

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	Yosemite High	District Name	Yosemite Joint Union High
Principal	Steve Raupp	Superintendent	Bill McCabe
Street	50200 Road 427	Street	50200 Road 427
City, State, Zip	Oakhurst, CA 93644-9506	City, State, Zip	Oakhurst, CA 93644-9506
Phone Number	559-683-4667 ext. 301	Phone Number	559-683-8801 ext. 388
FAX Number	559-683-8392	FAX Number	559-683-4160
Web Site	www.yosemiteuhsd.com	Web Site	www.yosemiteuhsd.com
E-mail Address	sraupp@yosemiteuhsd.com	E-mail Address	bmccabe@yosemiteuhsd.com
CDS Code	20-73734-2030013	SARC Contact	Earlene Ward

School Description and Mission Statement

Yosemite High School is a 9th-12th grade school serving the students of Eastern Madera County who come to us from the Bass Lake Elementary School District, Coarsegold Elementary School District and Raymond Knowles Elementary School District. Yosemite High School is located on approximately 100 acres of wooded terrain in the community of Oakhurst, 10 miles from the southern entrance to Yosemite National Park. Yosemite Union High School District was formed in 1973 and Yosemite High School opened September 9, 1976.

Yosemite High School is a comprehensive school with an International Baccalaureate program, extensive vocational (ROP – Regional Occupational Program) offerings, several technology programs, resource classes and many sports and extracurricular opportunities.

We were selected as a 2000 California Distinguished School.

Vision Statement

Connecting all students with their past, present, and future, the Yosemite Joint Union High 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 JOINT UNION HIGH 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

Contact Person Name	Consuelo Mercier	Contact Person Phone Number	559-683-4667 ext. 334
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Parents have a number of opportunities to be involved in YHS. There are parent representatives on all school site committees, steering committees, planning committees and advisory groups. Parent volunteers are recruited to assist in a number of ways, such as in the classroom, as chaperones on trips and at school events.

We have an extensive system for parent/teacher communication including telephone calls, e-mail, district web site, school newspaper that is distributed in the local newspaper and the local shopper, six-week grade reports, articles in the local newspaper and back-to-school night. There is also a post-secondary planning night for parents and students and there are workshops to assist parents with financial aid applications and college applications.

Parents are welcome, and encouraged, to visit their student's academic counselor to discuss their student and his or her progress, schedule, test results and so forth.

There is a new student orientation meeting to which parents are invited, including a barbecue that is also attended by many staff members.

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	0	Grade 9	305
Grade 1	0	Grade 10	358
Grade 2	0	Grade 11	294
Grade 3	0	Grade 12	240
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1197

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	6	0.5	Hispanic or Latino	95	7.9
American Indian or Alaska Native	54	4.5	Pacific Islander	4	0.3
Asian	15	1.3	White (Not Hispanic)	1,018	85.0
Filipino	4	0.3	Multiple or No Response	1	0.1

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Spring 2003	Date Last Discussed with Staff	Fall 2003
<p>Yosemite High School is a safe campus with little violence and no gang activity. There has been a full-time sheriff's deputy assigned to our campus the past four years. There are four part-time campus supervisors at Yosemite High School. We contract with an outside company for drug detection dog services on a random basis. The school's peer mediation program has proven to be very successful in dealing with student conflicts.</p> <p style="text-align: center;">School Safety Plan</p> <p>Key elements of the School Safety Plan include:</p> <p>A. Personal Characteristics of Students and Staff</p> <ol style="list-style-type: none"> 1. Goal: To reduce substance abuse and bullying among students at YHS. 2. Activities: Additional counseling time; peer mediation training. Hold the Challenge Day activity again in February 2004 (held the first time in February 2003) <p>B. School's Physical Environment</p> <ol style="list-style-type: none"> 1. Goal: To increase internal security by creating a positive peer environment. 2. Activities: Planned noon-time activities, Challenge Day <p>C. School's Social Environment</p> <ol style="list-style-type: none"> 1. Goal: Continue working to establish an atmosphere of trust and mutual respect between all stakeholders. 2. Activities: Continue an open dialogue between administration and all employees; involve more of the staff in school or district projects. <p>D. School's Culture</p> <ol style="list-style-type: none"> 1. Goal: To provide more support and recognition of students and staff for achievements and milestones. 2. Activities: Staff awards/retirement dinner; demonstrate public recognition of outstanding efforts of at least 500 students each year <p>The school has made excellent progress in meeting these key goals. Staff and students will be surveyed in the spring of 2004 and the School Safety Plan will be revised and updated.</p>			

School Programs and Practices that Promote a Positive Learning Environment

Yosemite High School has a number of programs that promote a positive learning environment. Among these programs are: Peer mediation/conflict resolution; numerous co-curricular and extra-curricular

programs; advanced classes and honors classes; tutoring; academic counseling; campus supervisors; extensive sports program; student-to-student mentoring program; on-campus sheriff's deputy; wide variety of vocational classes; at least one computer in every classroom; six computer laboratories; library is open late four nights a week; fine arts program; student of the month from each department; opportunities for service learning projects; career center; and more.

