

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Coarsegold Elementary School

Address: 45426 Road 415 , Coarsegold CA 93614-9522
Principal: Bob Rose

Phone: 559-683-4842
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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 serves 458 K-8 students from the community of Coarsegold. The school has 35 classrooms. It is located 16 miles from the South Entrance of Yosemite National Park. The Madera County Office of Education also maintains a Special Education Department on the Coarsegold campus.

CGES 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. CGES is now into its fifth year 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 Country 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.

Coarsegold Elementary works with students and staff to maintain a safe environment that is conducive to learning. A plan for crisis response is in place, and is updated annually.

Student Enrollment

Group	Percent
African American	1.31 %
American Indian or Alaska Native	9.61 %
Asian	1.53 %
Filipino	0.66 %
Hispanic or Latino	10.70 %
Pacific Islander	0.22 %
White (not Hispanic)	71.18 %
Multiple or No Response	4.80 %
Socioeconomically Disadvantaged	10.00 %
English Learners	%
Students with Disabilities	13.00 %

Total Number of Students	458
---------------------------------	-----

Teachers

Indicator	Teachers
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

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	51
Mathematics	58
Science	47
History-Social Science	35

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	797
Statewide Rank (from 2008 Base API Report)	6
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

The school is maintained in good repair with some non-critical deficiencies noted. These deficiencies are isolated and resulting from minor wear and tear. They are in the process of being mitigated

Repairs Needed

Repairs to stained ceiling tiles, exterior paint on some buildings, and stained carpets

Corrective Actions Taken or Planned

Repairs to be completed through maintenance department.

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
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5190
District	\$5965
State	\$5,512

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

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	Steve Raupp
Principal	Bob Rose	E-mail Address	sraupp@yosemiteusd.com
E-mail Address	brose@yosemiteusd.com	CDS Code	20- 76414- 6023915

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Coarsegold Elementary School serves 458 K-8 students from the community of Coarsegold. The school has 35 classrooms. It is located 16 miles from the South Entrance of Yosemite National Park. The Madera County Office of Education also maintains a Special Education Department on the Coarsegold campus.

CGES 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. CGES is now into its fifth year 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 Country 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.

Coarsegold Elementary works with students and staff to maintain a safe environment that is conducive to learning. A plan for crisis response is in place, and is updated annually.

Yosemite Unified School District Mission Statement

Yosemite Unified School District is dedicated to providing the structure and support, in a partnership with students, parents, staff and the community, 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.

District Vision Statement

Connecting all students with their past, present and future, the Yosemite Unified School District will be a community of responsible young adults cooperatively learning creative problem solving skills to help them achieve their full potential as life-long learners, citizens, and workers.

THROUGH INVOLVEMENT IN THE ACADEMIC CURRICULUM AND SOCIAL PREPARATION IN THE YOSEMITE UNIFIED SCHOOL DISTRICT, STUDENTS WILL DEMONSTRATE THE ABILITY TO:

1. Understand and value one's self, others and our common heritage.
2. Communicate appropriately and effectively.
3. Be able to solve problems independently and as a group.
4. Be responsible decision-makers.
5. Define and value aesthetics.
6. Appreciate and value culture and environmental diversity and relationships.
7. Acquire process and utilize information using appropriate technology and other resources.
8. Be productive, active, ethical contributors to themselves, their families, communities, nations and the world.
9. Develop a professional work ethic and sense of purpose.
10. Be life-long learners.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

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 site 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 on current events. Individual programs and classes participate in the biannual *Showcase of Schools* that features 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 (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	43
Grade 1	43
Grade 2	44
Grade 3	48
Grade 4	44
Grade 5	64
Grade 6	57
Grade 7	66
Grade 8	49
Ungraded Elementary	0
Total Enrollment	458

Student Enrollment by Group (School Year 2008-09)

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
African American	1.31 %
American Indian or Alaska Native	9.61 %
Asian	1.53 %
Filipino	0.66 %
Hispanic or Latino	10.70 %
Pacific Islander	0.22 %
White (not Hispanic)	71.18 %
Multiple or No Response	4.80 %
Socioeconomically Disadvantaged	10.00 %
English Learners	%
Students with Disabilities	13.00 %

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	2006-07			2007-08			2008-09					
	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	2			13.0	3			14.3	3		
1	19.0	2			17.0	3			14.0	4		
2	18.5	2			20.0	2			14.3	3		

3	19.5	2			20.0	2			15.3	3		
4	25.0		2		29.5		2		21.0		2	
5	31.0		2		27.5		2		31.5		1	1
6												
K-3	18.0	2			15.0	2			15.0	1		
3-4												
4-8												
Other												

III. School Climate

School Safety Plan (School Year 2008-09)

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

Coarsegold has a School Safety Plan and Crisis Intervention Plan on file and available to parents.

A major effort was made during the early part of 2007 to revise and update the district's safety plan and crisis response plan. Using information gathered from conferences and meetings with law enforcement agencies, the district updated its crisis response plan to be in conformance with the National Emergency Management System (NIMS) as required by law. In addition to the district crisis response plan, each school has its own Safe School Plan based on staff and student surveys. These plans were updated during the fall of 2008.

The Safe School Plan for CES is:

Coarsegold Elementary School maintains a safe and positive learning environment. The school has a set of behavior standards to which the students must adhere; violations are dealt with in a prompt manner. The staff and students respect each other.

