

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Coarsegold Elementary School

Address: 45426 Road 415 , Coarsegold CA 93614-9522

Phone: (559) 683-4842

Principal: Randall Haggard

Grade Span: K - 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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

Coarsegold Elementary School is a K-8 grade school serving a student population of 526. Coarsegold Elementary serves the Sierra foothill community of Coarsegold, California and Yosemite Lakes park planned development. It is located 16 miles from the South Entrance of Yosemite National Park in the snow-capped Sierras. The Madera County Office of Education also maintains a Special Education Department which serves thirty-three students on the Coarsegold campus.

CES continues to develop its vision in collaboration with the community that "*Coarsegold Elementary School is 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. CES is now in year two of the "Second Step" program (development of positive skills) and extremely pleased with all results.

The school is well served by the parents and community. Coarsegold has an active PTA, which provides funding and activities for the students such as the Scholastic Book Faire, Student Movie Nights, and fundraisers such as the Coarsegold School County Fair, catalog sales and magazine sales. Parents and community members provide many hours of assistance to Coarsegold students. The hundreds of hours volunteers provide each month is evidence of the commitment to the school in the community. Local businesses are generous and cooperative in responding to student fund-raising efforts.

Coarsegold Elementary along with Yosemite Unified 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; which now includes the annual School Accountability Report Cards (SARCS).

School safety is a priority; Coarsegold Elementary along with Yosemite Unified School District 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
-------	------------

Teachers

Indicator	Teachers
-----------	----------

Number of students	526
African American	1.71 %
American Indian or Alaska Native	10.27 %
Asian	1.52 %
Filipino	0.38 %
Hispanic or Latino	9.13 %
Pacific Islander	0.19 %
White (not Hispanic)	74.9 %
Multiple or No Response	1.9 %
Socioeconomically Disadvantaged	46 %
English Learners	1 %
Students with Disabilities	12 %

Teachers with full credential	26
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

The most recent School Facility Conditions Evaluation was completed on 02/08/07. Coarsegold Elementary was found in good repair, clean and safe.

Repairs Needed

Coarsegold is in the process of modernization of its Multipurpose Building.

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%
Science Laboratory Equipment	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,695
District	\$4,466
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-	50%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	776

Language Arts	
Mathematics	57%
Science	45%
History-Social Science	54%

Statewide Rank (from 2007 API Base Report)	7
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

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 schools contact information.

School		District	
School Name	Coarsegold Elementary	District Name	Yosemite Unified
Street	45426 Road 415	Phone Number	(559) 683-8801
City, State, Zip	Coarsegold , CA 93614-9522	Web Site	www.yosemiteusd.com
Phone Number	(559) 683-4842	Superintendent	Willard McCabe
Principal	Randall Haggard	E-mail Address	srini@yosemiteuhsd.com
E-mail Address	rhaggard@yosemiteuhsd.com	CDS Code	20-76414-6023915

School Description and Mission Statement

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

Coarsegold Elementary School is a K-8 grade school serving a student population of 526. Coarsegold Elementary serves the Sierra foothill community of Coarsegold, California and Yosemite Lakes Park planned development. It is located 16 miles from the South Entrance of Yosemite National Park in the snow-capped Sierra Mountains. The Madera County Office of Education also maintains a Special Education Department which serves thirty-three students on the Coarsegold campus.

Coarsegold continues to develop its vision in collaboration with the community that "*Coarsegold Elementary School is 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. CES is now in year two of the "Second Step" program (development of positive skills) and extremely pleased with all results.

Building on the 2006-2007 Coarsegold Elementary theme "*Building for Tomorrow*" (fostering a positive environment) the school is also well served by the parents and community. CES is now in year two of its "Second Step" program (development of positive skills) and extremely pleased with all results. Coarsegold has an active PTA, which provides funding and activities for the students such as the Scholastic Book Faire, Student Movie Nights, and the *Spring Extravaganza* consisting of special musical numbers and plays, celebration of *Heritage Days* and Rodeo and many fund raisers such as the Annual Country Faire.

Parents and community members provide many hours of assistance to Coarsegold students. The hundreds of hours volunteers provide is evidence of the commitment to the school in the community. Local businesses are generous and cooperative in responding to student fund-raising efforts.

Coarsegold Elementary along with Yosemite Unified 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; which now includes the annual School Accountability Report Cards (SARCS).