The teachers and staff work hard to contribute to a positive learning environment at YHS. Many stay in their classrooms during lunchtime so the students can receive extra help; others stay late in the afternoon to work with students. Since this is such a small area, staff members often see students and their parents in the stores, restaurants, at church and at community events.

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	43	50	10	48	50	10
Rate of Suspensions	3.4	4.0	1.0	3.8	3.6	<1%
Number of Expulsions	0	0	0	1	0	0
Rate of Expulsions	0	0	0	<1%	0	0

School Facilities

The Yosemite High School campus was built in the early 1970's, opening its doors to students in September 1976. In 1998 the voters in the district approved an \$11.76 million bond to renovate and expand the facilities. The campus is located on approximately 100 acres of wooded land with gentle hills and a stream the runs several months of the year. There are currently nine permanent buildings on campus (library/media center; administration office; science classrooms and laboratories; fine arts building that is being converted into a performing arts center; music classrooms; home economics and art building; gymnasium and locker rooms; vocational education shops; cafeteria/multi-purpose room) and restrooms. There are also 40 portable classrooms. Construction will begin in April 2004 on a building that will house 23 permanent classrooms.

By the end of the construction project currently underway, all of the original buildings will have been renovated and converted into conventional classrooms or office space. Plans also call for the re-roofing of all of the original buildings (three have already been completed). Projects also underway at this time include a swimming pool complex, all-weather track, renovation of the football stadium and new athletic fields (mostly completed). The campus will have space for 1600 students when the construction project is completed by the end of 2005 or the beginning of 2006.

With the passage of the bond and the subsequent construction project, the school has safe and adequate facilities for students and staff. We have always taken pride in the manner in which our buildings and grounds have been maintained.

The restrooms are in good condition.

Yosemite High School provides a safe, comfortable learning environment. Every room on the campus has air conditioning and heating. With the renovation of the original buildings, the learning environment is greatly improved. Co-generation plants on the campus have helped lower the school's energy costs.

Every building on the campus is wired for technology and there is at least one computer in every classroom.

There are seven custodians, seven utility workers and three supervisors on staff. Some of the custodians and utility workers are also bus drivers. We seldom experience problems with graffiti or vandalism, but when we do the damage is quickly repaired. If the damage is done during the night, every effort is made to have everything cleaned up or repaired before school begins the next day.

We believe our efforts to have a safe, clean, efficient campus have been successful. It is located on a beautiful site and it is a source of pride for students and staff alike.

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. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts									
Proficient or Advanced	39	46	54	35	43	49	30	32	35
Not Tested	2	2	0	3	2	0	6	8	1
Mathematics									
Proficient or Advanced		27	34		26	32		31	35
Not Tested	---	---	---	---	---	---	---	---	---
Science									
Proficient or Advanced		29	47		27	46		30	27
Not Tested	---	---	---	---	---	---	---	---	---
History/Social Science									

Proficient or Advanced		37	41		34	37		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. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

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		30			47		56
Not Tested		0			3		0
Mathematics							
Proficient or Advanced		29			23		35
Not Tested	---	---	---	---	---	---	---
Science							
Proficient or Advanced					53		48
Not Tested	---	---	---	---	---	---	---
History/Social Science							
Proficient or Advanced		28			24		43
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. For mathematics, science, and history/social science, data regarding the percent not tested, by grade level and subgroup, are available at <http://star.cde.ca.gov/>.

