

Executive Summary School Accountability Report Card, 2005-06

For Ahwahnee High School

Address: 49980 Road 427, Oakhurst CA 93644-

Phone Number: 559-683-8801

Principal: Roberta Tackett

Grade Span: 10-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Ahwahnee High School is a continuation school serving grades 10-12 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.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	25	Teachers With Full Credential	1
African American	0.0 %	Teachers Without Full Credential	0
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	0.0 %	Misassignments of Teachers of English Learners	0
Filipino	0.0 %	Total Teacher Misassignments	0
Hispanic or Latino	12.0 %		
Pacific Islander	0.0 %		
White (Not Hispanic)	80.0 %		
Multiple or No Response	8.0 %		
Socioeconomically Disadvantaged	0.0 %		
English Learners	0.0 %		
Students with Disabilities	11.0 %		

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection was September 2006; the building was in good repair with only some minor wrinkling and stains of carpet and some ceiling stains. Water is not tasteless but it consistently tests safe.

Repairs Needed

None at this time

Corrective Actions Taken or Planned

None required at this time

Curriculum and Instructional Materials

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

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$
District	\$
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	11
Mathematics	*
Science	*
History-Social Science	6

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	NA
Statewide Rank (from 2005 API Base Report)	NA
2006-07 Program Improvement Status	NA

School Completion

Indicator	Result
Graduation Rate	83.3%

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	NA
Completed All Courses Required for University of California California State University Admission	NA

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Ahwahnee High	District Name	Yosemite Joint Union High
Street	49980 Road 427	Phone Number	559-683-8801
City, State, Zip	Oakhurst, CA 93644-	Web Site	www.yosemiteusd.com
Phone Number	559-683-8801	Superintendent	Bill McCabe
Principal	Roberta Tackett	E-mail Address	bmccabe@yosemiteusd.com
E-mail Address	rtackett@yosemiteusd.com	---	---

School Description and Mission Statement

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

Ahwahnee High School is a continuation school serving grades 10-12 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

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

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.

Student Enrollment by Grade Level

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

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	0	Grade 12	8
Grade 10	4	Ungraded Secondary	0
Grade 11	13	Total Enrollment	25

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.0	White (not Hispanic)	80.0
American Indian or Alaska Native	0.0	Multiple or No Response	8.0
Asian	0.0	Socioeconomically Disadvantaged	0.0
Filipino	0.0	English Learners	0.0
Hispanic or Latino	12.0	Students with Disabilities	11.0
Pacific Islander	0.0	---	---

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Because of the size of the school, all students are in one classroom and work on their various assignments together, but with individualized attention.

II. School Climate

School Safety Plan

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

July 1, 2006, Yosemite Joint Union High School District and Coarsegold Union School District unified to become Yosemite Unified School District. The safety plans from both districts, and all of the schools in the districts, will be revised for the unified district. A major effort will be made during the early part of 2007 to revise and update the district's safety plan and crisis response plan. The district plans to host a School Safety Summit in February for all of the school districts in the area and all of the emergency services agencies. Using information gathered from the summit, and from meetings with emergency services agencies, the plan will be updated to conform to the National Incident Management System (NIMS) as required by law. In the past, the crisis response plan had conformed to the Standardized Emergency Management System (SEMS), which was replaced by NIMS. In addition to the district crisis response plan, each school will have its own Safe School Plan based on staff and student surveys. These plans will be updated during the spring of 2007. Until the new plans have been completed and approved by the district trustees, the existing plans will guide the schools' safety efforts.

The existing Safe School Plan for AHS is:

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.

School Safety Plan

Key elements of the School Safety Plan include:

- A. Personal Characteristics of Students and Staff
 - 1. Goal: To help students overcome alcohol and other drug abuse.
 - 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.
- B. School's Physical Environment
 - 1. Goal: To monitor the areas near the campus that encourage crime
 - 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.

The school has made excellent progress in meeting these key goals. Staff and students were surveyed during the 2004-05 school year and the School Safety Plan was revised and updated. It will be updated during the spring of 2007.

School Discipline Practices

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

AHS is a small school with a student/teacher/aide 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.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	15	18	17	191	187	167
Expulsions	0	0	0	1	0	1

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The district takes great efforts to 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 September 2006. The results of this survey are available at the school office, the district office or on the Internet at www.yosemiteusd.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 2005-06 school year, the district budgeted \$54,000 for the deferred maintenance program and we received \$70,000 from the state. 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 Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		Some minor wrinkling and stains; some ceiling stains
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		Water is safe, but does not taste good.
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	0	1	1	66
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

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

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	0.0	100.0
All Schools in District	83.0	17.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	28.0	72.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

During the 2005-06 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 day

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

Probationary teachers shall be evaluated each school year. Generally, permanent (tenured) teachers shall be evaluated at least once every other school year. However, the district, in its discretion, may evaluate a teacher every year or more than once a year, if necessary. If the permanent teacher and his/her evaluating supervisor agree, the permanent teacher shall be evaluated once every five years, but only if the teacher has been employed with the district at least 10 years; is highly qualified under No Child Left Behind; and previous evaluations indicated the teacher was meeting or exceeding standards.

