

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

| School Information | | District Information | |
|-------------------------|--|-------------------------|--|
| School Name | Coarsegold Elementary | District Name | Coarsegold Union Elementary |
| Principal | Mr. Randy Haggard | Superintendent | Mr. Bill McCabe |
| Street | 45426 Road 415 | Street | 45426 Road 415 |
| City, State, Zip | Coarsegold, CA 93614-0338 | City, State, Zip | Coarsegold, CA 93614- |
| Phone Number | (559) 683-4842 | Phone Number | (559) 683-2996 |
| FAX Number | (559) 683-2625 | FAX Number | (559) 683-4160 |
| Web Site | www.coarsegoldusd.com | Web Site | www.coarsegoldusd.com |
| E-mail Address | rhaggard@coarsegoldusd.com | E-mail Address | dsefton@yosemiteuhdsd.com |
| CDS Code | 20-65219-6023915 | SARC Contact | Diane Sefton |

School Description and Mission Statement

Coarsegold Elementary is a K-8 school with a student population of 584, and along with Rivergold Elementary and the Coarsegold Community Day School serves the Sierra Nevada foothill community of Coarsegold, California. The Madera County Office of Education maintains a Special Education Department on the Coarsegold campus currently serving 11 students. The Community Day School Program is in place on the Coarsegold campus, and a successful gifted education (GATE) program has been in place for four years. During the 2002-2003 school year we developed a vision in collaboration with our community that "Coarsegold School is building a caring community of successful learners." Our 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.

Commencing with the 1996-1997 school year, the district elected to participate, to the maximum level, in the class size reduction program. Currently, all kindergarten through third grade classrooms have a better than 20 to 1 student/teacher ratio.

COARSEGOLD UNION SCHOOL DISTRICT MISSION STATEMENT

Coarsegold Union School District is dedicated to providing the structure and support, in a partnership with students, parents, staff, and the community of Coarsegold, necessary to insure that every student receives the highest quality education in a positive, safe, secure learning environment in order to become a productive, healthy, intellectually curious member of our society.

Opportunities for Parental Involvement

| | | | |
|---|------------------------------------|------------------------------------|-----------------------|
| Contact Person Name | Kari McCully, PTA President | Contact Person Phone Number | (559) 658-6247 |
| <p>Coarsegold School provides a wide range of opportunities for parents and community members to become involved in the life of the school. Coarsegold School has a supportive PTA, which provides funding and activities for the students including Scholastic Book Fairs, Reflections Art Program, Science Fair, Spelling Bee, community movie nights and school-wide fundraisers. Parents and community members provide many hours of assistance to our students. Local businesses and service organizations are helpful with their time and with generous financial support. The School Site Council is active and meets regularly to govern school programs and categorical funding.</p> | | | |

I. Demographic Information

Student Enrollment, by Grade Level

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

| Grade Level | Enrollment | Grade Level | Enrollment |
|---------------------|------------|-------------------------|------------|
| Kindergarten | 44 | Grade 9 | 0 |
| Grade 1 | 47 | Grade 10 | 0 |
| Grade 2 | 41 | Grade 11 | 0 |
| Grade 3 | 62 | Grade 12 | 0 |
| Grade 4 | 57 | Ungraded Secondary | 0 |
| Grade 5 | 61 | | |
| Grade 6 | 59 | | |
| Grade 7 | 69 | | |
| Grade 8 | 144 | | |
| Ungraded Elementary | 0 | Total Enrollment | 584 |

Student Enrollment, by Ethnic Group

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

| Racial/Ethnic Category | Number of Students | Percent of Students | Racial/Ethnic Category | Number of Students | Percent of Students |
|------------------------|--------------------|---------------------|------------------------|--------------------|---------------------|
| African-American | 5 | 0.9 | Hispanic or Latino | 44 | 7.5 |

| | | | | | |
|---|----|-----|--------------------------------|-----|------|
| American Indian or Alaska Native | 49 | 8.4 | Pacific Islander | 1 | 0.2 |
| Asian | 2 | 0.3 | White (Not Hispanic) | 455 | 77.9 |
| Filipino | 0 | 0.0 | Multiple or No Response | 28 | 4.8 |