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts								
Proficient or Advanced	46	63		42	58	8	92	
Not Tested	0	0		2	0	2	0	
Mathematics								
Proficient or Advanced	35	35		33	67	14	86	
Not Tested	---	---	---	---	---	---	---	---
Science								
Proficient or Advanced	56	40		62	38		100	
Not Tested	---	---	---	---	---	---	---	---
History/Social Science								

Proficient or Advanced	45	36		30	70	12	88	
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		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	52	51	71	49	48	65	44	45	43
Mathematics	66	61	63	61	56	58	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		53			53		74
Mathematics		44			45		65

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	64	79		59	41	22	88	
Mathematics	64	62		55	65	14	86	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
9	NA	75	NA	NA	NA	NA	NA	66	NA
10	67	75	79	NA	72	79	81	75	70
11	69	95	77	61	80	86	83	95	78
12	82	NA	97	96	96	99	87	NA	91

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							23.8	25.2	22.3
7							27.8	29.6	26.0
9	19.2	16.3	23.9	19.2	16.3	23.9	24.8	23.3	26.2

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	N/R	Percent Tested	99	N/R	99
API Base Score	742	728	704	API Growth Score	734	710	764
Growth Target	3	4	5	Actual Growth	-8	-18	60
Statewide Rank	9	9	8				
Similar Schools Rank	8	7	4				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	754	737	715	API Growth Score	744	722	770
Growth Target	2	3	4	Actual Growth	-10	-15	55

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				API Growth Score			704

Growth Target				Actual Growth			
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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	No	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	---	---	No
African American	---	---	N/A	---	---	N/A
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	N/A	---	---	N/A
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	No	---	---	No
Socioeconomically Disadvantaged	---	---	No	---	---	No

English Learners	---	---	N/A	---	---	N/A
Students with Disabilities	---	---	N/A	---	---	N/A

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
Enrollment (9-12)	1135	1106	1230	1291	1261	1370	1703492	1735576	1772417
Number of Dropouts	2	1	2	7	6	10	47282	47899	48454
Dropout Rate (1-year)	0.2	0.1	0.2	0.5	0.5	0.7	2.8	2.8	2.7
Graduation Rate	99.1	100.0	98.8	96.3	98.9	95.2	85.9	86.7	86.9

V. Class Size

Average Teaching Load and Teaching Load Distribution

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

Subject	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English	23.72	16	21	3	21.17	27	16	2	24.23	11	29	1
Math	18.74	27	15	0	18.83	31	11	1	19.92	24	18	1
Science	24.75	7	21	1	22.90	12	21	0	19.54	10	17	4
Social Science	27.74	2	22	5	25.64	2	25	2	25.67	3	19	9

VI. 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.

	2001	2002	2003
Total Teachers	53	56	55
Teachers with Full Credential (full credential and teaching in subject area)	52	50	52
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	3	3	3
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	1	6	3
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.

Professional Qualifications of Teachers

Data to be reported in 2004-05.

Teacher Evaluations

Strong teacher supervision is the cornerstone to a strong education program. All probationary teachers, first and second year in the district, are evaluated annually. Permanent employees are evaluated on an every-other-year basis. The evaluation process includes periodic visits to the classroom for full-period observations as well as short, unannounced walk-throughs.

When a teacher receives an unsatisfactory rating in the areas of "teaching methods or instruction," the employee will be referred to the Peer Assistance and Review program that was implemented effective July 1, 2000. This is a program designed to provide feedback and staff development activities designed to improve his or her instructional competency and/or teaching methods.

Substitute Teachers

During the 2002-03 school year, there were several days when substitute teachers were not available. Other teachers on staff or administrators covered classes. In an effort to increase the number of substitute teachers in our pool, the Board increased the salary for long-term commitment in the same assignment. The pay scale for substitute teachers is:

\$82.50	1-5 days
\$87.50	6-10 days
\$92.50	11-15 days
\$97.50	16-20 days
\$102.50	21 or more days

Counselors and Other Support Staff

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

Title	FTE
Counselor	2
Librarian	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equals one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
2	615.00

VII. Curriculum and Instruction

School Instruction and Leadership

During the 1998-99 school year, Yosemite High School completed the process of developing Expected Schoolwide Learning Results (ESLR) and adopting content standards in all areas of the curriculum. The ESLRs and the vision statement were reviewed and revised with involvement of all stakeholder groups. The ESLRs were formally adopted by the governing board in the spring of 1999 and are aligned with the vision statement and the curriculum. The school has embedded the ESLRs in the curriculum by directly aligning them with district and state standards. The revision of course syllabi, which connect the content standards to classroom instruction, was begun during the 1999-2000 school year and is on ongoing task. The ESLRs and the district vision statement will be reviewed and revised during the 2003-04 year.

Our comprehensive school plan focuses on a process of continuous school improvement. It is developed and monitored by the school steering committee and approved by the School Site Council and the school board. The steering committee conducts an annual review of school-wide achievement data and makes recommendations regarding plan revision. This leads to development of annual school-wide goals for improvement, which are reviewed by the whole staff. This review includes student achievement data, and staff, student and parent surveys. The steering committee is responsible for developing goals and monitoring the improvement process. The highest priority of this school improvement process is continued refinement of the standards-based educational program, with focus groups addressing such issues as

assessment tools and curriculum development.