School safety is a priority; Coarsegold Elementary along with Yosemite Unified School District continually monitors and provides a safe and secure environment for students that is conducive to learning. Protective factors and performance measures are planned to safeguard against an emergency happening.

Opportunities for Parental Involvement

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

Coarsegold 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 sites 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 Connect Ed system that allows us to call parents within five minutes, e-mail, district web site, a school newsletter published weekly, and a district newspaper that is distributed throughout the community through the local newspaper, the *Sierra Star*, and its shopper. Articles are also submitted to the local newspaper as needed to keep the community informed to current events. Individual programs and classes participate in the annual *Showcase of Schools* that feature all schools in the mountain area and is hosted by Yosemite High School. A Back-to-Night is held early in each academic year. Six-week grade reports are sent home to parents.

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.

Coarsegold Elementary School has a supportive PTA, which provides funding and activities for the students including its Scholastic Book Fair, Reflection Art Program, Science Fair, Spelling Bee, community movie nights and school-wide fund raisers. Parent and community members provide many hours of assistance to our students. Local Business and service organizations are helpful with their time and generous financial support. The School Site Council is active and meets regularly to govern school programs and categorical funding.

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
Kindergarten	47
Grade 1	48
Grade 2	45
Grade 3	58
Grade 4	51
Grade 5	67
Grade 6	53
Grade 7	89
Grade 8	68
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	526

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	1.71 %	White (not Hispanic)	74.9 %
American Indian or Alaska Native	10.27 %	Multiple or No Response	1.9 %
Asian	1.52 %	Socioeconomically Disadvantaged	46 %
Filipino	0.38 %	English Learners	1 %
Hispanic or Latino	9.13 %	Students with Disabilities	12 %
Pacific Islander	0.19 %		

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).

Grade Level	2004-05			2005-06			2006-07					
	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	20.0	1	1		20.0	2			20.0	2		
1	19.0	2			18.0	1			19.0	2		
2	19.5	2			19.5	2			18.5	2		
3	20.0	2			19.0	2			19.5	2		
4	27.0		1		28.5		2		25.0		2	
5	30.5		2		31.0		1		31.0		2	
6												
K-3	19.5	2			16.3	3			18.0	2		
3-4												
4-8	24.0		1		30.0		1					
Other												

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).

Subject	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	31.0		5	2	32.7		1	5	27.3	1	5	1
Mathematics	31.7		3	3	33.2		1	5	28.7		6	1
Science	32.3		3	4	33.2		2	4	28.7	1	5	1
Social Science	31.3		4	3	32.8		1	5	28.7	1	5	1

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 newly unified district. A major effort is underway during 2007 to revise and update the district's safety plan and crises response plan.

Yosemite Unified School district hosted a School Safety Summit in February 2007 for all the school districts in the area and all of the emergency services agencies. Using information gathered from the summit, and from meetings with emergency service 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 has now been replaced with 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 2007. Until the new plans have been completed and approved by the district trustees, the existing plans will guide the school's safety efforts.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.0	14.4	31.0	0.0	14.4	17.3
Expulsions	0.0	0.0	0.0	0.0	0.1	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.

Coarsegold Elementary School takes great efforts to ensure that its school and grounds are clean, safe and functional. To assist in this effort a facility survey instrument developed by the State of California Office of Public School Construction is used annually. This survey was completed in February 2007. The results of this survey is on the SARC and also available at the district office and on the Yosemite Unified School Districts website at www.yosemiteusd.com.

Facilities on the Coarsegold school campus are in generally good repair. There currently is a modernization project schedule in place which provides resources to update and upgrade existing facilities in three campus buildings. None of the eight emergency facilities needs specified in Education Code 17592.72(c) (1) currently are a concern at Coarsegold. It is evidence of the pride the school community feels about the school that the facility has been maintained in such good condition over the years.

The grounds and buildings are very clean and yards 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. For the 2006-2007 school year, the unified district was allocated \$96,306 for the deferred maintenance program and matched with \$100,000. This represents less than one percent of the district's general fund budget. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving.

Modernization Projects:

Four new portables have now been placed on campus, track improvements and a redesigned ingress/egress now providing a safer and more efficient student drop-off and pick-up. Renovation and modernization of ten classrooms are completed. Landscaping which encourages shade for the students and beauty for the campus and community is a continual project.