II. School Safety and Climate for Learning

School Safety Plan

| Date of Last Review/Update | Spring 2003 | Date Last Discussed with Staff | Spring 2003 |
|---|--------------------|---------------------------------------|--------------------|
| <p>The Coarsegold School Safety Plan was updated in the Spring of 2002. It has been reviewed with staff and can be implemented in case of an emergency. Two-way radios allow direct access to the site administrator and office. Regular monthly meetings are held with all staff to discuss safety concerns. Safety concerns are treated with immediate responses by administration and maintenance staff, as appropriate.</p> | | | |

School Programs and Practices that Promote a Positive Learning Environment

| |
|---|
| <p>The climate for learning is determined by strong collaboration among the administration, teachers, and support staff. The goal is an open and relaxed environment where students can learn. Students are recognized for their achievement each quarter in classroom awards ceremonies. Every opportunity is taken to support and encourage students to make positive, healthy choices. When discipline is a problem and needs to be taken care of outside the classroom, the child is sent to the office to be addressed by an administrator or counselor. When appropriate, the child's home is contacted and a behavioral plan is written.</p> |
|---|

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

| | School | | | District | | |
|------------------------------|---------------|-------------|-------------|-----------------|-------------|-------------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Number of Suspensions | 44 | 47 | 143 | 56 | 72 | 175 |
| Rate of Suspensions | .069 | .074 | .245 | .056 | .072 | .168 |
| Number of Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |
| Rate of Expulsions | 0 | 0 | 0 | 0 | 0 | 0 |

School Facilities

District facilities are adequate for the current programs and student population. A number of facilities projects have been undertaken to improve services to students. The parking lot was re-designed for student safety, and restroom facilities were improved and expanded to better serve students. A complete office remodel was started to improve office efficiency. The grounds and buildings are very clean and yards are well kept. The maintenance staff works hard to keep the facilities functional and safe.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| English Language Arts | 43 | 44 | 43 | 46 | 44 | 48 | 30 | 32 | 35 |
| Mathematics | | 42 | 51 | | 45 | 53 | | 31 | 35 |
| Science | | | | | | | | 30 | 27 |
| History/Social Science | | | 48 | | | 48 | | 28 | 28 |

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

| Subject | African-American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|------------------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| English Language Arts | | 10 | | | 48 | | 45 |
| Mathematics | | 19 | | | 58 | | 54 |
| Science | | | | | | | |
| History/Social Science | | | | | 43 | | 51 |

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

| Subject | Male | Female | English Learners | Socio-economically Disadvantaged | | Students With Disabilities | | Migrant Education Services |
|------------------------|------|--------|------------------|----------------------------------|----|----------------------------|----|----------------------------|
| | | | | Yes | No | Yes | No | |
| English Language Arts | 39 | 46 | | 26 | 53 | 0 | 46 | |
| Mathematics | 53 | 49 | | 36 | 60 | 3 | 55 | |
| Science | | | | | | | | |
| History/Social Science | 48 | 48 | | 33 | 52 | | 51 | |

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

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

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| Reading | 65 | 62 | 55 | 68 | 64 | 58 | 44 | 45 | 43 |
| Mathematics | 73 | 72 | 67 | 75 | 74 | 69 | 53 | 55 | 50 |

NRT - Racial/Ethnic Groups

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

| Subject | African-American | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------|------------------|----------------------------------|-------|----------|--------------------|------------------|----------------------|
| Reading | | 39 | | | 58 | | 57 |
| Mathematics | | 30 | | | 76 | | 70 |

NRT - Subgroups

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

| Subject | Male | Female | English Learners | Socio-economically Disadvantaged | | Students With Disabilities | | Migrant Education Services |
|-------------|------|--------|------------------|----------------------------------|----|----------------------------|----|----------------------------|
| | | | | Yes | No | Yes | No | |
| Reading | 52 | 57 | | 40 | 64 | 9 | 58 | |
| Mathematics | 70 | 65 | | 52 | 77 | 11 | 72 | |

Local Assessment

Our district has implemented a Local Assessment Program in Reading, Writing and Mathematics in 2002-2003. We piloted the use of Standards Master, a standard based assessment in Reading, Language Arts and Math in grades 6-8 to be implemented school-wide in 2003-2004. We will be compiling and presenting Local Assessment Program data in future editions of the School Accountability Report Card.

