

Executive Summary School Accountability Report Card, 2005-06

For Raymond Granite High School

Address: 38828 Road 600, Raymond CA 93653-

Phone Number: 559-689-3490

Principal: Tom Allcock

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

Raymond Granite High School is a Necessary Small School serving grades 9-12 in Eastern Madera County. It is a part of the Yosemite Joint Union High School District and is located in the community of Raymond. 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. There is a main classroom, a wood shop, computer room and kitchen. Students do much of their work on an independent study basis; however they spend time at school working in the computer laboratory, learning to prepare meals in the kitchen and completing service learning projects in the wood shop. They also do landscaping work at the school and in the community.

Student Enrollment

Teachers

| Group | Enrollment | Indicators | Teachers |
|---|------------|---|----------|
| Number of Students | 5 | Teachers With Full Credential | 1 |
| African American | 0.0 % | Teachers Without Full Credential | 0 |
| American Indian or Alaska Native | 20.0 % | 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 | 0.0 % | | |
| Pacific Islander | 0.0 % | | |
| White (Not Hispanic) | 80.0 % | | |
| Multiple or No Response | 0.0 % | | |
| Socioeconomically Disadvantaged | 0.0 % | | |
| English Learners | 0.0 % | | |
| Students with Disabilities | 17.0 % | | |

School Facilities

Summary of Most Recent Site Inspection

The most recent inspection was September 2006 and no major findings were made

Repairs Needed

No repairs needed at this time

Corrective Actions Taken or Planned

Nothing 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 | * |
| Mathematics | * |
| Science | * |
| History-Social Science | * |

Academic Progress

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

School Completion

| Indicator | Result |
|-----------------|--------|
| Graduation Rate | 50% |

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 | 0.0 |

* Too few students to release results

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 | Raymond Granite High | District Name | Yosemite Joint Union High |
| Street | 38828 Road 600 | Phone Number | 559-683-8801 |
| City, State, Zip | Raymond, CA 93653- | Web Site | www.yosemiteusd.com |
| Phone Number | 559-689-3490 | Superintendent | Bill McCabe |
| Principal | Tom Allcock | E-mail Address | bmccabe@yosemiteusd.com |
| E-mail Address | TAllcock@RKUSD.k12.ca.us | --- | --- |

School Description and Mission Statement

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

Raymond Granite High School is a Necessary Small School serving grades 9-12 in Eastern Madera County. It is a part of the Yosemite Joint Union High School District and is located in the community of Raymond. 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. There is a main classroom, a wood shop, computer room and kitchen. Students do much of their work on an independent study basis; however they spend time at school working in the computer laboratory, learning to prepare meals in the kitchen and completing service learning projects in the wood shop. They also do landscaping work at the school and in the community.

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 RGHS. They are encouraged assist their student in any way possible to help them be successful. They are invited to attend the oral presentation of the Senior Project each student is required to complete as a graduation requirement. Because the students do so many projects for the community, there are many opportunities for the parents to assist.

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 |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 0 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 0 |
| Grade 3 | 0 | Grade 10 | 2 |
| Grade 4 | 0 | Grade 11 | 0 |
| Grade 5 | 0 | Grade 12 | 3 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 0 | Total Enrollment | 5 |

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 | 20.0 | Multiple or No Response | 0.0 |
| Asian | 0.0 | Socioeconomically Disadvantaged | 0.0 |
| Filipino | 0.0 | English Learners | 0.0 |
| Hispanic or Latino | 0.0 | Students with Disabilities | 17.0 |
| 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).

This is not pertinent to this school because of the small enrollment and because most of the work is done on an independent study basis.

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 completed 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.

Raymond Granite High School maintains a safe and positive learning environment. Students do a lot of one-on-one work with their teacher and they receive a lot of encouragement and positive reinforcement. The students are very focused and self motivated. The high teacher/student ratio and the size of the school make it possible for the students to develop a close relationship with their teacher and with each other which helps create a positive learning environment.

School Safety Plan

Key elements of the School Safety Plan for the previous year include:

- A. Personal Characteristics of Students and Staff
 - 1. Goal: To make the school and district rules known to all students.
 - 2. Activities: Prepare hand-outs with major school and district rules outlined
- B. School's Physical Environment
 - 1. Goal: To make the building more secure for students and staff
 - 2. Activities: Evaluate the school building for security issues and make the necessary alterations.

The students and staff were surveyed in the spring of 2005 and the plan has been implemented and will continue in use until the new, unified plan is completed.

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.

RGHS is a small school with a high staff/student ratio. Because so much of the work is one-on-one with a teacher, the students develop a close relationship with that teacher. There is very much an atmosphere of mentoring that the students find rewarding. Each independent education student has his or her own education plan and the staff works with him or her to assure their success. These students know what work they must accomplish in a semester and they work at their own pace to complete the assignments. Students must assume a great deal of

responsibility for their own education; however they do receive considerable support from the staff.

