

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

Executive Summary School Accountability Report Card, 2008-09

Meadowbrook Community Day School

Address: 45426 Road 415 , Coarsegold CA 93614-9522 Phone: 559-683-8801
 Principal: Dr. Randy Haggard Grade Span: 5 - 8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 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

Meadowbrook Community Day School services 5th through 8th grades. The school is located in the rural mountain community of Coarsegold in Eastern Madera County adjacent to the Coarsegold Elementary School campus.

The student enrollment at Meadowbrook fluctuates as students are placed in the school for a period of time and then returned to their regular school.

Meadowbrook Community Day continues to develop its vision to be committed to maximizing the potential of every student that it serves and provides a safe environment where students interact appropriately with each other and staff. It also strives to develop skills that will allow students to become lifelong learners.

Meadowbrook continually monitors student behavior and strives to provide a safe and secure environment for its students that is conducive to learning. A well-developed plan for crisis response is in place, and is updated annually.

Student Enrollment

Group	Percent
African American	%
American Indian or Alaska Native	%
Asian	%
Filipino	%
Hispanic or Latino	%
Pacific Islander	%
White (not Hispanic)	%
Multiple or No Response	%
Socioeconomically Disadvantaged	%
English Learners	%
Students with Disabilities	%
Total Number of students	3

Teachers

Indicator	Teachers
Teachers with full credential	1
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Most recent School Facility Conditions Evaluation was completed on August 2009. Meadowbrook Community Day was found in good repair, clean and safe. No drinking fountains on premises, uses bottled water.

Repairs Needed

None.

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	n/a
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$110 unrestricted (\$63,737 in restricted funds)
District	\$5965
State	\$5512

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	N/A (insufficient number of students to report)
Mathematics	N/A
Science	N/A
History-Social Science	N/A

Academic Progress

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

- Scores not shown when number of students tested is less than 10.

2008-09 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the [SARC](#) Web site. 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 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	Meadowbrook Community Day	District Name	Yosemite Unified
Street	45426 Road 415	Phone Number	559-683-8801
City, State, Zip	Coarsegold , CA 93614-9522	Web Site	www.yosemiteusd.com
Phone Number	559-683-8801	Superintendent	Steve Raupp
Principal	Dr Randal Haggard	E-mail Address	sraupp@yosemiteusd.com
E-mail Address	rhaggard@yosemiteusd.com	CDS Code	20-76414-6113914

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

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

Meadowbrook Community Day School services 5th through 8th grades. The school is located in the rural mountain community of Coarsegold in Eastern Madera County adjacent to the Coarsegold Elementary School campus.

The student enrollment at Meadowbrook fluctuates as students are placed in the school for a period of time and then returned to their regular school.

Meadowbrook Community Day continues to develop its vision to be committed to maximizing the potential of every student that it serves and provides a safe environment where students interact appropriately with each other and staff. It also strives to develop skills that will allow students to become lifelong learners.

Meadowbrook continually monitors student behavior and strives to provide a safe and secure environment for its students that is conducive to learning. A well-developed 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)

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

Meadowbrook Community Day School welcomes and provides opportunities for parents, and community members, to become involved and encouraged to visit their student's teacher to discuss their student and his or her progress, schedule, test results and so forth.

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 5	0
Grade 6	0
Grade 7	1
Grade 8	2
Ungraded Elementary	0
Total Enrollment	3

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	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Pacific Islander	N/A
White (not Hispanic)	N/A
Multiple or No Response	N/A
Socioeconomically Disadvantaged	N/A

English Learners	N/A
Students with Disabilities	N/A

Because of the small number of students, and student confidentiality, the enrollment by student group is not reported.

III. School Climate

School Safety Plan (School Year 2008-09)

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

Yosemite Unified School District works with area emergency services agencies to revise and test the emergency response plan. During the 2008-09 year, the district updated its crisis response plan with and opportunity for input from Meadowbrook Community Day School students and staff. In addition to the district crisis response plan, each school has its own Comprehensive Safe School Plan based on staff and student surveys. These plans are updated annually.

The Safe School Plan for MCDS is:

Meadowbrook Community Day School strives to maintain 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.

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	1000.0	500.0	233.0	17.3	15.6	9.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0

IV. School Facilities

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.

The District takes great efforts to ensure that all schools are clean, safe and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed in June 2008. The results of this survey is available at the school office, the district office or on the internet at www.yosemiteusd.com

Meadowbrook's grounds and building are very clean and years are well kept. The governing board has adopted cleaning standards for all the schools in the district. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

School Building:

The Meadowbrook Community Day School building is four years old and located adjacent to the Coarsegold Elementary School campus. It is a portable classroom with a basketball court available for outside activities. The classroom has a library and computer lab area with eight computers. Restroom facilities are located within the classroom. The classroom also has a portable science lab facility. The transportation area is located nearby which allows for easy access for before and after school drop-offs and pick-ups.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are

completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

There are currently no emergency facility needs at the school.

Cleaning Process and Schedule:

The director of maintenance, operations and transportation is a member of the district management team and is in daily contact with the operations facilitator and the custodial supervisor to ensure an efficient cleaning process and schedule. The staff works together to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. 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.

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.

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

Overall Summary of School Facility Good Repair Status (School Year 2009-10)

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Exemplary			

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 at the [DataQuest](#) Web site.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	1	1	1	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 2007-08)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB](#) Web site.

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	.37	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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.

YUSD Board passed resolution of Sufficiency of Instructional Materials 9/16/08.

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 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%

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 at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$63,847	\$63,737	\$110	N/A*
District	N/A	N/A	\$5965	\$61,354
Percent Difference – School Site and District	N/A	N/A	-98%	N/A
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	-98%	N/A

Less than 5 teachers - average salary is N/A

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 Meadowbrook Community Day include overall students services and resource instruction, school nurse services and school psychologist services under contract with Madera County Office of Education, tutoring for English Learners, a library/media center, and child protective services which are available on an on-call basis. A counselor provides service to the students weekly. A CAHSEE counselor is provided for 7-8th grade students, speech and language series.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and 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

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	*	*	*	51	52	56	43	46	50
Mathematics	*	*	*	47	50	51	40	43	46
Science	*	*	*	42	53	58	38	46	50
History-Social Science	*	*	*	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.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

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 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*

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.

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 at the [API](#) Web page.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	B	B	B
Similar Schools	B	B	B

"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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"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 the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	20089
All Students at the School	B	B	B	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A

White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data – **less than 10 students**.

"**" 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 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP](#) Web page.

AYP 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

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [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	
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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. The district budgets \$110,408 annually to support professional development. Each teacher and administrator is responsible for developing a personal professional development plan. Teachers' plans are aligned with the California Standards for the Teaching Profession. This process calls for teachers to specify the kinds of in-service, coursework and conferences that will help them address student instructional needs identified by students' assessments. The district is committed to helping each teacher obtain the kind of training he/she feels is necessary to achieve these objectives.

Additionally, Meadowbrook teachers are trained in implementing the state standards in Math and English-Language Arts, Open Court Language Arts Program, developing and using an intervention model and using appropriate student assessment tools. This year the district planned three in-service days outside of the instructional year.

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