All departments have been modifying curriculum and instruction to address the state content standards. All departments articulate standards, course subject matter, and integrated units across grade levels. This ensures that all students are involved in a core curriculum that leads to achievement of the content standards.

A Peer Assistance Review (PAR) program is available to assist teachers on an individual basis. High school staff members meet with their peers from the area's middle schools to articulate the curriculum and to share instructional and assessment information. The BTSA (Beginning Teacher Training and Support) program offers assistance to new teachers on the staff.

Student achievement data are reviewed annually by teachers, site and district administration, the School Site Council, the steering committee and the school board. Test results of school subgroups are used to develop plans to modify instruction. Students whose tests results indicate skills below grade level are identified for Title I assistance and provided with targeted instruction or tutoring. Recent CAT 6 and California Standards Test scores and the High School Exit Exam (HSEE) prompted YHS to establish math and reading labs with small class sizes, and to revise the math curriculum in order to address the HSEE requirements. An AVID (Advancement Via Individual Determination) program was started at the school and assists students who are traditionally underrepresented in colleges.

Teachers use a wide range of instructional strategies to involve students in varied learning experiences in order to address different learning styles. Special needs students and their parents receive more frequent progress reports than the six-week intervals for the general population. In addition, on the fourth Friday of every six-week period, teachers are provided with time to call parents of students who are having difficulty in their classes. Counselors and other school staff identify struggling students and encourage parents and students to seek assistance in the form of Student Study Teams, teacher conferences, and other interventions. Special needs students are provided with Individualized Educational Plans (IEPs) that define the student's specific learning objectives and performance standards. Students who are English Language Learners work with a paraprofessional who is trained in English language instruction for non-native speakers. The school quickly identifies students identified as language learners in need of English language development. They are provided special assistance by a bilingual staff member to whom they are assigned for help with assignments in their regular classes and for assistance with English.

Professional Development

Facilitating continued positive professional growth for all teachers is a top priority for the Yosemite Joint Union High School District. The district budgets in excess of \$75,000 annually to support professional development. Each teacher and administrator 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. The district is committed to helping each teacher obtain the kind of training he/she feels is necessary to achieve these objectives.

Annually, teachers in math, English, science and social science are given release time to plan course work that aligns with the State Standards. English, social science, math and science teachers were also given release time to receive technology training.

One hour every Friday morning is used as staff development time. This provides an opportunity for teachers to meet in groups to discuss instructional practices, align curriculum, or participate in training.

More than 80 percent of the staff participated in out-of-school training last year. Teachers and other staff members also provide training and assistance to one another, both in group settings and individually.

Staff development days for the past three years were:

2000-01	2
2001-02	2
2002-03	2

Quality and Currency of Textbooks and Other Instructional Materials

All textbooks at YHS are new or in nearly new condition. In some courses, classroom sets of texts have been purchased as well as the student sets.

Yosemite High School has completed its three-year Digital High School grant. As a result of this grant and others for technology, the school has at least one computer in every classroom, there is a computer lab in the library/media center; there is a photo-media lab, business lab, networking lab and a journalism lab. Starting with the 2001-02 school year, YHS opened its EAST lab (Environmental and Spatial Technology). YHS was one of 10 schools in California selected for this grant during its first year in California. The EAST lab is a 20-station state-of-the-art laboratory through which students complete service learning projects for community groups and agencies. Students are required to pass a technology proficiency test prior to graduation. All teachers are receiving training to integrate technology into their curriculum.

In addition to computers in every classroom and the six computer laboratories, all other school staff use computers in their day-to-day work. Starting in 2001-02, the Aeries system was operational for tracking attendance and keeping numerous student records. The district accounting department is fully computerized. All computers in the school have access to the Internet and a variety of educational software. An example of one powerful research tool to which all students, staff and community have access is the on-line ProQuest database which offers access to over 2,000 publications. Students involved in career programs use the Eureka interest inventory, college and career exploration software to research career and educational options.

During the summer of 2001, YHS installed software, using grant money, to allow YHS to be part of the statewide virtual library. Through this software, the books in the YHS library are available to be shared with other libraries in the state. In return, YHS will have access to books in all of the connected libraries.

Because of the emphasis on aligning curriculum with local and state content standards, new textbooks and other instructional materials must be aligned with these standards. Board policy has been strengthened to provide a clear process for selection of instructional materials. Textbook adoption committees composed of teachers, parents, students and feeder school teachers make recommendations regarding instructional materials. Criteria for selection includes reading level, organization, age appropriateness, and most importantly, alignment with the content standards.