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 | 3 | 1 | 0 | 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 is available at the school office, the district office or on the Internet at www.yosemiteuhdsd.com

Age of School Buildings:

Raymond Granite High School has a main classroom, a wood shop, computer room and kitchen. The portable facility was put on site in 1985.

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 | | |
| 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; it is filtered. |
| 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 | 1 | 1 | 1 | 66 |
| Without Full Credential | 0 | 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.

There were several days when substitute teachers were not available during the school year. 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 |

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>9th grade: Exploring Literature, AGS, 5 copies</p> <p>10th grade: World Literature, AGS, five copies</p> <p>11th grade: American Literature, AGS, 5 copies</p> <p>12th grade: Julius Caesar, Perfection Learning, 1 copy Macbeth, a parallel text, Perfection Learning, 1 copy Hamlet, a parallel text, Perfection Learning, 1 copy</p> <p>Optional: Basic English Composition, AGS, 3 copies Basic English Grammar, AGS, 3 copies</p> | 0 |

| | | |
|---|---|---|
| Mathematics | Grades 9-12 Pre-Algebra, AGS, 4 copies Algebra, AGS, 5 copies Geometry, AGS, 2 copies Key to series – Key Curriculum Press, 2 of each Fractions 1-4 Decimals 1-4 Percents 1-4 Algebra 1-10 | 0 |
| Science | 9th and 10th grades – Integrated Science Concepts and Challenges, Earth Science, Globe, 4 copies Concepts and Challenges, Life Science, Globe, 4 copies Concepts and Challenges, Physical Science, Globe, 4 copies 9th-12th grades – Biology Biology – Dynamics of Life, Glencoe, 1 copy | 0 |
| History-Social Science | Grade 10: World History, AGS, 4 copies Grade 11: One Nation, Volumes 1 and 2, Globe Fearon, 5 copies American – People and the Dream, Scott Foresman, 5 copies Grade 12: US Government, AGS, 4 copies Economics for Everybody, AMSCO, 5 copies | 0 |
| Foreign Language | NA | |
| Health | NA | |
| Science Laboratory Equipment (grades 9-12) | NA | |

All textbooks 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

Expenitures 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 at Raymond Granite High School have access to services provided through the district, including substance abuse counseling, psychological services and school nurse services. The school works with Madera County Health Department to provide additional services.

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; YJUHSD, \$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 | * | * | * | 50 | 54 | 55 | 36 | 40 | 42 |
| Mathematics | | * | * | 31 | 34 | 36 | 34 | 38 | 40 |
| Science | | * | * | 37 | 24 | 49 | 25 | 27 | 35 |
| History-Social Science | * | * | * | 35 | 34 | 39 | 29 | 32 | 33 |

CST Results by Student Group - Most Recent Year

In 2006, this school had fewer than 11 valid 2006 CST scores, therefore results are not released

Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

| Grade Level | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|------|---------|------|------|-------------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| 9 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 10 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 11 | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 12 | NA | NA | NA | NA | NA | NA | NA | NA | NA |

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

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

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

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | NA | NA | NA | NA |
| African American | NA | NA | NA | NA |
| American Indian or Alaska Native | NA | NA | NA | NA |
| Asian | NA | NA | NA | NA |
| Filipino | NA | NA | NA | NA |
| Hispanic or Latino | NA | NA | NA | NA |
| Pacific Islander | NA | NA | NA | NA |
| White (not Hispanic) | NA | NA | NA | NA |
| Socioeconomically Disadvantaged | NA | NA | NA | NA |
| English Learners | -- | -- | NA | NA |
| Students with Disabilities | -- | -- | NA | NA |

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 | N/A | 100.0 | 100.0 | 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 | 50 | 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) | NA | 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. The students are able to complete a number of projects in the woodshop class and they also do landscaping projects at the school and in the community.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of Pupils | NA |
| Percent of pupils completing a CTE program and earning a high school diploma | NA |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | NA |

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 data are available for this section

College Admission Test Preparation Course Program

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

No college admission test preparation courses are offered.

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. They discuss curriculum, testing, senior projects, grants, technology and other issues that are pertinent. The principal, who contracts with the district for this school, is superintendent of a nearby school district and visits the school on a daily basis.

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 his/her own 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 inservice, 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.

There have been two days of staff development each of the last three years.

Instructional Minutes

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

| Grade Level | Instructional Minutes | |
|--------------------|------------------------------|--------------------------|
| | Offered | State Requirement |
| 9 | 43,260 | 32,440 |
| 10 | 43,260 | 32,440 |
| 11 | 43,260 | 32,440 |
| 12 | 43,260 | 32,440 |

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.

Not applicable to Raymond Granite High School as an independent study school.