

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	
School Name	Yosemite High	District Name	Yosemite Joint Union High
Principal	Steve Raupp	Superintendent	Bill McCabe
Street	50200 Road 427	Street	50200 Road 427
City, State, Zip	Oakhurst, CA 93644-9506	City, State, Zip	Oakhurst, CA 93644-9506
Phone Number	559-683-4667 ext. 301	Phone Number	559-683-8801 ext. 348
FAX Number	559-683-8392	FAX Number	559-658-2034
Web Site	www.yosemiteuhsd.com	Web Site	www.yosemiteuhsd.com
E-mail Address	Sraupp@yosemiteuhsd.com	E-mail Address	bmccabe@yosemiteuhsd.com
CDS Code	20-73734-2030013	SARC Contact	Earlene Ward

School Description and Mission Statement

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

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 2001 California Distinguished School; this distinction was valid through 2005. We were selected again in 2005 and this will remain valid for four years. We were also one of 12 schools in the state to be recognized for an Exemplary Career Technical Education Program in 2005.

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.

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 through the EdConnect system that allows us to call all parents within five minutes, 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. Individual programs and classes participate in the annual Showcase of Schools that features all schools in the mountain area and is hosted by Yosemite High School. A Back-to-School Night is held early in each academic year. There is a new student orientation meeting to which parents are invited, including a barbecue that is also attended by many staff members.

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.

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).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	329
Grade 1	0	Grade 10	330
Grade 2	0	Grade 11	261
Grade 3	0	Grade 12	305
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	1225

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	8	0.7	Hispanic or Latino	77	6.3
American Indian or Alaska Native	63	5.1	Pacific Islander	3	0.2
Asian	7	0.6	White (Not Hispanic)	1,021	83.3
Filipino	2	0.2	Multiple or No Response	44	3.6

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>The School Safety Plan and Crisis Response Plan were updated in 2005 and approved by the District Board of Trustees. The plan was based on responses given in safe school surveys by students and staff; the California Healthy Kids Survey data; site surveys completed by parents, students and staff; and a bullying survey administered to freshmen students in the health education class.</p> <p>The plan includes all of the state mandated board policies and it includes an action plan based on the above-mentioned surveys. The Crisis Response Plan is based on the Standardized Emergency Management System (SEMS) and the school has designated people for each of the responsibilities in SEMS, along with a back-up person for each duty.</p>			

The Madera County representative to the California Office of Emergency Services reviewed the plan and endorsed it before the board of trustees.

The action plan includes:

Action Plan
Component 1: People and Programs
A caring and connected school climate

Safe School Vision: Continued emotional and physical safety of all of its students is uppermost in the goals and philosophies of the Yosemite Joint Union High School District. The district, all of its students, their parents and the community are committed to providing a campus that is nurturing and secure.

Goal:

Reduce the incidents of bullying, harassment and threats between students.

Objective 1:

All school personnel will be aware of bullying, harassment and threats and will intervene in an appropriate and timely manner. In the 2005-06 school survey, 5 percent fewer students will indicate they have been bullied, harassed or had threats (from 48 percent to 43 percent). This number will reduce an additional five percent in each subsequent year.

Objective 2:

Utilize peer mediators to deal with issues of bullying, harassment and threats. Increase the number of mediations by ten over the 2004-05 year (from 25 to 35).

Action Plan
Component 2: Places
A physical environment that communicates respect for learning and for individuals

Safe School Vision: To assure that safety remains a top priority, there must be constant awareness of the needs of the students and the importance of protecting them. This can be achieved in part through attention to the environment and the potential for outside influences. It is important that all students understand the importance of safety and security to themselves, their friends, other students and family.

Goal:

Reduce the number of strangers who are on campus during school hours without proper identification.

Objective 1:

All staff members, particularly campus supervisors, will be observant of strangers on campus and direct them to the office for a visitor pass.

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.