Because of the district's efforts to provide a class set of textbooks and a home set of textbooks for some core curricular areas, the student to textbook ratio exceeds 1:1.

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
9	66,657	64,800
10	66,657	64,800
11	66,657	64,800
12	66,657	64,800

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

There were six minimum days during the finals testing schedule.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

Subject	Number of Courses	Number of Classes	Enrollment
Fine and Performing Arts	3	3	38
Computer Science	1	1	10
English	2	5	117
Foreign Language	3	3	37
Mathematics	3	3	37
Science	5	6	82
Social Science	6	8	215

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
7373	4406	59.8

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number

of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
248	80	32.3

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at

<http://www.cde.ca.gov/ope/research/sat/>.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Grade 12 Enrollment	249	280	240	302	320	295	357789	365907	385181
Percent of Grade 12 Enrollment Taking Test	35.34	26.07	27.10	29.14	22.81	22.03	36.66	37.26	36.63
Average Verbal Score	529	505	512	529	505	512	492	490	494
Average Math Score	536	510	526	536	510	526	516	516	518

College Admission Test Preparation Course Program

Yosemite High School does not offer a separate test preparation course program. Internet access is available for preparation.

Degree to Which Students are Prepared to Enter Workforce

The fundamental reason for the existence of all programs at Yosemite High School, whether academic or extracurricular, is to provide the means through which students can grow personally and develop life-long interests and commitments.

In terms of life and career planning, there is a progression that is followed by all students relating to exploration of careers and life choices. In their freshman and sophomore years all students participate in a career research unit that is continued through the junior and seniors years. All students maintain a career portfolio in the career center. This portfolio is updated annually through interest inventories, career exploration, college planning, resume writing, and a number of other activities. Students are encouraged to take this portfolio with them upon graduation to use as a resource as they continue their education and/or careers.

The guidance department and teachers work to ensure that all students participate in a curriculum that is meaningful and rigorous. All students develop and annually review their personal educational plan. The planning process begins in the eighth grade when counselors visit feeder schools to discuss high school programs and assure proper placement of students for their freshman year. The counselors and IB coordinator present small-group seminars to all eighth grade students to discuss high school courses and opportunities. Counselors meet individually with all in-coming freshmen to assist them with course selection. The guidance department looks at standardized test scores, parent requests, teacher evaluations, and the results of a math placement test to assist them in the placement of students. Each year, students review their personal learning plans and modify them to focus on their post-graduate goals.

Technical preparation programs are offered to students. In addition to Regional Occupational Program

(ROP) courses in welding, auto mechanics, photo media, desktop publishing and videography, there are also agriculture, business, computer programming and networking courses. Through articulated community college 2+2 programs, students are able to transition smoothly into post-secondary technical preparation programs. Students are also involved in work experience programs through which they receive on-the-job training. A number of courses have a community classroom component through which students combine classroom instruction with on-the-job training in the community. This program gives the school a good measure of how well students have been prepared for the workforce through the employer evaluation process.

Students who are traditionally under-represented in colleges and universities work with AVID (Advancement Via Individual Determination) representatives of the University of California Outreach program to help them with college planning. For students in these groups who have not met college admission standards, there are tutoring programs available to help them succeed in the appropriate classes. Qualified students attend special college nights at California State University, Fresno. The school provides transportation to these events and helps students gather necessary documents and materials. Bilingual staff members provide assistance to students and their families as needed.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma
246	246	226	92%	150	150	100%

IX. 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	34805	34902
Mid-Range Teacher Salary	48269	56622
Highest Teacher Salary	62386	70431
Average Principal Salary (Elementary)		85352
Average Principal Salary (Middle)		
Average Principal Salary (High)	98048	
Superintendent Salary	\$117,676 (\$64,722-YHS; \$52,954 Coarsegold)	114786
Percent of Budget for Teacher Salaries	41.34	38.12
Percent of Budget for Administrative Salaries	4.48	6.10

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$8276065	\$6761	\$6969	\$6719

Types of Services Funded

Services funded at Yosemite High School include Title I tutoring services, resource instruction, school nurse services and school psychologist services under contract with the Madera County Office of Education, tutoring for English Learners, peer mediation, a county probation officer is assigned to the campus, a sheriff's deputy is on the campus full time, a complete library/media center is on campus and is open extended hours, child protective services are available on an on-call basis, the county's special education program is operated on the YHS campus. There are reading labs and mathematics labs to assist students who are below grade level in those subjects.