

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template 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/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Ahwahnee High	<b>District Name</b>	Yosemite Joint Union High
<b>Principal</b>	Roberta Tackett	<b>Superintendent</b>	Bill McCabe
<b>Street</b>	49980 Road 427	<b>Street</b>	50200 Road 427
<b>City, State, Zip</b>	Oakhurst, CA 93644	<b>City, State, Zip</b>	Oakhurst, CA 93644-9506
<b>Phone Number</b>	559-683-8801 ext. 311	<b>Phone Number</b>	559-683-8801 ext. 348
<b>FAX Number</b>	559-658-2034	<b>FAX Number</b>	559-683-4160
<b>Web Site</b>	<a href="http://www.yosemiteuhsd.com">www.yosemiteuhsd.com</a>	<b>Web Site</b>	www.yosemiteuhsd.com
<b>E-mail Address</b>	<a href="mailto:rtackett@yosemiteuhsd.com">rtackett@yosemiteuhsd.com</a>	<b>E-mail Address</b>	bmccabe@yosemiteuhsd.com
<b>CDS Code</b>	20-73734-2030039	<b>SARC Contact</b>	Earlene Ward

### School Description and Mission Statement

Information about the school, its programs, and its goals.

Ahwahnee High School is a continuation school serving grades 9-12 in Eastern Madera County. It is a part of the Yosemite Joint Union High School District and is located adjacent to Yosemite High School in Oakhurst. This is a two-room school with all grades in these rooms. There is one certificated teacher and two paraeducators at the school. The students have access to computers in the classroom and use them on a regular basis to complete their assignments. The computers are connected to the Internet. Students transfer to Ahwahnee High School from Yosemite High School; some remain at AHS and graduate from there; others return to YHS to complete their schooling.

**District 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**

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b>Brenna Neely</b>	<b>Contact Person Phone Number</b>	<b>559-683-8801 ext. 336</b>
Parents are welcome to be involved in any activities at AHS. They are encouraged to be chaperones on field trips, to assist in the classroom, to help with graduation or to speak to the students. They are invited to attend the oral presentation of the Senior Project each student is required to complete as a graduation requirement.			

**II. Demographic Information**

**Student Enrollment -- Grade Level**

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

<b>Grade Level</b>	<b>Enrollment</b>	<b>Grade Level</b>	<b>Enrollment</b>
<b>Kindergarten</b>	0	<b>Grade 9</b>	0
<b>Grade 1</b>	0	<b>Grade 10</b>	4
<b>Grade 2</b>	0	<b>Grade 11</b>	7
<b>Grade 3</b>	0	<b>Grade 12</b>	6
<b>Grade 4</b>	0	<b>Ungraded Secondary</b>	0
<b>Grade 5</b>	0		
<b>Grade 6</b>	0		
<b>Grade 7</b>	0		
<b>Grade 8</b>	0		
<b>Ungraded Elementary</b>	0	<b>Total Enrollment</b>	17

## Student Enrollment -- Racial and Ethnic Subgroups

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

Racial and Ethnic Subgroup	Number of Students	Percent of Students	Racial and Ethnic Subgroup	Number of Students	Percent of Students
African American	0	0.0	Hispanic or Latino	1	5.9
American Indian or Alaska Native	2	11.8	Pacific Islander	0	0.0
Asian	0	0.0	White (Not Hispanic)	14	82.4
Filipino	0	0.0	Multiple or No Response	0	0.0

## III. School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	2005	Date Last Discussed with Staff	2005
<p>Ahwahnee High School maintains a safe and positive learning environment. The school has a set of behavior standards to which the students must adhere; violations are dealt with in a prompt manner. The staff and students respect each other.</p> <p style="text-align: center;"><b>School Safety Plan</b></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"> <li>1. Goal: To help students overcome alcohol and other drug abuse.</li> <li>2. Activities: Create a program to help students with their substance abuse. Students may attend smoking cessation programs and may meet with a counselor to deal with substance abuse issues.</li> </ol> <p>B. School's Physical Environment</p> <ol style="list-style-type: none"> <li>1. Goal: To monitor the areas near the campus that encourage crime</li> <li>2. Activities: This area is closely monitored by staff and the sheriff's deputy assigned to the district. Staff will be more aware of strangers who may be seen in the area and report these incidents.</li> </ol> <p>The school has made excellent progress in meeting these key goals. Staff and students were surveyed early in the 2004-05 school year and the School Safety Plan was revised and updated.</p>			

### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

<p>AHS is a small school with a student/teacher ratio of no more than 15/1. The staff demands that students show respect for themselves, their peers and the staff. In turn, the staff respects the students. There are a well-known set of rules to which the students adhere. Students know the consequences of violating those rules. Because of the size of the school and the nature of the program, staff and students develop a close, supportive relationship that helps promote a positive learning environment.</p>
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## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted 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.

	School			District		
	2003	2004	2005	2003	2004	2005
<b>Number of Suspensions</b>	12	15	18	88	191	187
<b>Rate of Suspensions</b>	85.7%	57.7%	105.8%	6.6	13.8	13.4
<b>Number of Expulsions</b>	0	0	0	0	1	0
<b>Rate of Expulsions</b>	0	0	0	0	<1%	0

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

The district takes great efforts to assure that all schools are clean, safe and functional. To assist in this effort, the district used the facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed in May 2005. The results of this survey are available at the school office, the district office or on the Internet at [www.yosemiteuhsd.com](http://www.yosemiteuhsd.com)

#### **Age of School Buildings:**

Ahwahnee High School is a two room facility comprised of portable buildings. The original portables were put on the site in 1982; a new portable was added in 2004 that houses a science laboratory and computer laboratory.

#### **Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

There are currently no emergency facility needs at the school.

#### **Cleaning Process and Schedule:**

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

#### **Deferred Maintenance Budget:**

The district participates in the State School Deferred Maintenance Program which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2004-05 school year, the district budgeted \$200,000 for the deferred maintenance program. This represents less than one percent of the district's general fund budget. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving,

## School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	XXX		
Mechanical Systems	XXX		
Windows/Doors/Gates (interior and exterior)	XXX		
Interior Surfaces (walls, floors, and ceilings)	XXX		
Hazardous Materials (interior and exterior)	XXX		
Structural Damage	XXX		
Fire Safety	XXX		
Electrical (interior and exterior)	XXX		
Pest/Vermin Infestation	XXX		
Drinking Fountains (inside and outside)	XXX		The drinking water tests safe on all tests; however it is not always clear or tasteless.
Restrooms	XXX		
Sewer	XXX		
Playground/School Grounds	XXX		
Other			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) for high school. The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 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 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	11	7	19	49	50	54	35	36	40
Mathematics		7	*	32	31	34	35	34	38
Science		*	0	46	37	24	27	25	27
History-Social Science	11	7	0	37	35	34	28	29	32

### CST -- Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts		*			*		23
Mathematics							*
Science		*			*		*
History-Social Science		*			*		0

### CST -- Other Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
English-Language Arts	*	*		*	*	
Mathematics	*					
Science	*	*		*	*	
History-Social Science	*	*		*	*	

### Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	50	NA	NA	NA
11	NA	NA	NA	NA	NA	85.7	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA

### California Physical Fitness Test (PFT)

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness

zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**No data are available for this section**

**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 API Base 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.

**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 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in 10 categories of equal size (deciles) from 1 (lowest) to 10 (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 1 (lowest) to 10 (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. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

**API -- Schoolwide**

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
Percent Tested			100	Percent Tested		100	
API Base Score				API Growth Score		503	
Growth Target				Actual Growth			

Statewide Rank				
Similar Schools Rank				

### API -- Racial and Ethnic Subgroups

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
<b>African American</b>				<b>African American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Filipino</b>				<b>Filipino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

### API -- Socioeconomically Disadvantaged Subgroup

Data reported are API Base and Growth scores and growth targets.