California Physical Fitness Test

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

| Grade Level | School | | | District | | | State | | |
|-------------|--------|--------|------|----------|--------|------|-------|--------|------|
| | Total | Female | Male | Total | Female | Male | Total | Female | Male |
| 5 | 0.0 | 0.0 | 0.0 | 22.7 | 26.5 | 19.7 | 23.8 | 25.2 | 22.3 |
| 7 | 14.9 | 29.2 | 0.0 | 24.3 | 37.8 | 13.8 | 27.8 | 29.6 | 26.0 |

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Under-performing Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a school wide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socio-economically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

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

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

| API Base Data | | | | API Growth Data | | | |
|----------------------|------|------|------|------------------|-------------------|-------------------|-------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | From 2001 to 2002 | From 2002 to 2003 |
| Percent Tested | 100 | 98 | 99 | Percent Tested | 98 | 99 | 99 |
| API Base Score | 771 | 772 | 764 | API Growth Score | 771 | 770 | 765 |
| Growth Target | 1 | 1 | 2 | Actual Growth | 0 | -2 | 1 |
| Statewide Rank | 8 | 8 | 8 | | | | |
| Similar Schools Rank | 8 | 8 | 9 | | | | |

API Subgroups - Racial/Ethnic Groups

| API Base Data | | | | API Growth Data | | | |
|---|------|------|------|---|-------------------|-------------------|-------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | From 2001 to 2002 | From 2002 to 2003 |
| African-American | | | | African-American | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| American Indian or Alaska Native | | | | American Indian or Alaska Native | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Asian | | | | Asian | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Filipino | | | | Filipino | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Hispanic or Latino | | | | Hispanic or Latino | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| Pacific Islander | | | | Pacific Islander | | | |
| API Base Score | | | | API Growth Score | | | |
| Growth Target | | | | Actual Growth | | | |
| White (Not Hispanic) | | | | White (Not Hispanic) | | | |
| API Base Score | 786 | 788 | 770 | API Growth Score | 789 | 782 | 776 |
| Growth Target | 1 | 1 | 2 | Actual Growth | 3 | -6 | 6 |

API Subgroups – Socio-economically Disadvantaged

| API Base Data | | | | API Growth Data | | | |
|-----------------------|------|------|------|-------------------------|-------------------|-------------------|-------------------|
| | 2000 | 2001 | 2002 | | From 2000 to 2001 | From 2001 to 2002 | From 2002 to 2003 |
| API Base Score | 697 | 696 | 695 | API Growth Score | 691 | 696 | 707 |
| Growth Target | 1 | 1 | 2 | Actual Growth | -6 | 0 | 12 |

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

The Immediate Intervention/Under performing Schools Program was not funded for the year 2002 or 2003.

| School | | | | District | | | |
|---|-------------|-------------|-------------|--|------|------|------|
| Federal Programs | 2001 | 2002 | 2003 | Federal Programs | 2001 | 2002 | 2003 |
| Recognition for Achievement (Title 1) | No | No | No | Number of Schools Identified for Program Improvement | 0 | 0 | 0 |
| Identified for Program Improvement (Title 1) | No | No | No | Percent of Schools Identified for Program Improvement | 0.0 | 0.0 | 0.0 |
| Exited Title 1 Program Improvement | No | No | No | | | | |
| Years Identified for Program Improvement | | | | | | | |
| California Programs | 2001 | 2002 | 2003 | | | | |
| Eligible for Governor's Performance Award | No | No | No | | | | |
| Eligible for II/USP | No | --- | --- | | | | |
| Applied for II/USP Funding | No | --- | --- | | | | |
| Received II/USP Funding | No | --- | --- | | | | |