Key elements of the School Safety Plan include:

- A. Personal Characteristics of Students and Staff
 - 1. Goal: To help students abstain from or overcome alcohol and other drug abuse.
- B. School's Physical Environment
 - 1. Goal: To monitor the areas near the campus that encourage crime
 - 2. Activities: This area is closely monitored by staff and the sheriff's deputy assigned to the district. Staff is to be aware of strangers who may be seen in the area and report these incidents.

The school has made excellent progress in meeting these key goals. Students and staff are surveyed on an annual basis to update the plan.

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	31.0	16.8	12.2	17.3	15.6	9.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 November 2009. The results of this survey is on the SARC and also available at the district office.

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. During the 2006-2007 school year, a five year SAB 40-20 Deferred Maintenance application was submitted and accepted. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving. The plan continues dependent on the funding provided through the California State Budget.

Modernization Projects:

Coarsegold Elementary in good facility condition. Bldg 100: restrooms completed remodeled. Building 200 & 300: has completed a modernization project. MPR Building: restrooms remodeled and modernization project completed in summer of 2008.

School Construction Projects:

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 completed.

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

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Exemplary is not an option

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			None required
Interior: Interior Surfaces	N/A		X		Some stained ceiling tile and carpets.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			None required
Electrical: Electrical	N/A	X			None required
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A	X			Handle missing on one drinking fountain; cracked paper towel dispenser. Items replaced.
Safety: Fire Safety, Hazardous Materials	N/A	X			None required
Structural: Structural Damage, Roofs	N/A	X			None required

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		X		Courts need resurfacing
Overall Rating	Good			N/A	

V. 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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	26	26	122
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	2

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	2007-08	2008-09	2009-10
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 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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	93.4	6.6
High-Poverty Schools in District	66.7	33.3
Low-Poverty Schools in District	93.8	6.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	458
Library Media Teacher (Librarian)	0	N/A
Psychologist	.6	N/A
Social Worker	.2	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.5	N/A
Other		

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0
Mathematics	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0
Science	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0
History-Social Science	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on	0

	the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	
Foreign Language	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0
Health	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0
Visual and Performing Arts	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7609	\$2419	\$5190	\$61,957
District	N/A	N/A	\$5965	\$61,354
Percent Difference – School Site and District	N/A	N/A	-13%	+0.1%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-13%	+2%

Types of Services Funded (Fiscal Year 2008-09)

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 funds are allocated to serve economically disadvantaged students with tutoring services, resources and instruction; Class Size Reduction funding helps local educational agencies reduce class sizes in the early grades; GATE (Gifted and Talented Education) serves students identified as meeting program criteria; Economic Impact Aid (EIA supports education program for disadvantaged students, bilingual education for English Language Learners; Title II funds staff development; school nurse services and school psychologist services under contract. A counselor provides service to the students weekly. An academic counselor is provided for 7-8th grade students.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,084	\$38,941
Mid-Range Teacher Salary	\$57,817	\$59,686
Highest Teacher Salary	\$78,454	\$77,828
Average Principal Salary (Elementary)	\$95,260	\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)	\$109,378	\$104,869
Superintendent Salary	\$134,000	\$142,247
Percent of Budget for Teacher Salaries	39.10 %	38.20 %
Percent of Budget for Administrative Salaries	7.80 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	50	52	51	51	52	56	43	46	50
Mathematics	57	54	58	47	50	51	40	43	46
Science	45	56	47	42	53	58	38	46	50
History-Social Science	54	40	35	34	37	39	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	35	43	46	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	42	43	46	*
Pacific Islander	*	*	*	
White (not Hispanic)	54	62	47	35
Male	43	60	47	36
Female	57	57	47	33
Economically Disadvantaged	51	47	50	*
English Learners	*	*		
Students with Disabilities	11	33	18	*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	29.4	25.5
7	*	*	*

X. 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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	7	6	6
Similar Schools	6	3	3

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-26	16	18	797
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	-32	24	9	811
Socioeconomically Disadvantaged	-47	30		
English Learners				
Students with Disabilities				

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
API	Yes	Yes
Graduation Rate	N/A	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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	N/A	
Percent of Schools Currently in Program Improvement	N/A	

XI. School Completion and Postsecondary Preparation

Not applicable to elementary schools

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Facilitating continued positive professional growth for all teachers is a top priority for the Yosemite Unified School District. Each teacher and administrator at Coarsegold School is responsible for developing a personal professional development plan. Teacher plans are aligned with the California Standards for the Teaching Profession. This process calls for teachers to specify the kinds of in-service, coursework, or conferences that will help them address student instructional needs identified by student assessments and the school wide goals in the School Plan. The district is committed to helping each teacher obtain the kind of training he/she feels is necessary to achieve these objectives.

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.

Opportunities are provided weekly for teachers to meet in groups to discuss instructional practices, align curriculum, or participate in training. Teachers are given the opportunity to attend professional growth seminars on school time related to their professional development plan.

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 data-driven decision-making are examples of professional development.

This year the district planned three in-service days outside of the instructional year. District in-service days for the 2008-09 school year were focused on the newly adopted Math curriculum. Other training topics included RTI Response to intervention, classroom Art activities, Cultural Diversity speaker, 1st aid / CPR refresher and accommodations for special needs students.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92