API Base Data				API Growth Data			
	2002	2003	2004		From 2002 to 2003	From 2003 to 2004	From 2004 to 2005
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.*

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

### AYP All Criteria -- Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	No	Yes	No	No	Yes

### AYP Participation Rates and Proficiency Levels -- Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	No	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	No	Yes	Yes
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	No	Yes
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	School	District
<b>First Year of Program Improvement Implementation</b>		2004-2005
<b>Year in Program Improvement (Implementation Level)</b>		Year 1
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>	---	0
<b>Percent of Schools Currently in Program Improvement</b>	---	0.0

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (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. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged 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 through 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 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	23	14	26	1,370	1,358	1,416	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	0	0	0	10	5	2	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	0.0	0.0	0.0	0.7	0.4	0.1	2.7	3.2	3.3
<b>Graduation Rate</b>	95.2	97.3	99.6	95.2	97.3	99.6	87.0	86.7	85.3

## VII. 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.

**No data are available for this section**

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects 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. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	11.1
<b>All Schools in District</b>	61.2
<b>High-Poverty Schools in District</b>	11.1
<b>Low-Poverty Schools in District</b>	63.7

### 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 counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	1	1	1
<b>Teachers with Full Credential</b>	0	0	1
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	0	0	0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

## Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	3.0
<b>Master's Degree plus 30 or more semester hours</b>	0.0	13.6
<b>Master's Degree</b>	0.0	13.6
<b>Bachelor's Degree plus 30 or more semester hours</b>	100.0	59.1
<b>Bachelor's Degree</b>	0.0	10.6
<b>Less than Bachelor's Degree</b>	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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	0	0

## Teacher Evaluations

Information about the procedures and criteria for teacher evaluations.

Teacher evaluation is an on-going process because of the size of the school. The principal is in the classroom on a frequent basis, observing the teacher in many and varied circumstances. A formal evaluation is prepared every two years.

## Substitute Teachers

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

During the 2004-05 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	0
Library Media Teacher (Librarian)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	5%
Other	0

### 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.

AHS students have access to all district support staff, including a counselor, librarian, part-time nurse, and other employees of the Madera County Office of Education. Counseling services are an integral component of this school.

There are no academic counselors at AHS. However, these students have transferred to AHS from Yosemite High School where they had access to the two counselors on staff. The teacher assists students with their academic issues.

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The entire alternative education staff meets once a month with the principal. They discuss curriculum, testing, senior projects, grants, technology and other issues that are pertinent. The principal visits each of the alternative schools on a regular basis to meet with the staff and with the students, as needed.

The principal oversees the school instruction and provides the leadership for the school.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

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.

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:

2002-03	2
2003-04	2
2004-05	2

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
<p><b>Reading/Language Arts</b></p>	<p><b>English 9:</b> Basic English Grammar, American Guidance Services, Inc. (AGS); 10 books; good condition Scholastic Scope Literature, Level 3, Scholastic; 8 books; good condition Romeo and Juliet, Barron's; 11 books/ cassettes; good condition</p> <p><b>English 10:</b> Scholastic Scope Literature, Level 4, Scholastic; 6 books; good condition Julius Caesar, Barron's; 29 books/cassettes; good condition</p> <p><b>English 11:</b> Scholastic Scope Literature, Level 5, Scholastic; 5 books; good condition Hamlet, Barron's; 25 books/cassettes; good condition</p> <p><b>English 12:</b> Scholastic Scope Literature, Level 6, Scholastic; 8 books; good condition Macbeth, Barron's; 23 books/cassettes; good condition Senior Project/Student Manual, Far West Edge</p>
<p><b>Mathematics</b></p>	<p><b>Algebra A,B:</b> Math Steps, Houghton Mifflin, 5 books; good condition Keys to Percentages, Fractions, Decimals, Key Curriculum; consumable – 5 copies each level</p> <p><b>Algebra C, D and Algebra I:</b> Keys to Algebra, Key Curriculum; consumable – 15 each of 10 levels</p>