New School Construction Projects:

\$1.2 million modernization project currently underway in buildings 100,200 & 300 (consisting of new carpeting, cabinets, tile flooring and dropped ceilings), men & women's bathrooms and 10 classrooms.

Established new fiber optic backbone on CES campus, new IP telephone system and fire alarm system. Setup of 24x40 maintenance building.

\$1.3 million cafeteria/multipurpose room in process.

Paving projects, new restrooms and five state portables building were added.

School Facility 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	XX			Continued Routine Inspection
Mechanical Systems	XX			Continued Routine Inspection
Windows/Doors/Gates (interior and exterior)	XX			Continued Routine Inspection
Interior Surfaces (walls, floors, and ceilings)	XX			Continued Routine Inspection
Hazardous Materials (interior and exterior)	XX			Continued Routine Inspection
Structural Damage	XX			Continued Routine Inspection
Fire Safety	XX			Continued Routine Inspection
Electrical (interior and exterior)	XX			Continued Routine Inspection
Pest/Vermin Infestation	XX			Continued Routine Inspection
Drinking Fountains (inside and outside)	XX			Continued Routine Inspection
Restrooms	XX			Continued Routine Inspection
Sewer	XX			Continued Routine Inspection
Playground/School Grounds	XX			Continued Routine Inspection
Roofs	XX			Continued Routine Inspection
Overall Cleanliness	XX			Continued Routine Inspection

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Good			

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	24	24	26	123
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	1

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	2005-06	2006-07	2007-08
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 No Child Left Behind 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 the CDE Web site 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	98.7	1.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

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	.4	136
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	.6	n/a
Psychologist	.2	n/a
Social Worker	0	n/a
Nurse	.2	n/a
Speech/Language/Hearing Specialist	.5	n/a
Resource Specialist (non-teaching)	0	n/a
Other		n/a

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	<p>Grade 1.1: Houghton Mifflin - <i>Here We Go!</i>; 55 copies; good condition</p> <p>Grade 1.2: Houghton Mifflin – <i>Let’s Be Friends!</i>; 52 copies; good condition</p> <p>Grade 1.3: Houghton Mifflin – <i>Surprises!</i>; 55 copies; good condition</p> <p>Grade 1.4: Houghton Mifflin - <i>Treasures!</i>; 52 copies; good condition</p> <p>Grade 1.5: Houghton Mifflin - <i>Wonders!</i>; 52 copies; good condition</p> <p>Grade 2.1: Houghton Mifflin – <i>Adventures!</i>; 52 copies; good condition</p> <p>Grade 2.2: Houghton Mifflin – <i>Delights!</i>; 64copies; good condition</p> <p>Grade 3: Houghton Mifflin – <i>Horizons!</i>; 66 copies; good condition</p> <p>Grade 3: Houghton Mifflin – <i>Rewards!</i>; 69 copies; good condition</p> <p>Grade 4: Houghton Mifflin – <i>Traditions!</i>; 88 copies; good condition</p> <p>Grade 5: Houghton Mifflin – <i>Expeditions!</i>; 90 copies; good condition</p> <p>Grade 6: McDougal Littell – <i>Language Network!</i>; 69 copies; good condition</p> <p>Grade 6: McDougal Littell – <i>Language of Literature!</i>; 75 copies; good condition</p> <p>Grade 7: McDougal Littell – <i>Language Network!</i>; 69 copies; good condition</p> <p>Grade 7: McDougal Littell – <i>Language of Literature!</i>; 83 copies; good condition</p> <p>Grade 8: McDougal Littell – <i>Language Network!</i>; 75 copies; good condition</p> <p>Grade 8: McDougal Littell – <i>Language of Literature!</i>; 83 copies; good condition</p>	0%