In the case of negative observations, the evaluator shall take positive action to assist the teacher in correcting any cited deficiencies. The teacher has the responsibility to utilize the assistance of the evaluator.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per

academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	<p>English 9: 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>English 10: Scholastic Scope Literature, Level 4, Scholastic; 6 books; good condition Julius Caesar, Barron's; 29 books/cassettes; good condition</p> <p>English 11: Scholastic Scope Literature, Level 5, Scholastic; 5 books; good condition Hamlet, Barron's; 25 books/cassettes; good condition</p> <p>English 12: Scholastic Scope Literature, Level 6,</p>	-0-

	Scholastic; 8 books; good condition Macbeth, Barron's; 23 books/cassettes; good condition Senior Project/Student Manual, Far West Edge	
Mathematics	Algebra A,B: Math Steps, Houghton Mifflin, 5 books; good condition Keys to Percentages, Fractions, Decimals, Key Curriculum; consumable – 5 copies each level Algebra C, D and Algebra I: Keys to Algebra, Key Curriculum; consumable – 15 each of 10 levels Geometry: Geometry, AGS; 9 books; good condition	-0-
Science	Integrated Science 1 & 2: 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.	-0-
History-Social Science	World History: World History, AGS; 5 books; good condition US History: One Nation Many People, Volumes 1 and 2; Globe Fearon; Vol. 1, 8 books; Vol. 2, 8 books; all good condition Government: United States Government, AGS; 9 books; good condition Economics: Economics For Everybody, AMSCO School Publications, Inc.; 7 books; good condition Health: Life Skills – Health, AGS; 9 books; good condition	-0-
Foreign Language	NA	
Health	NA	
Science Laboratory Equipment (grades 9-12)	NA	

***All books in good condition. 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.**

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site				
District	---	---		\$54,896
Percent Difference - School Site and District	---	---		
State	---	---	\$4,743	\$59,734
Percent Difference - School Site and State	---	---		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical 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.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can 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/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,645	\$37,616
Mid-Range Teacher Salary	\$52,208	\$57,650
Highest Teacher Salary	\$67,476	\$75,486
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	\$104,905	\$98,570
Superintendent Salary	CUSD - \$56,612; YJUUSD, \$69,192 = \$125,804	\$127,039
Percent of Budget for Teacher Salaries	34.7	37.0
Percent of Budget for Administrative Salaries	5.7	6.0

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

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

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	7	19	11	50	54	55	36	40	42
Mathematics	7	*	*	31	34	36	34	38	40
Science	*	0	*	37	24	49	25	27	35
History-Social Science	7	0	6	35	34	39	29	32	33

CST Results by Student Group - Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (Not Hispanic)	8	*	*	0
Male	*	*	*	*
Female	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners				
Students with Disabilities	*	*		*
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed

information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can 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

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

In 2006, this school had fewer than 11 valid 2006 STAR test scores. No reliable API can be calculated with so few scores.

API Changes by Student Group -- Three Year Comparison

In 2006, this school had fewer than 11 valid 2006 STAR test scores. No reliable API can be calculated with so few scores.

Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		2005-2006
First Year of Program Improvement Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
Dropout Rate (1-year)	0.0	0.0	0.0	0.4	0.1	0.6	3.2	3.3	3.1
Graduation Rate	97.3	99.6	97.9	97.3	99.6	97.9	86.7	85.3	84.9

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2006		
	School	District	State
All Students	83.3	98.8	---
African American	NA	NA	---
American Indian or Alaska Native	NA	100	---
Asian	NA	NA	---
Filipino	NA	NA	---

Hispanic or Latino	NA	100	---
Pacific Islander	NA	NA	---
White (not Hispanic)	80	99.5	---
Socioeconomically Disadvantaged	NA	92	---
English Learners	NA	NA	---
Students with Disabilities	NA	83	---

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

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. No CTE programs are offered.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0.0
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

No AP courses are offered at the school.

College Admission Test Preparation Course Program

This section provides information about the school's college admission test preparation course program.

The school does not offer a test preparation course for college admission.

SAT Reasoning Test

This table displays the percent of the school's 12th grade students who voluntarily take the SAT Reasoning Test for college entrance, and the average verbal, math, and writing scores of those students. Detailed information regarding SAT results, and comparisons of these average scores to the district and state levels, can 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.*

No data are available for this section

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's 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

This section provides 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:

2003-04	2
2004-05	2
2005-06	2

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180	180 days
10	180	180 days
11	180	180 days
12	180	180 days

Minimum Days in School Year

This section provides 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.

None