	<b>Geometry:</b> Geometry, AGS; 9 books; good condition
<b>Science</b>	<b>Integrated Science 1 &amp; 2:</b> Concepts and Challenges, Globe Fearon; Earth Science, 7 books; Life Science, 7 books; Physical Science, 9 books; also video series with texts; all good condition.
<b>History-Social Science</b>	<b>World History:</b> World History, AGS; 5 books; good condition <b>US History:</b> One Nation Many People, Volumes 1 and 2; Globe Fearon; Vol. 1, 8 books; vol. 2, 8 books; all good condition <b>Government:</b> United States Government, AGS; 9 books; good condition <b>Economics:</b> Economics For Everybody, AMSCO School Publications, Inc.; 7 books; good condition <b>Health:</b> Life Skills – Health, AGS; 9 books; good condition

### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	All students have all textbooks available for their needs and additional books are available for new students. No books are board adopted. There has been a recent change in administration and we are currently revising curriculum; each course is being re-written and new texts proposed. The course descriptions and textbooks will be presented to the board of trustees for adoption in the near future.
<b>Mathematics</b>	All students have all textbooks available for their needs and additional books are available for new students. No books are board adopted. There has been a recent change in administration and we are currently revising curriculum; each course is being re-written and new texts proposed. The course descriptions and textbooks will be presented to the board of trustees for adoption in the near future.
<b>Science</b>	All students have all textbooks available for their needs

	and additional books are available for new students. No books are board adopted. There has been a recent change in administration and we are currently revising curriculum; each course is being re-written and new texts proposed. The course descriptions and textbooks will be presented to the board of trustees for adoption in the near future.
<b>History-Social Science</b>	All students have all textbooks available for their needs and additional books are available for new students. No books are board adopted. There has been a recent change in administration and we are currently revising curriculum; each course is being re-written and new texts proposed. The course descriptions and textbooks will be presented to the board of trustees for adoption in the near future.
<b>Foreign Language</b>	All students have all textbooks available for their needs and additional books are available for new students. No books are board adopted. There has been a recent change in administration and we are currently revising curriculum; each course is being re-written and new texts proposed. The course descriptions and textbooks will be presented to the board of trustees for adoption in the near future.
<b>Health</b>	All students have all textbooks available for their needs and additional books are available for new students. No books are board adopted. There has been a recent change in administration and we are currently revising curriculum; each course is being re-written and new texts proposed. The course descriptions and textbooks will be presented to the board of trustees for adoption in the near future.
<b>Science Laboratory Equipment (grades 9-12)</b>	No science lab classes taught at this school.

### 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
<b>9</b>	180 days	180 days
<b>10</b>	180 days	180 days
<b>11</b>	180 days	180 days
<b>12</b>	180 days	180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

There were six minimum days for the finals testing schedule and two minimum days for standardized testing

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

**No data are available for this section**

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

**No data are available for this section**

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

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (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
3	0	0.0

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE 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		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>		13	6	295	319	356	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>		0.0	0.0	22.0	33.5	29.5	36.7	35.3	35.9
<b>Average Verbal Score</b>				512	504	537	494	496	499
<b>Average Math Score</b>				526	509	536	518	519	521

### College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

AHS does not have a college admission test preparation course

### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Work skills and a positive work ethic are stressed to our students. Classes are geared to job-related skills. Field trips focus on job skills and many of the senior projects are based on career opportunities for students.

### Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
	0	0	0	0	0	0	0

## XI. Fiscal and Expenditure Data

### Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries 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. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$37,645	\$37,320
<b>Mid-Range Teacher Salary</b>	\$51,829	\$56,211
<b>Highest Teacher Salary</b>	\$67,476	\$73,048
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		

<b>Average Principal Salary (High)</b>	\$86,230	\$96,180
<b>Superintendent Salary</b>	\$62,664-YHS; \$61,655 Coarsegold District	\$121,653
<b>Percent of Budget for Teacher Salaries</b>	36.2	37.9
<b>Percent of Budget for Administrative Salaries</b>	5.4	6.0

### **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

<b>District</b>	<b>District</b>	<b>State Average For Districts In Same Category</b>	<b>State Average All Districts</b>
<b>Total Dollars Expended</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>
\$9,621,474	\$7,584	\$7,007	\$6,919

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Students have access to substance abuse counseling through the district. A school nurse and a school psychologist are also available through the district.
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