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 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
Number of Suspensions	57	132	73	88	191	187
Rate of Suspensions	4.8	10.6	5.9	6.6	13.8	13.4
Number of Expulsions	0	1	0	0	1	0
Rate of Expulsions	0	<1%	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 has used the facility survey instrument developed by the State of California Office of Public School Construction. This survey was completed by June 2005. The results of this survey is available at the school office, the district office or on the Internet at www.yosemiteusd.com

Yosemite High School has completed a six-year renovation and expansion project. New facilities 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 was completed in September 2005. Renovation projects have included the library/media center, administration building, science classrooms and laboratories, performing arts center, shop building, art-home economics building, and metal roofs to replace wooden roofs. Still to come are 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. A new 23-classroom building opened for students in September 2005; some portable buildings are still in use and some will be transferred to another school in the summer of 2006. 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 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 was completed in September 2005 and completed the new construction planned at the site. The art-home economics building was renovated in late 2005 and early 2006. Projects still to be completed are soccer fields and a riding arena at the farm.

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	Since the evaluation was completed, carpeting and tile has been replaced in some buildings and the portables are no longer in use.
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 water in the fountains is not clear and tasteless but it tests safe during all of our regular tests.
Restrooms	XXX	
Sewer	XXX	
Playground/School Grounds	XXX	All areas are safe but there are some cracks in pavement on campus. These cracks have been or will be repaired in the near future.
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 students. 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	54	54	58	49	50	54	35	36	40
Mathematics	34	33	36	32	31	34	35	34	38
Science	47	37	27	46	37	24	27	25	27
History-Social Science	41	38	38	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	*	51	*	*	50	*	59
Mathematics	*	46	*	*	43	*	34
Science	*	18	*	*	19	*	28
History-Social Science	*	23	*	*	31	*	39

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	51	66	*	47	11	
Mathematics	38	34	*	42	19	
Science	29	24	*	20	7	
History-Social Science	42	33	*	31	0	

Local Assessment

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

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	NA	NA	NA	NA	4.5	NA	NA	NA	NA
10	79	NA	91	79	52	77	70	NA	93
11	77	NA	94	86	67	70	78	NA	93
12	97	97	NA	99	97	99.6	91	97	NA

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) 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

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	16.6	12.0	21.8	16.5	11.7	21.9	26.7	25.8	27.5

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	N/R	99	99	Percent Tested	99	99	99
API Base Score	704	746	753	API Growth Score	748	756	775
Growth Target	5	3	2	Actual Growth	44	10	22
Statewide Rank	8	I	9				
Similar Schools Rank	4	I	9				

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
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	715	754	761	API Growth Score	755	764	777
Growth Target	4	2	2	Actual Growth	40	10	16

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		641		API Growth Score	664		723
Growth Target		2		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	Yes	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)	No	Yes	Yes	No	Yes	Yes
Socioeconomically Disadvantaged	No	N/A	Yes	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
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement (Implementation Level)		Year 1
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	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
Enrollment (9-12)	1,230	1,197	1,248	1,370	1,358	1,416	1,772,417	1,830,903	1,876,927
Number of Dropouts	2	0	0	10	5	2	47,871	58,189	61,253
Dropout Rate (1-year)	0.2	0.0	0.0	0.7	0.4	0.1	2.7	3.2	3.3
Graduation Rate	98.8	100.0	100.0	95.2	97.3	99.6	87.0	86.7	85.3

VII. Class Size

Average Class Size and Class Size 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 grade level, as reported by CBEDS. **Data is reported for kindergarten through eighth grade only.**

Average Teaching Load and Teaching Load Distribution

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

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	16	21	4	27.2	17	14	10	24.9	19	19	10
Mathematics	21.9	29	13	2	17	23	17	3	19.9	34	17	2
Science	19.4	10	16	6	22.3	7	11	12	24.7	12	16	9
Social Science	28	2	24	16	29.5	3	11	12	28.1	8	13	22

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
This School	87.2
All Schools in District	61.2
High-Poverty Schools in District	11.1
Low-Poverty Schools in District	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
Total Teachers	55	52	54
Teachers with Full Credential	52	50	53
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1	1	0
Pre-Internship	0	0	0

Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3	2	0
Teachers with Waivers (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
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level

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

	School	District
Doctorate	1.9	3.0
Master's Degree plus 30 or more semester hours	13.0	13.6
Master's Degree	14.8	13.6
Bachelor's Degree plus 30 or more semester hours	59.3	59.1
Bachelor's Degree	11.1	10.6
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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
Vacant Teacher Positions	0	0	0

Teacher Evaluations

Information about the procedures and criteria for 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-through visits.

