

School Accountability Report Card Reported for School Year 2003-2004

Published During 2004-2005

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 <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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	Phone Number	559-683-8801
FAX Number	559-683-8392	FAX Number	559-683-4160
Web Site	http://www.yosemiteuhsd.com	Web Site	http://www.yosemiteuhsd.com
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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, Advanced Placement classes, AVID (advancement via individual determination) classes, extensive vocational (ROP – Regional Occupational Program) offerings, several technology programs, an extensive fine arts department, Cadet Corp, resource classes and many sports and extracurricular opportunities.

We were selected as a 2000 California Distinguished School; this distinction is valid through 2004.

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	339
Grade 1	0	Grade 10	302
Grade 2	0	Grade 11	331
Grade 3	0	Grade 12	276
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		

Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1248

Student Enrollment, by Ethnic Group

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

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	5	0.4	Hispanic or Latino	90	7.2
American Indian or Alaska Native	56	4.5	Pacific Islander	4	0.3
Asian	11	0.9	White (Not Hispanic)	1,044	83.7
Filipino	2	0.2	Multiple or No Response	36	2.9

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 five 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 2005 (Held in 2003 and 2004) <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 2005 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		
	2002	2003	2004	2002	2003	2004
Number of Suspensions	54	73	53	77	100	85
Rate of Suspensions	4.4	6.0	4.2	5.6	7.4	6.0
Number of Expulsions	0	0	1	0	0	1
Rate of Expulsions	0	0	<1%	0	0	<1%

School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The district takes great efforts to assure that all schools are clean, safe and functional. To assist in this effort, the district will be using a facility survey instrument developed by the State of California Office of Public School Construction. This survey will be completed by June 2005. The results of this survey will be available after June 1 at the school office, the district office or on the Internet at www.yosemiteuhdsd.com

Yosemite High School has almost completed a six-year renovation and expansion project. New facilities already completed are a music classroom building, cafeteria/multi-purpose room, swim complex, perimeter fencing, infrastructure, all-weather track, new baseball fields and parking lot and access bridges. A 23-classroom building will be completed in August 2005. Renovation projects have included the library/media center, administration building, science classrooms and laboratories, performing arts center, shop building and metal roofs to replace wooden roofs. Projects in the planning stages are renovation of the home economics / art classroom building, more new roofs, soccer fields and riding arena at the agriculture farm.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment.

Age of School Buildings:

This school has 56 classrooms, a cafeteria/multi-purpose room, gymnasium, library media center, performing arts center, swim complex, ag farm, and administration building. The main campus was built in the early 1970s and opened in September 1975. Portable classrooms have been added to accommodate the growth and new classrooms are currently under construction that will replace most of the portables. As noted above, the school has undergone a major renovation/expansion project beginning in 1999 after a bond measure passed in 1998. Additional funds for the project have come from state matching funds, state bond funds, developer fees, grants and private donations. This has been an approximately \$30 million project.

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.

During the renovation project we have replaced many of the original wood shake roofs on the buildings. Plans are underway to replace all of these roofs within the next year or two. The wood roofs are being replaced with metal roofs.

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. Recent and current projects at Yosemite High School have included erosion control, asphalt replacement, assistance with the roof replacements and plumbing repairs. New carpeting will be the next project. For the 2004-05 school year, the district has budgeted \$200,000 for the deferred maintenance program. This represents less than one percent of the district's general fund budget.

Modernization Projects

Over the past six years, Yosemite High School has completed many modernization projects. These are fully described at the beginning of this section of the School Accountability Report Card.

New School Construction Projects:

The 23-classroom building will be completed in August 2005 and will complete the new construction planned at the site. These classrooms will be occupied by students beginning in the 2005-06 school year.

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) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-

social science in grades 8, 10, and 11. The NRT 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. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA 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 standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English-Language Arts	46	54	54	43	49	50	32	35	36
Mathematics	27	34	33	26	32	31	31	35	34
Science	29	47	37	27	46	37	30	27	25
History-Social Science	37	41	38	34	37	35	28	28	29

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts		39			44		56
Mathematics		34			50		31
Science		16			35		39
History-Social Science		23			15		41

CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	50	57		43	55	4	57	
Mathematics	37	29		21	34	5	34	
Science	45	30		35	38	12	39	
History-Social Science	44	33		27	40	9	41	

Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	71	71	---	65	68	---	43	43
Mathematics	---	63	66	---	58	61	---	50	51

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		56			69		72
Mathematics		54			56		67

NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	67	75		62	72	23	74	
Mathematics	63	68		58	66	10	69	

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9	75	NA	NA	NA	NA	4.5	66	NA	NA
10	75	79	NA	72	79	52	75	70	NA
11	95	77	NA	80	86	67	95	78	NA
12	NA	97	97	96	99	97	NA	91	97

