

RIVERGOLD ELEMENTARY SCHOOL

School Accountability Report Card

2003-2004
CUSD



Rivergold School
Building a Caring Community of Successful Learners

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	Rivergold Elementary	District Name	Coarsegold Union Elementary
Principal	Bob Rose	Superintendent	Bill McCabe
Street	31800 Road 400	Street	45426 Road 415
City, State, Zip	Coarsegold, CA 93614-9501	City, State, Zip	Coarsegold, CA 93614-
Phone Number	559-658-7566	Phone Number	559-683-2996
FAX Number	559-658-7244	FAX Number	559-683-4160
Web Site	http://coarsegoldusd.com/rgelem/rgelemindex.html	Web Site	www.coarsegoldusd.com
E-mail Address	brose@coarsegoldusd.com	E-mail Address	bmccabe@yosemiteuhd.com
CDS Code	20-65219-6110019	SARC Contact	Bob Rose

School Description and Mission Statement

Rivergold Elementary is a K-8 school with a student population of 545, and, along with Coarsegold Elementary and the Meadowbrook Community Day School, serves the Sierra foothill community of Coarsegold, CA. Madera County Office of Education maintains a Special Education Department on the Coarsegold campus currently serving 43 students. A Home School Program is in place on the Rivergold campus, and a successful gifted education (GATE) program was implemented in 1999-2000.



School Description and Mission Statement cont.

Reading is a very important part of Rivergold. Students at Rivergold have met the Governor’s Reading Challenge the past two years with the “Rivergold Reads Program”. A Library Technician manages our school library. It is the desired goal in our adopted Library Plan that the district libraries eventually are served by a full time district librarian as well as the library technicians.

Commencing with the 1996-1997 school year, the district has 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. Rivergold will expand to K-8 in 2003-04.

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.

Rivergold School
Building a Caring Community of Successful Learners.

Opportunities for Parental Involvement

Contact Person Name	Jim Prince	Contact Person Phone Number	559-658-7566 ext 2106
<p>The school is well served by the parents and community. Rivergold has an active PTA, which provides funding and activities for the students, such as a Book Fair, Reflections Art and Photography Program, Science Day, Spelling Bee, community movie nights and school wide fundraisers. Parents and community members provide many hours of assistance to our students. We are very proud of the hundreds of hours our volunteers provide each month. Local businesses are generous and cooperative in responding to student fund-raising efforts. The School Site Council is active and meets regularly to govern school programs and categorical funding.</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	47	Grade 9	0

Grade 1	55	Grade 10	0
Grade 2	45	Grade 11	0
Grade 3	68	Grade 12	0
Grade 4	50	Ungraded Secondary	0
Grade 5	64		
Grade 6	63		
Grade 7	60		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	(2002-03) 452

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	10	2.2	Hispanic or Latino	47	10.4
American Indian or Alaska Native	11	2.4	Pacific Islander	2	0.4
Asian	7	1.5	White (Not Hispanic)	313	69.2
Filipino	3	0.7	Multiple or No Response	59	13.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Update in Progress complete Fall 04	Date Last Discussed with Staff	Spring 04
Acting Principal Cindy Simons updated the plan in the Spring of 2001. 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. The School Safety Plan is currently being updated. Spring 2004			

School Programs and Practices that Promote a Positive Learning Environment

Rivergold has a monthly reward program called "Super Hawks". Those students that are following the 5 R's of Rivergold (**Respect, Responsibility, Ready to Learn, Reaching Academic Standards, and Rising to Their Potential**) are recognized by their teacher and the principal each month. Fourth through 8th receive recognition each quarter for honor roll and citizenship with quarterly reward trips.

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	12	18	32	56	72	175

Rate of Suspensions	.031	.040	.070	.056	.072	.168
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

School Facilities

Rivergold is celebrating our 12th anniversary. Our facility is clean and well kept. The principal and site head of maintenance inspect the school grounds weekly. Rivergold consists of 60% permanent buildings and 40% portables with a multi-purpose room, computer lab and library. The Rivergold campus is expanding to meet the needs of rapid growth.

