

Executive Summary School Accountability Report Card, 2005-06

For Meadowbrook Community Day School

Address: 45426 Road 415, Coarsegold CA 93614-9522

Phone Number: 559 683-3533

Principal: Paula McCabe

Grade Span: 5-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Meadowbrook Community Day School serves 5th through 8th grades. The school is located in the rural mountain community of Coarsegold in Eastern Madera County adjacent to the Coarsegold Elementary School campus. It is located 16 miles from the South Entrance of Yosemite National Park in the snow-capped Sierras.

Meadowbrook Community Day continues to develop its vision to be 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. It also strives to develop skills that will allow students to become lifelong learners.

Meadowbrook Community Day School along with Coarsegold Union School District is continually working toward providing more school technology programs.

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

Student Enrollment

Group	Enrollment
Number of Students	2
African American	0.0 %
American Indian or Alaska Native	50.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Pacific Islander	0.0 %
White (Not Hispanic)	50.0 %
Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	0.0 %
English Learners	0.0 %
Students with Disabilities	11.0 %

Teachers

Indicators	Teachers
Teachers With Full Credential	1
Teachers Without Full Credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Most recent School Facility Conditions Evaluation was completed on 2/08/2007. Meadowbrook was found in good repair, clean & safe.

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0 %
Mathematics	0 %
Science	0 %
History-Social Science	0 %
Foreign Language	0 %
Health	0 %

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	*
Mathematics	*
Science	*
History-Social Science	*

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	
Statewide Rank (from 2005 API Base Report)	
2006-07 Program Improvement Status	Not in PI

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Meadowbrook Community Day	District Name	Coarsegold Union Elementary
Street	45426 Road 415	Phone Number	559-683-8801
City, State, Zip	Coarsegold, CA 93614-9522	Web Site	coarsegoldusd.com
Phone Number	559-683-3533	Superintendent	Bill McCabe
Principal	Paula McCabe	E-mail Address	bmccabe@coarsegoldusd.com
E-mail Address	pmccabe@coarsegoldusd.com	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Meadowbrook Community Day School serves 5th through 8th grades. The school is located in the rural mountain community of Coarsegold in Eastern Madera County adjacent to the Coarsegold Elementary School campus. It is located 16 miles from the South Entrance of Yosemite National Park in the snow-capped Sierras.

Meadowbrook Community Day continues to develop its vision to be 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. It also strives to develop skills that will allow students to become lifelong learners.

Meadowbrook Community Day School along with Coarsegold Union School District is continually working toward providing more school technology programs.

School safety is a priority: Meadowbrook along with CUSD continually monitors and provides a safe and secure environment for its students that is 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

This section provides information about opportunities for parents to become involved with school activities.

Meadowbrook Community Day School welcomes and provides opportunities for parents and community members to become involved in the life of our school.

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.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

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

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.0	White (not Hispanic)	50.0
American Indian or Alaska Native	50.0	Multiple or No Response	0.0
Asian	0.0	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	0.0
Hispanic or Latino	0.0	Students with Disabilities	11.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

One large self-contained classroom.

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

One large self-contained classroom.

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Not applicable to Meadowbrook.

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

July 1, 2006, Yosemite Joint Union High School District and Coarsegold Union School District unified to become Yosemite Unified School District. The safety plans from both districts, and all of the schools in the districts, will be revised for the unified district. A major effort will be made during the early part of 2007 to revise and update the district's safety plan and crises response plan. The district plans to host a School Safety Summit in February for all of the school districts in the area and all of the emergency services agencies. Using information gathered from the summit, and from meetings with emergency services agencies, the plan will be updated to conform to the National Incident Management System (NIMS) as required by law. In the past, the crisis response plan had conformed to the Standardized Emergency Management System (SEMS), which was replaced by NIMS. In addition to the district crisis response plan, each school will have its own Safe School Plan based on staff and student surveys. These plans will be completed during the spring of 2007. Until the new plans have been completed and approved by the district trustees, the existing plans will guide the schools' safety.