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

Percent Tested	99	N/R	99	Percent Tested	N/R	99	99
API Base Score	728	704	746	API Growth Score	710	748	756
Growth Target	4	5	3	Actual Growth	-18	44	10
Statewide Rank	9	8	NA				
Similar Schools Rank	7	4	NA				

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
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	737	715	754	API Growth Score	722	755	764
Growth Target	3	4	2	Actual Growth	-15	40	10

API Subgroups - Socioeconomically Disadvantaged – not statistically significant group

API Base Data				API Growth Data			
	2002	2003	2004		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			
Growth Target				Actual Growth			

State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code,

the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	--	---
Year in Program Improvement	--	---
Year Exited Program Improvement	--	---
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Identified for Program Improvement	---	0.0

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. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	No
Subgroups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	Yes	---	No	Yes
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)	---	No	Yes	---	No	Yes

		22	32			22	32			22	32	
English	24.3	18	18	4	26.0	16	21	4	27.2	17	14	10
Mathematics	22.4	32	7	3	21.9	29	13	2	17	23	17	3
Science	19.7	11	20	4	19.4	10	16	6	22.3	7	11	12
Social Science	29.7	3	18	13	28	2	24	16	29.5	3	11	12

VI. Teacher and Staff Information

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	12.8%	---
All Schools in District	---	38.7%
High-Poverty Schools in District	---	NA
Low-Poverty Schools in District	---	NA

Teacher Credentials

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

	2002	2003	2004
Total Teachers	56	55	54
Teachers with Full Credential	50	52	51
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	1	1
Pre-Internship	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	5	3	2
Teachers with Waivers	0	0	0

(does not have credential and does not qualify for an Emergency Permit)			
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Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	---	---	0
Total Teacher Misassignments	---	---	0

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	0.0	1.6
Master's Degree plus 30 or more semester hours	11.5	12.5
Master's Degree	17.3	15.6
Bachelor's Degree plus 30 or more semester hours	59.6	59.4
Bachelor's Degree	11.5	10.9
Less than Bachelor's Degree	0.0	0.0

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	---	---	0

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 2003-04 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 equal one FTE.

Title	FTE
Counselor	2.0
Librarian	0.8
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 equal 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
2.0	624.0

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 were 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:

2001-02	2
2002-03	2
2003-04	2

Quality and Currency of Textbooks and Other Instructional Materials

Most classes have two sets of textbooks, one for students to take home and one to be left in the classroom. New textbooks are chosen by a selection committee and must be aligned with state standards. New textbook proposals are reviewed by the district board of trustees and may be purchased upon board approval.

The librarian keeps a data base on all textbooks and she is responsible for collecting books at the end of the school year and releasing them to teachers when the new school year begins. The following list shows that there are more than enough textbooks for all students and that almost all students have a textbook that is good condition or better.

The following are the textbooks in use in the core curricular areas at Yosemite High School; data as of April 18, 2005

Mathematics:

Grades 9/10: Algebra I (Merrill), Glencoe Publishing; district adoption 1999. 830 total copies; 122 still available for use. 287 are new; 453 are in good condition; 72 are in fair condition and 18 are in poor condition.

Grades 11/12: Calculus, 6th edition, Houghton Mifflin Co.; district adoption 1999. 71 copies, 18 still available for use. 35 are new; 35 are in good condition; one is in fair condition.

Calculus Concepts and Calculators, 2nd edition, Venture Publishing, 2004 district adoption. 60 copies, 12 still available for use; 59 are new, one is in good condition.

Grades 9/10/11: Discovering Geometry, 2nd edition, Key Curriculum Press; 1999 district adoption; 451 copies, 79 still available for use; 108 are new, 198 are in good condition, 73 are in fair condition, 70 are in poor condition and two are unusable.

Grade 9: Math Steps, California edition, Houghton Mifflin Co., district adoption 2001; 562 copies, 187 still available for use; 246 new; 92 good; 107 fair; 115 poor; two unusable.

Grade 12: Precalculus with Applications: Advanced Mathematical Concepts; Glencoe Publishing, district adoption 2003; 55 copies, 16 still available for use; 53 new; two good.

Grades 10/11/12: Precalculus with Limits: A Graphing Approach; 3rd edition, Houghton Mifflin Co., 2003 district adoption; 120 copies; 30 still available for use; 103 new, 16 good, one fair.

Grades 10/11/12: Algebra 2 With Trig (Merrill), Glencoe/Macmillan/MCG; district adoption 1997. 238 copies, 61 still available for use; 34 new, 112 good, 53 fair, 39 poor.

Four additional titles are available for student use as assigned.

English

Grade 12: Adv In English Lit – Pegasus; Harcourt Brace Jovano; 1990 district adoption; 244 copies, 27 still available for use; 20 new; 87 good, 71 fair; 66 poor.