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 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) and percent not tested.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	52	45	55	46	44	48	30	32	35
Not Tested	9	7	2	11	6	2	6	8	1
CST cont.									
Mathematics									
Proficient or Advanced		50	56		45	53		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced								30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									
Proficient or Advanced						48		28	28
Not Tested	---	---	---	---	---	---	---	---	---

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts							
Proficient or Advanced					54		57
Not Tested					0		1
Mathematics							
Proficient or Advanced					54		59
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced							
Not Tested	---	---	---	---	---	---	---

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard) and percent not tested.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	45	67		44	58	19	58	
Not Tested	3	0		0	2	0	2	
Mathematics								
Proficient or Advanced	55	57		45	59	31	58	
Not Tested	---	---	---	---	---	---	---	---

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
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	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	76	69	63	68	64	58	44	45	43
Mathematics	82	78	72	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					54		66
Mathematics					58		76

NRT - Subgroups

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

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	56	72		53	66	26	67	
Mathematics	71	74		62	75	42	75	

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	41.7	50.0	35.3	22.7	26.5	19.7	23.1	24.5	21.7
7	32.1	47.6	22.9	24.3	37.8	13.8	27.2	28.9	25.5
9							24.2	22.7	25.7

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/Underperforming 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 schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 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	99	94	Percent Tested	99	94	98
API Base Score	788	806	792	API Growth Score	806	799	822
Growth Target	1	A	1	Actual Growth	18	-7	30
Statewide Rank	8	9	8				
Similar Schools Rank	7	8	3				

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
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	802	812	801	API Growth Score	810	806	828
Growth Target	#	A	A	Actual Growth	8	-6	27

API Subgroups - Socioeconomically 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	712	760	747	API Growth Score	759	756	787
Growth Target	1	1	1	Actual Growth	47	-4	40

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/Underperforming 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	Yes	No	Yes				
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	---	---	No*	---	---	Yes

* NCLB requires 95% participation in state testing. Combined Rivergold and CUSD home school participation was 94%. Rivergold students participated at 98% when considered separately.

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
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	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	15.50	2			19.00	2			19.50	2		
1	20.00	1			16.00	1			20.00	1		
2	17.00	1			16.00	2			19.00	1		
3	16.67	3			16.00	2			19.00	3		
4	25.50		2		27.50		2		19.00	1		
5	23.50	1	1		28.50		2		27.50		2	
6	23.33		3		24.50		2					
K-3	18.00	5			16.75	4			20.00	3	1	
3-4	18.00	1										
4-8									30.00		1	
Other												

Average Teaching Load and Teaching Load Distribution (upper grade)

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									30.00		2	
Mathematics									30.00		2	
Science									30.00		2	
Social Science									30.00		2	

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	all	all	all
1	all	all	all
2	all	all	all
3	all	all	all

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	24	21	22

Teachers with Full Credential (full credential and teaching in subject area)	20	20	21
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	4	1	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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.

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.

Teacher Evaluations cont.

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. Each substitute candidate must have a minimum of a BA degree and have passed the CBEST.

Counselors and Other Support Staff

A school counselor is on site two days per week.

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 a District Curriculum and Staff Development Committee, School Site Council, 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

Teacher and staff training are planned and implemented using staff needs assessments determining the type of training needed. The entire staff has been trained in implementing the state standards in Math and English-Language Arts, developing and using an intervention model, and using appropriate student assessment tools. Teachers and staff are offered release time from their classrooms to attend specific in-service opportunities based on their own needs or interests. Teachers are also encouraged to take advantage of a variety of opportunities for professional improvement. Teachers are encouraged to become specialists in given areas and to share their expertise with other staff members.

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

District in-service days for the 2002-03 school year were focused on Standards, Development of Intervention Strategies, and differentiated instruction in the classroom. This year, the district has planned three in-service days, outside of the instructional year. Topics included alignment of the curriculum to standards and the Open Court Language Arts Program.

Quality and Currency of Textbooks and Other Instructional Materials

The school district provides students with textbooks that are state-approved and are in the current adoption cycle. The Board of Trustees has approved the California Department of Education Standards for English-Language Arts, Math, and History-Social Science as our district standards. Science standards were also adopted in the 2000-2001 school year. Textbooks are available for each student. The district purchased text books in Science and Language Arts this year. Teachers have been trained on the standards' content, and in implementing the standards in the daily instructional program.

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	50,820	50,400
2	50,820	50,400

3	50,820	50,400
4	60,720	54,000
5	60,720	54,000
6	60,720	54,000
7	60,720	54,000
8	60,720	54,000

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 days	180 days
10	180 days	180 days
11	180 days	180 days
12	180 days	180 days

Total Number of Minimum Days

The District has a week of minimum days at the end of the first quarter for teacher/ parent conferences.

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	State Average
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		For Districts In Same Category	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