School Discipline Practices

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

The teacher and staff at Meadowbrook Community Day work hard to contribute to a positive learning environment. Every opportunity is taken to support and encourage students to make positive, healthy choices.

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 social skills.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	4	3	4	262	228	272
Expulsions	0	0	0	0	0	0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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

Meadowbrook’s grounds and building are very clean and yards are well kept. The governing board has adopted cleaning standards for all the schools in the district. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

School Building:

The Meadowbrook Community Day School building is two years old and 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 and computer lab area with eight computers. Restroom facilities are located within the classroom. The classroom also has a portable science lab facility. The transportation area is located nearby which allows for easy access for before and after school drop-offs and pick-ups.

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. The access road and parking area for Meadowbrook Community Day was repaired and repaved in 2005.

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 Meadowbrook Community Day School have included erosion control, asphalt replacement, and general landscaping.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action 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			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	1	1	1	55
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	95.0	5.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	94.0	6.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

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.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Teacher evaluations are carried out in accordance with the CTA contract. 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. Strong teacher supervision is the cornerstone to a strong education program.

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.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.37	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	McDougal Lettel – Language Network: “Language of Literature”, Interactive Readers (includes spelling, etc.) – Grades 5-8	0%
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	0%
Science	Prentice Hall: “Earth Science” – 6 th grade Prentice Hall: “Life Science” – 7 th grade	0%

	Prentice Hall: “Physical Science” – 8th grade	
History-Social Science	Holt California Social Studies: “World History Ancient Civilizations” – 6th grade Holt California Social Studies: “Medieval to Early Modern Times” – 7th grade Holt California Social Studies: “United States History” – 8th grade	0%
Health	“Here’s Looking at you 2000”, Drug Education Character Counts Program – Grades 5-8	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				\$63,901
District	---	---		\$52,134
Percent Difference - School Site and District	---	---		22.57%
State	---	---	\$4,743	\$56,471
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Services funded at Meadowbrook Community Day 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. A CAHSEE Councilor is provided for 7-8th grades students, speech and language series.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,110	\$37,797
Mid-Range Teacher Salary	\$52,452	\$57,601
Highest Teacher Salary	\$61,849	\$71,233
Average Principal Salary (Elementary)	\$72,915	\$88,676
Average Principal Salary (Middle)		\$91,944
Average Principal Salary (High)		\$81,156
Superintendent Salary	\$125,804 *(\$56,612 CUSD, \$69,192 YUHSD combined)	\$127,179
Percent of Budget for Teacher Salaries	43.3	42.1
Percent of Budget for Administrative Salaries	4.7	5.8

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

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	*	*	*	51	50	54	36	40	42
Mathematics	*	*	*	52	56	60	34	38	40
Science			*	35	36	42	25	27	35
History-Social Science	*	*	*	39	36	37	29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science

African American				
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (Not Hispanic)	*	*	*	*
Male	*	*	*	*
Female				
Economically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities	*	*	*	*
Students Receiving Migrant Education Services				

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	*	*	*	58	63	57	43	41	42
Mathematics	*	*	*	66	67	67	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)	*	*
Male	*	*
Female		

Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	N/A	N/A	N/A	N/A
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	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	--	--	N/A	N/A
Students with Disabilities	--	--	N/A	N/A

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

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

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
------------------	---------------	-----------------

Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Our comprehensive school plan focuses on a process of continuous school improvement. The instructional program at Meadowbrook Community Day 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.

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

This section provides 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 Meadowbrook Community Day 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.

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.

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.

Teacher and staff training are planned and implemented using staff needs assessments

determining the type of training needed. A Peer Assistance Review (PAR) program is available to assist teachers on an individual basis.

District in-service days for the 2005-06 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. Training topics included Physical Education, Music in the Classroom, Cultural Diversity, Poverty Training, Art Instruction and Edusoft.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

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	65,700	54,000
6	65,700	54,000
7	65,700	54,000
8	65,700	54,000

Minimum Days in School Year

This section provides 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.

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