Mathematics	Grade K-3: Saxon – Consumable Materials, 1 per student, new Grade 3: Saxon – <i>Saxon Math</i> 54; 23 copies; good condition Grade 4: Saxon – <i>Saxon Math</i> 65; 100 copies; good condition Grade 5: Saxon – <i>Saxon Math</i> 76; 79 copies; good condition Grade 6: Saxon – <i>Saxon Math</i> 87; 94 copies; good condition Grade 7: Prentice Hall – <i>Pre-Algebra</i> ; 90 copies; good condition Grade 8: Prentice Hall – <i>Algebra 1</i> ; 107 copies; good condition	0%
Science	Grade 1: Harcourt – <i>Science</i> ; 25 copies; good condition Grade 2: Harcourt – <i>Science</i> ; 25 copies; good condition Grade 3: Harcourt – <i>Science</i> ; 25 copies; good condition Grade 4: Harcourt – <i>Science</i> ; 42 copies; good condition Grade 5: Harcourt – <i>Science</i> ; 52 copies; good condition Grade 6: Glencoe – <i>Earth Science</i> ; 66 copies; good condition Grade 6: Glencoe – <i>Life & Physical Sciences</i> ; 66 copies; good condition Grade 7: Glencoe – <i>Science</i> ; 70 copies; good condition Grade 7: Glencoe – <i>Life Science</i> ; 75 copies; good condition Grade 8: Glencoe – <i>Earth & Life Sciences</i> ; 77 copies; good condition Grade 8: Glencoe – <i>Physical Sciences</i> ; 78 copies; good condition	0%
History-Social Science	Grade 1: Harcourt Brace – <i>Social Studies</i> ; 51 copies; good condition Grade 2: Harcourt Brace – <i>Social Studies</i> ; 59 copies; good condition Grade 3: Harcourt Brace – <i>Social Studies</i> ; 54 copies; good condition Grade 4: Harcourt Brace – <i>Social Studies</i> ; 68 copies; good condition Grade 5: Harcourt Brace – <i>Social Studies</i> ; 40 copies; good condition Grade 6: Harcourt Brace – <i>Ancient Civilizations</i> ; 69 copies; good condition Grade 7: Houghton Mifflin – <i>Across the Centuries</i> ; 40 copies; good condition Grade 8: Houghton Mifflin – <i>A More Perfect Union</i> ; 72 copies; good condition	0%
Foreign Language	Spanish and French 6-8 th Grades, Quarterly Electives	0%
Health	"Here's Looking At You 2000", Drug Education Character Counts Program	0%

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher 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	\$5,658	\$963	\$4,695	\$50,534
District	\$4,929	\$463	\$4,466	\$53,609
Percent Difference – School Site and District	+4%	-5%	+5%	-6%
State	n/a	n/a	\$4,943	\$59,825
Percent Difference –	n/a	n/a	-5%	-15%

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 Coarsegold Elementary include Title I tutoring services, resources instructions, school nurse services and school psychologist services under contract with 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.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,872	\$38,159
Mid-Range Teacher Salary	\$53,609	\$59,148
Highest Teacher Salary	\$63,086	\$73,514
Average Principal Salary (Elementary)	\$85,748	\$91,903
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	n/a	n/a
Superintendent Salary	\$127,052	\$132,994
Percent of Budget for Teacher Salaries	43.3%	41.6%
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's 55%.

VIII. Student Performance California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	47	54	50	50	54	51	40	42	43
Mathematics	51	59	57	56	60	47	38	40	40

Science	31	43	45	36	42	42	27	35	38
History-Social Science	34	42	54	36	37	34	32	33	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	33	35	33	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	40	58	23	*
Pacific Islander	*	*		
White (not Hispanic)	53	58	51	54
Male	47	58	46	53
Female	53	55	44	55
Economically Disadvantaged	39	44	31	30
English Learners	*	*		
Students with Disabilities	4	17	10	*
Students Receiving Migrant Education Services	n/a	n/a	n/a	n/a

Norm-Referenced Test

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

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	61	53	49	63	57	53	41	42	42
Mathematics	65	70	61	67	67	64	52	53	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	
	Reading	Mathematics
African American		

American Indian or Alaska Native	45	55
Asian	*	*
Filipino		
Hispanic or Latino	38	58
Pacific Islander	*	*
White (not Hispanic)	49	62
Male	47	68
Female	51	54
Economically Disadvantaged	38	55
English Learners		
Students with Disabilities	7	36
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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	41.89
7	48.30
9	n/a

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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide	7	7	7
Similar Schools	1	5	6

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
	2004-05	2005-06	2006-07	2007
All Students at the School	14	19	-26	776
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	9	30	-32	790
Socioeconomically Disadvantaged		34	-47	716
English Learners				
Students with Disabilities				

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

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		

Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		