Grade 11: Adv in American Lit – Pegasus; Harcourt Brace Jovano; district adoption 1990; 213 copies; 109 available for use; 16 new; 162 good; 28 fair; seven poor.

Grade 10: Adv In Appreciation – Pegasus; Harcourt Brace Jovano; 1990 district adoption; 249 copies; four still available for use; five new; 110 good; 92 fair; 39 poor; three unusable.

Grade 9: Language of Literature; McDougal Littell; district adoption 2000; 502 copies; 168 still available for use; 163 new; 309 good; 26 fair; four poor.

35 additional titles are available for student use as assigned.

Social Studies

Grade 12: Economic Principles & Practices, McGraw-Hill Companies; 2004 district adoption; 150 copies; five still available for use; 138 new; 12 good.

Grade 11: History of the United States, 6th edition, Prentice-Hall, Inc.; 2002 district adoption; 309 copies; 111 still available for use; 236 new; 71 good; two fair.

Grade 10: Modern World History. McDougal Littell, 2001 district adoption; 451 copies; 17 still available for use; 176 new; 232 good; 20 fair; 23 poor.

Grade 9: World Geography, McDougal Littell, 2002 district adoption; 200 copies, 91 still available for use; 55 new, 129 good, 14 fair, two poor.

15 additional titles are available for student use as assigned.

Science

Biology, The Dynamics of Life; Glencoe/MacMillan/MCG; district adoption 2000; 374 copies, 57 still available for use; 62 new; 262 good; 39 fair; nine poor.

Chemistry: General, 5th edition, Houghton Mifflin Col, district adoption 1997; 91 copies; 51 still available for use; 20 new; 55 good; 14 fair; two poor.

Physics Principles and Problems, Glencoe/MacMillan/MCG; 1999 board adoption; 104 copies; 23 copies still available for use; 23 new; 63 good; 18 fair

Science Spectrum; Holt, Rinehart and Wins; 2000 district adoption; 444 copies; 83 copies still available for use; 189 new; 203 good, 17 fair, 35 poor.

Advanced Biology, Oxford University Press; 2003 district adoption; 20 copies; 10 still available for use; 14 new; 5 good; one poor.

Advanced Chemistry, Oxford University Press; 2003 district adoption; 20 copies; five still available for use; 20 new

Advanced Physics, Oxford University Press, 2003 district adoption; 2 copies, both in use; both new

Chemistry (for use with IB), 1st edition, IBID Press, 2001 district adoption; 20 copies, 19 copies still available for use; 7 new; 9 good, 4 fair.

Chemistry (for use with IB), 2nd edition, Oxford University Press; 2003 district adoption; 10 copies; 10 copies available for use; 7 new; 3 good.

IB Biology, 5th edition, Scott, Foresman, Little; 2000 district adoption; 13 copies; 13 in use. 10

new; 3 good.

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	All students have a copy of the assigned textbook and additional copies of each of them are available in the library. All are board approved.
Mathematics	All students have a copy of the assigned textbook and additional copies of each of them are available in the library. All are board approved.
Science	All students have a copy of the assigned textbook and additional copies of each of them are available in the library. All are board approved.
History/Social Science	All students have a copy of the assigned textbook and additional copies of each of them are available in the library. All are board approved.
Foreign Language	All students have a copy of the assigned textbook and additional copies of each of them are available in the library. All are board approved.
Health	All students have a copy of the assigned textbook and additional copies of each of them are available in the library. All are board approved.
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is available for every student.

Instructional Minutes

The California *Education Code* establishes a 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	64,844	64,800
10	64,844	64,800
11	64,844	64,800
12	64,844	64,800

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	9	42
Computer Science			
English	2	5	125
Foreign Language	3	3	26
Mathematics	2	2	38
Science	5	3	73
Social Science	6	10	270

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 (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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
2121	1684	79.4

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
240	91	37.9

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/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	280	240	276	320	295	319	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	26.1	27.1	38.8	22.8	22.0	33.5	37.3	36.7	35.2
Average Verbal Score	505	512	504	505	512	504	490	494	496
Average Math Score	510	526	509	510	526	509	516	518	519

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 2002-2003 (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
1135	213	144	67.6	144	144	100%

IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.

Average Salaries (Fiscal Year 2002-2003)

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. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,197	\$36,423
Mid-Range Teacher Salary	\$50,200	\$56,732
Highest Teacher Salary	\$65,881	\$72,944
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$98,048	\$94,302
Superintendent Salary	\$117,676 (\$64,722 YHS, \$52,954 Coarsegold)	\$119,774
Percent of Budget for Teacher Salaries	36.7	37.7
Percent of Budget for Administrative Salaries	4.5	6.2

Expenditures (Fiscal Year 2002-2003)

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/ds/fd/ec/>.

District	District	State Average	State Average
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		For Districts In Same Category	All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$9,135,721	\$7,154	\$6,977	\$6,822

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.