

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

## 2006-07 Executive Summary School Accountability Report Card

### Meadowbrook Community Day School

Address: 45426 Road 415 , Coarsegold CA 93614-9522 Phone: (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 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

Meadowbrook Community Day School services 5<sup>th</sup> through 8<sup>th</sup> grades. The school is located in the rural mountain community of Coarsegold in Eastern Madera County adjacent to the Coarsegold's 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 Yosemite Unified School District is continually working toward providing more school technology programs.

School safety is a priority: Meadowbrook along with YUSD 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	1
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	100 %
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	25 %

### Teachers

Indicator	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 2/8/2007. Meadowbrook was found in good repair, clean and 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%
Science Laboratory Equipment	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$1,415
District	\$4,466
State	\$4,943

## Student Performance

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

## Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	494
Statewide Rank (from 2007 API Base Report)	B
2007-08 Program Improvement Status (PI Year)	n/a

\*Scores not shown when number of students tested is less than 10

# 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	Meadowbrook Community Day	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) 683-3533	Superintendent	Willard McCabe
Principal	Paula McCabe	pmccabe@yosemiteusd.com	srini@yosemiteusd.com
E-mail Address	pmccabe@sierratel.com	CDS Code	20-76414-6113914

### School Description and Mission Statement

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

Meadowbrook Community Day School serves 5<sup>th</sup> through 8<sup>th</sup> 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 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 Yosemite Unified School District is continually working toward providing more school technology programs.

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

#### Meadowbrook Community Day Vision Statement

Meadowbrook 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.

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Meadowbrook Community Day School welcomes and provides opportunities for parents, and community members, to become involved 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 5	0
Grade 6	0
Grade 7	1
Grade 8	0
Ungraded Elementary	0
Total Enrollment	1

\*\*Meadowbrook Community Day carries a fluctuating student enrollment due to it being a temporary school facility for behavioral problems on the elementary campus'

### 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	%	White (not Hispanic)	100 %
American Indian or Alaska Native	%	Multiple or No Response	%
Asian	%	Socioeconomically Disadvantaged	%
Filipino	%	English Learners	%
Hispanic or Latino	%	Students with Disabilities	25 %
Pacific Islander	%		

## II. School Climate

### School Safety Plan

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

July 1, 2006, Coarsegold Union School District and Yosemite Joint Unified School District unified to become Yosemite Unified School District. The safety plans from both districts, and all of the schools in the district, will be revised for the newly 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 2007 for all of the schools districts in the area and all of the emergency service 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.

## 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	3	4	9	0.0	14.4	17.3
Expulsions	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.

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 in February 2007. The results of this survey is available at the school office, the district office or on the internet at [www.yosemiteusd.com](http://www.yosemiteusd.com)

Meadowbrook's grounds and building are very clean and years 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 three 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.

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.

### 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	n/a			Continued Routine Inspection
Mechanical Systems	X			Continued Routine Inspection
Windows/Doors/Gates (interior and exterior)	X			Continued Routine Inspection
Interior Surfaces (walls, floors, and ceilings)	X			Continued Routine Inspection
Hazardous Materials (interior and exterior)	X			Continued Routine Inspection
Structural Damage	X			Continued Routine Inspection
Fire Safety	X			Continued Routine Inspection
Electrical (interior and exterior)	X			Continued Routine Inspection
Pest/Vermin Infestation	X			Continued Routine Inspection
Drinking Fountains (inside and outside)	n/a			Use Bottled Water
Restrooms	X			Continued Routine Inspection
Sewer	X			Continued Routine Inspection
Playground/School Grounds	X			Continued Routine Inspection
Roofs	X			Continued Routine Inspection
Overall Cleanliness	X			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	1	1	1	123
Without Full Credential	0	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	0.0	0.0
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	.37	n/a
Library Media Teacher (Librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	0	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	0	n/a
Resource Specialist (non-teaching)	0	n/a
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	<b>Grade 5-8</b> McDougal Lettel-Language Network: Language of Literature, Interactive Readers (including spelling, etc.), one per student , good condition	0%
Mathematics	<b>Grade 5</b> Harke-Saxon; Saxon Math 76	0%

	<b>Grade 6</b> Harke-Saxon; Saxon Math 87 <b>Grade 7</b> Prentice Hall; Pre Algebra <b>Grade 8</b> Prentice Hall; Algebra I One per Student, Condition - Good	
Science	<b>Grade 6</b> Prentice Hall; "Earth Science" <b>Grade 7</b> Prentice Hall; "Life Science" <b>Grade 8</b> Prentice Hall; "Physical Science" One Per Student, Condition - Fair	0%
History-Social Science	<b>Grade 7</b> Houghton Mufflin: <i>Across the Centuries</i> <b>Grade 8</b> Prentice Hall – American Nation One per student, Condition - Fair	0%
Foreign Language	n/a	0%
Health	"Here's Looking At You", Drug Education Character Counts Program One per student	0%

**\*\*Meadowbrook Community Day carries a fluctuating student enrollment due to it being a temporary school facility for behavioral problems on the elementary campus'**

## 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	\$32,225	\$30,810	\$1,415	\$61,149
District	\$4,929	\$463	\$4,466	\$53,609
Percent Difference – School Site and District	See note (*)	See note (*)	-68%	+14%
State	N/A	N/A	\$4,943	\$59,825
Percent Difference – School Site and State	N/A	N/A	-72%	2.3%

**\*Note: School site expenditures reflect CBED's enrollment of one (1) student (10/2005). Meadowbrook Community Day carries a fluctuating student enrollment due to it being a temporary school facility for behavior problems on the elementary campus'**

### 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 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 counselor is provided for 7-8<sup>th</sup> grade students, speech and language series.

### 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	*	*	*	50	54	51	40	42	43
Mathematics	*	*	*	56	60	47	38	40	40
Science		*	*	36	42	42	27	35	38
History-Social Science	*	*	*	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	*	*	*	*
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

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									
Mathematics									

### 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		
Asian		
Filipino		
Hispanic or Latino		
Pacific Islander		
White (not Hispanic)		
Male		
Female		
Economically Disadvantaged		
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

## 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	B	B	B
Similar Schools	B	B	B

### 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	B	B	B	494
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				

**\*No scores when number of students tested are less than 10**

### 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		