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

| Groups | School | | | District | | |
|-------------------------|--------|------|------|----------|------|------|
| | 2001 | 2002 | 2003 | 2001 | 2002 | 2003 |
| All Students | --- | --- | YES | --- | --- | YES |
| African American | --- | --- | N/A | --- | --- | N/A |

| | | | | | | |
|----------------------------------|-----|-----|-----|-----|-----|-----|
| American Indian or Alaska Native | --- | --- | N/A | --- | --- | N/A |
| Asian | --- | --- | N/A | --- | --- | N/A |
| Filipino | --- | --- | N/A | --- | --- | N/A |
| Hispanic or Latino | --- | --- | N/A | --- | --- | N/A |
| Pacific Islander | --- | --- | N/A | --- | --- | N/A |
| White (not Hispanic) | --- | --- | YES | --- | --- | YES |
| Socioeconomically Disadvantaged | --- | --- | YES | --- | --- | YES |
| English Learners | --- | --- | N/A | --- | --- | N/A |
| Students with Disabilities | --- | --- | N/A | --- | --- | N/A |

IV. Class Size

Average Class Size and Class Size Distribution

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

| Grade | 2001 | | | 2002 | | | 2003 | | | | | |
|-------|-----------------|----------------------|-------|------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 17.50 | 2 | | | 17.00 | 2 | | | 20.50 | 1 | 1 | |
| 1 | 18.67 | 3 | | | 18.00 | 2 | | | 18.00 | 1 | | |
| 2 | 14.67 | 3 | | | 18.67 | 3 | | | 20.00 | 1 | | |
| 3 | 15.25 | 4 | | | 16.67 | 3 | | | 20.00 | 3 | | |
| 4 | 29.00 | | 2 | | 26.67 | | 3 | | 28.50 | | 2 | |
| 5 | 28.00 | | 2 | | 30.00 | | 2 | | 30.50 | | 2 | |
| 6 | 25.33 | | 3 | | 34.50 | | | 2 | 29.50 | | 2 | |
| K-3 | | | | | 16.00 | 1 | | | 18.33 | 3 | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | 24.00 | | 1 | | 22.00 | | 1 | |

Average Teaching Load and Teaching Load Distribution

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

| Subject | 2001 | | | 2002 | | | 2003 | | | | | |
|----------------|-----------------|----------------------|-------|------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 22.20 | 3 | 7 | | 25.60 | 2 | 8 | | 27.11 | 2 | 7 | |
| Mathematics | 22.30 | 3 | 7 | | 29.44 | | 9 | | 26.38 | 3 | 5 | |
| Science | 26.50 | 1 | 7 | | 30.00 | | 7 | 1 | 27.89 | 1 | 7 | 1 |
| Social Science | 26.63 | | 8 | | 29.13 | | 8 | | 27.29 | 1 | 6 | |

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

| Grade Level | Percent of Students Participating | | |
|-------------|-----------------------------------|------|------|
| | 2001 | 2002 | 2003 |
| K | 100% | 100% | 100% |
| 1 | 100% | 100% | 100% |
| 2 | 100% | 100% | 100% |
| 3 | 100% | 100% | 100% |

V. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

| | 2001 | 2002 | 2003 |
|--|------|------|------|
| Total Teachers | 35 | 34 | 30 |
| Teachers with Full Credential (full credential and teaching in subject area) | 31 | 32 | 29 |
| Teachers Teaching Outside Subject Area (full credential but teaching outside subject area) | 0 | 0 | 0 |
| Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits) | 4 | 2 | 2 |
| Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit) | 0 | 0 | 0 |

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications of Teachers

Data will be provided beginning on the 2005-2006 School Accountability Report Card.

Teacher Evaluations

The site principal, in accordance with the CTA contract, carries out teacher evaluations. The principal has been trained in teacher professional development, accountability, supervision, and evaluation through administrative classes. Evaluation is a positive developmental process, designed to promote maximum teacher competency. Teachers are encouraged to try bold and innovative lessons without the fear of negative evaluation, with the emphasis being improvement. The principal visits the classrooms on a scheduled and unscheduled basis throughout the year. Each teacher is given a list of factors that may be considered during a formal lesson observation, based on the California State Teaching Standards. At post-observation conferences, teachers are encouraged to provide input concerning lesson strengths and areas for improvement. Peer observation and coaching are encouraged, and the staff can take advantage of the PAR (Peer Assistance Review) program.

