, the School Site Council, the steering committee and the school board. Test results of school subgroups are used to develop plans to modify instruction. Students whose tests results indicate skills below grade level are identified for Title I assistance and provided with targeted instruction or tutoring.

Teachers use a wide range of instructional strategies to involve students in varied learning experiences in order to address different learning styles. Special needs students and their parents receive more frequent progress reports than the six-week intervals for the general population. Teachers and other school staff identify struggling students and encourage parents and students to seek assistance in the form of Student Study Teams, teacher conferences, and other interventions. Special needs students are provided with Individualized Educational Plans (IEPs) that define the student's specific learning objectives and performance standards. Students who are English Language Learners work with a paraprofessional who is trained in English language instruction for non-native speakers. The school quickly identifies students identified as language learners in need of English language development. They are provided special assistance for help with assignments in their regular classes and for assistance with English.

The instructional program at Rivergold 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 curriculum adoption committees, School Site Council, and many other school and district committees, staff meetings, district and site grade level meetings, and training days to improvement 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

Information about the program for training the school's teachers and other professional staff.

Facilitating continued positive professional growth for all teachers is a top priority for the Coarsegold Union School District. Each teacher and administrator at Rivergold School is responsible for developing a personal professional development plan. Teacher plans are aligned with the California Standards for the Teaching Profession. This process calls for teachers to specify the kinds of in-service, coursework, or conferences that will help them address student instructional needs identified by student assessments. The district is committed to helping each teacher obtain the kind of training he/she feels is necessary to achieve these objectives.

Annually, teachers in math, English, science and social science are given release time to plan course work that aligns with the State Standards. English, social science, math and science

teachers were also given release time to receive technology training. The entire staff has been trained in implementing the state standards in Math and English-Language Arts, developing and using an intervention model, and using appropriate student assessment tools.

Teachers and other staff members also provide training and assistance to one another, both in group settings and individually.

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 2004-05 were focused on differentiated instruction and implementation of a standards-based curriculum. For the last three years the district has conducted three (3) in-service “buy-back” days annually. In addition, the district provides one hour weekly for in-service and staff development. This provides an opportunity for teachers to meet in groups to discuss instructional practices, align curriculum, or participate in training. Teachers are given the opportunity to attend professional growth seminars on school time in areas of their interest or need related to their professional development plan.

Teachers and staff are offered release time from their classrooms to attend specific in-service opportunities based on their own needs or interests. Teachers are also encouraged to take advantage of a variety of opportunities for professional improvement. Teachers are encouraged to become specialists in given areas and to share their expertise with other staff members.

It is an administrative goal to provide each teacher with the opportunities to develop maximum professional excellence. Teachers and administrators together determine professional development goals and directions, both for individual growth and whole-staff professional emphasis. Recent trainings in Language Arts and Literacy Core are examples of professional development.

District in-service days for the 2004-05 school year were focused on Standards and Data Driven Instruction. This year, the district has planned three in-service days, outside of the instructional year. Topics included Assessment Training: Assessment Overview, STAR Assessment Results; Aeries Training; Pacing Calendars and Universal Access/Grade Level Groups. Assessment with K-5; Writing Strategies, 6-Trait Training, Parent Communication and Overview of texts required and supplemental. Finally a Data Driven Decision Making Seminar; with Presenter Tony Flach/Center for Performance Assessment.

Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials			
Reading/Language Arts	Grade	Series	Title/Level	# of Copies
	Grade 1	Open Court	1.1	68
	Grade 1	Open Court	1.2	68

	Grade 2	Open Court	2.1	80
	Grade 2	Open Court	2.2	80
	Grade 3	Open Court	3.1	65
	Grade 3	Open Court	3.2	65
	Grade 4	Open Court	4.1	75
	Grade 5	Open Court	5.1	75
	Grade 6	McDougal Littell	Language Network	90
	Grade 6	McDougal Littell	Language of Literature	90
	Grade 7	McDougal Littell	Language Network	70
	Grade 7	McDougal Littell	Language of Literature	70
	Grade 8	McDougal Littell	Language Network	70
	Grade 8	McDougal Littell	Language of Literature	70
Mathematics	Grade Series Title/Level			# of Copies
	Grade 4	Saxon	Saxon Math 65	76
	Grade 5	Saxon	Saxon Math 76	74
	Grade 6	Saxon	Saxon Math 87	88
	Grade 7	Prentice Hall	Pre-Algebra	70
	Grade 8	Prentice Hall	Algebra I	68
Science	Grade Series Title/Level			# of Copies
	Grade 1	Harcourt	Science	25
	Grade 2	Harcourt	Science	25
	Grade 3	Harcourt	Science	25
	Grade 4	Harcourt	Science	64
	Grade 5	Harcourt	Science	64
	Grade 6	Glencoe	Earth Science	70
	Grade 6	Glencoe	Life & Physical Sciences	70
	Grade 7	Glencoe	Earth & Physical Sciences	70
	Grade 7	Glencoe	Life Science	70
	Grade 8	Glencoe	Earth & Life Sciences	70
Grade 8	Glencoe	Physical Sciences	70	
History-Social Science	Grade Series Title/Level			# of Copies
	Grade 1	Harcourt Brace	Social Studies	70
	Grade 2	Harcourt Brace	Social Studies	59
	Grade 3	Harcourt Brace	Social Studies	50
	Grade 4	Harcourt Brace	Social Studies	77
	Grade 5	Harcourt Brace	Social Studies	66
	Grade 6	Harcourt Brace	Ancient Civilizations	70
	Grade 7	Houghton Mifflin	Across the Centuries	45
Grade 8	Houghton Mifflin	A More Perfect Union	55	

Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts	All students have a copy of the assigned textbook. All are board approved.
Mathematics	All students have a copy of the assigned textbook. All are board approved.
Science	All students have a copy of the assigned textbook. All are board approved.
History-Social Science	All students have a copy of the assigned textbook. All are board approved.
Foreign Language	All students have a copy of the assigned textbook. All are board approved.
Health	All students have a copy of the assigned textbook. All are board approved.

Instructional Minutes

Data reported compare 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	38,700	36,000
1	58,140	50,400
2	58,140	50,400
3	58,140	50,400
4	59,040	54,000
5	59,040	54,000
6	59,040	54,000
7	59,040	54,000
8	59,040	54,000

Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The district provides five days for conferences with parents regarding student progress toward attainment of the standards.

IX. Fiscal and Expenditure Data

Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,110	\$36,605
Mid-Range Teacher Salary	\$49,630	\$56,479
Highest Teacher Salary	\$61,149	\$69,452
Average Principal Salary (Elementary)	\$85,748	\$86,793
Average Principal Salary (Middle)	n/a	\$89,269
Average Principal Salary (High)	n/a	
Superintendent Salary	\$124,319 *(\$61,655 CUSD, \$62,664 YUHSD combined)	\$122,177
Percent of Budget for Teacher Salaries	43.5	42.3
Percent of Budget for Administrative Salaries	4.7	5.9

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

District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$6,325,568	\$6,056	\$6,643	\$6,919

Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Services funded at Rivergold Elementary include Title I tutoring services, resource instruction, school nurse services and school psychologist services under contract with the Madera County Office of Education, tutoring for English Learners, a library/media center, and child protective services which are available on an on-call basis. A counselor provides service to the students weekly. There are reading labs and mathematics labs to assist students who are below grade level in those subjects.