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 instructional competency and/or teaching methods

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	2.0
Library Media Teacher (Librarian)	0.7
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	612.5

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.

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. Course syllabi connect the content standards to classroom instruction. 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 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

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.

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:

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>Reading/Language Arts</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>35 additional titles are available for student use as assigned.</p>

<p>Mathematics</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Grade 12: Precalculus with Applications: Advanced Mathematical Concepts; Glencoe Publishing, district adoption 2003; 55 copies, 16 still available for use; 53 new; two good.</p> <p>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.</p> <p>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.</p> <p>Grades 10/11/12: Algebra 2 -- 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.</p> <p>Four additional titles are available for student use as assigned.</p>
<p>Science</p>	<p>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.</p> <p>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.</p>

	<p>Physics Principles and Problems, Glencoe/MacMillan/MCG; 1999 board adoption; 104 copies; 23 copies still available for use; 23 new; 63 good; 18 fair</p> <p>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.</p> <p>Advanced Biology, Oxford University Press; 2003 district adoption; 20 copies; 10 still available for use; 14 new; 5 good; one poor.</p> <p>Advanced Chemistry, Oxford University Press; 2003 district adoption; 20 copies; five still available for use; 20 new</p> <p>Advanced Physics, Oxford University Press, 2003 district adoption; 2 copies, both in use; both new</p> <p>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.</p> <p>Chemistry (for use with IB), 2nd edition, Oxford University Press; 2003 district adoption; 10 copies; 10 copies available for use; 7 new; 3 good.</p> <p>IB Biology, 5th edition, Scott, Foresman, Little; 2000 district adoption; 13 copies; 13 in use. 10 new; 3 good.</p>
<p>History-Social Science</p>	<p>Grade 12: Economic Principles & Practices, McGraw-Hill Companies; 2004 district adoption; 150 copies; five still available for use; 138 new; 12 good.</p> <p>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.</p> <p>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.</p> <p>Grade 9: World Geography, McDougal Littell, 2002 district adoption; 200 copies, 91 still available for use; 55 new, 129 good, 14 fair, two poor.</p> <p>15 additional titles are available for student use as assigned.</p>

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.

Core Curriculum Areas	Availability of Textbooks and Instructional 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

Data reported compare 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	64,890	64,800
10	64,890	64,800
11	64,890	64,800
12	64,890	64,800

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 during the finals testing schedule.

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.

Subject	Number of Courses Offered	Number of Classes Offered	Enrollment
Fine and Performing Arts	4	4	19
Computer Science			
English	2	4	97
Foreign Language	4	7	36
Mathematics	3	3	40
Science	5	7	49
Social Science	6	11	248

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.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
1369	1314	96.0

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
240	91	37.9

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
Grade 12 Enrollment	240	276	305	295	319	356	385,356	395,194	409,576
Percent of Grade 12 Enrollment Taking Test	27.1	38.8	33.4	22.0	33.5	29.5	36.7	35.3	35.9
Average Verbal Score	512	504	535	512	504	537	494	496	499
Average Math Score	526	509	534	526	509	536	518	519	521

College Admission Test Preparation Course Program

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

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

Workforce Preparation Programs

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

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.

Career Technical Education (CTE) preparation programs are offered to students. In addition to Regional Occupational Program (ROP) courses in careers in education, welding, auto mechanics, multi media, 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.

In 2005, YHS was one of 12 schools in California honored for having an Exemplary CTE Program.

Last year, the school started a Cadet Corp program that serves as a preparation program for students entering the military.

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
1027	223	165	72%	78	78	100%

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>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,645	\$37,320
Mid-Range Teacher Salary	\$51,829	\$56,211
Highest Teacher Salary	\$67,476	\$73,048
Average Principal Salary (High)	\$86,230	\$96,180

Superintendent Salary	\$62,664-YHS; \$61,655 Coarsegold District	\$121,653
Percent of Budget for Teacher Salaries	36.2	37.9
Percent of Budget for Administrative Salaries	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/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars Expended	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)	Dollars Expended Per Student (ADA)
\$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.

Services funded at YHS 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. There are reading labs and mathematics labs to assist students who are below grade level in those subjects. We have a Title VII program for Native American students and an AVID program for students who are underrepresented in college admissions.