Substitute Teachers

There is a pool of highly qualified substitute teachers available to the schools from the Madera County Office of Education. Each substitute candidate must have a minimum of a BA degree and have passed the CBEST, along with obtaining Department of Justice clearance.

Counselors and Other Support Staff

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

Teachers, principals, and the vice-principal provide counseling for students on an informal basis. In addition, the school psychologist is available on an "as needed" basis" for consultation with students, parents, teachers and administrators. Counseling services were added using TUPE and Drug Free Schools funds. Coarsegold Elementary School has 1.5 days per week of this supplemental time.

Other student support services that help us provide individual attention to our students include a school nurse, who is available from the Madera County Office of Education for consultation and is on campus monthly. He conducts hearing and vision screening on a regular basis.

A Resource Program is available for identified students. Our Resource Specialists are available to all teachers as consultants regarding students having academic difficulties. Resource Specialists frequently sit in on Student Study Team meetings, which are held regularly to intervene with services for students who have special learning needs.

VI. Curriculum and Instruction **School Instruction and Leadership**

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

Administrative assessment of instruction is continual, and includes walk-through and drop-in visits, informal observations, and formal observations. Teachers participate in Curriculum adoption committees, School Site Council, and many other school and district committees, staff meetings, district and site grade level meetings, and training days to improvement instruction. Developmental and instructional professional growth opportunities are provided based on staff needs and administrative direction.

The district leadership team, consisting of the Superintendent, Principals, and Vice-Principal is pro-active, well trained, and dedicated to district wide effectiveness. Administrators are active and visible on campus daily, and are accessible to parents, to all staff members, and to students. The team meets weekly to analyze and plan for the improvement of all aspects of the instructional program. The team also includes other management personnel, including food services, transportation, maintenance, budget, and human resources.

Professional Development

Teachers not having a permanent position are evaluated by their administration annually and permanent teachers are evaluated every other year. District in-service days for the 2002-03 were focused on differentiated instruction and implementation of a standards-based curriculum. For the last two years the district has conducted three (3) in-service “buy-back” days. In addition, the district provides one hour weekly for in-service and staff development. Teachers are given the opportunity to attend professional growth seminars on school time in areas of their interest or need.

Quality and Currency of Textbooks and Other Instructional Materials

Textbooks are available for each student. The district purchased books approved through the State instructional adoption cycle and the district is currently working on aligning with the State adoption cycle. Materials are purchased to supplement the adopted textbooks. Curricular standards have been adopted in math, English-Language Arts, History-Social Science and Science. Materials and texts are purchased using IMF and Schiff-Bustamonte funds. Teachers are also given a classroom budget to purchase extra classroom materials, and primary teachers may purchase classroom books if they do not purchase workbooks.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| K | 36,900 | 36,000 |
| 1 | 51,540 | 50,400 |
| 2 | 51,540 | 50,400 |
| 3 | 51,540 | 50,400 |
| 4 | 60,540 | 54,000 |
| 5 | 60,540 | 54,000 |

| | | |
|---|--------|--------|
| 6 | 60,540 | 54,000 |
| 7 | 60,540 | 54,000 |
| 8 | 60,540 | 54,000 |

Total Number of Minimum Days

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

VII. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$36,295 | \$33,848 |
| Mid-Range Teacher Salary | \$49,954 | \$51,197 |
| Highest Teacher Salary | \$58,091 | \$57,748 |
| Average Principal Salary (Elementary) | \$71,085 | \$74,087 |
| Superintendent Salary* | \$52,954 | \$94,867 |
| Percent of Budget for Teacher Salaries | 46.82 | 38.70 |
| Percent of Budget for Administrative Salaries | 4.20 | 6.39 |

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

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/fiscal/financial/>.

| District | District | State Average For Districts In Same Category | State Average All Districts |
|---------------|---------------------------|--|-----------------------------|
| Total Dollars | Dollars per Student (ADA) | Dollars per Student (ADA) | Dollars per Student (ADA) |
| \$5,376,426 | \$5,677 | \$6,444 | \$6,719 |