

Executive Summary School Accountability Report Card, 2005-06

For Yosemite High School

Address: 50200 Road 427, Oakhurst CA 93644-9506 **Phone Number:** 559-683-4667
Principal: Steve Raupp **Grade Span:** 9-12

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

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.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	1195	Teachers With Full Credential	54
African American	0.8 %	Teachers Without Full Credential	0
American Indian or Alaska Native	5.5 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	0.6 %	Misassignments of Teachers of English Learners	0
Filipino	0.3 %	Total Teacher Misassignments	0
Hispanic or Latino	6.4 %		
Pacific Islander	0.2 %		
White (Not Hispanic)	81.3 %		
Multiple or No Response	4.9 %		
Socioeconomically Disadvantaged	20.6 %		
English Learners	0.0 %		
Students with Disabilities	7.0 %		

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection (Fall 2006) showed that the campus is in excellent repair. The minor deficiencies noted were already scheduled for repair. The YHS campus has just undergone a 6-year remodel and expansion project. One major project still to be completed is replacement of original roofs. These wood-shake roofs are 30 years old and are being replaced with metal roofs on an on-going basis. Heating and cooling systems are also being replaced as needed because of age. Underground gasoline storage tanks need to be replaced and are budgeted for the 2006-07 school year. The co-generation plant needs to be replaced and is budgeted for the 2006-07 school year.

Repairs Needed

Original wood-shake roofs need to be replaced; heating and air conditioning units are starting to need to be replaced.

Corrective Actions Taken or Planned

Some original roofs have already been replaced and some heating and air conditioning units have been replaced. The roofs are scheduled to be replaced on an on-going basis and the heating and air conditioning units are being replaced as needed. Work is underway to replace the co-generation plant and to install above-ground gasoline storage.

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	59
Mathematics	38
Science	56
History-Social Science	46

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	778
Statewide Rank (from 2005 API Base Report)	9
2006-07 Program Improvement Status	NA

School Completion

Indicator	Result
Graduation Rate	98.7%

Postsecondary Preparation

Measures	Percent of Graduates
Completed a Career Technical Education Program	98.7
Completed All Courses Required for University of California California State University Admission	37

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	Yosemite High	District Name	Yosemite Joint Union High
Street	50200 Road 427	Phone Number	559-683-8801
City, State, Zip	Oakhurst, CA 93644-9506	Web Site	www.yosemiteusd.com
Phone Number	559-683-4667	Superintendent	Bill McCabe
Principal	Steve Raupp	E-mail Address	bmccabe@yosemiteusd.com
E-mail Address	sraupp@yosemiteusd.com	---	---

School Description and Mission Statement

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

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 career technical (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.

The school has undergone an extensive remodeling and expansion project since 1999. New

facilities include a cafeteria/multi-purpose room, swim complex, music classrooms, 23-classroom building, new athletic fields, all-weather track. All of the original buildings were remodeled and are now science classrooms and laboratories, administration building, performing arts center, and library / media center. Other buildings were remodeled and modernized, including the building that houses the shop classes and the art – home economics building. The football stadium was renovated and additional seating added to the bleachers.

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 have a number of opportunities to be involved in YHS. There are parent representatives on the school site committee, steering committee, planning committee 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.

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 9	318
Grade 10	322
Grade 11	318
Grade 12	237
Ungraded Secondary	0
Total Enrollment	1195

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	0.8	White (not Hispanic)	81.3
American Indian or Alaska Native	5.5	Multiple or No Response	4.9
Asian	0.6	Socioeconomically Disadvantaged	20.6
Filipino	0.3	English Learners	0.0
Hispanic or Latino	6.4	Students with Disabilities	7.0
Pacific Islander	0.2	---	---

Average Class Size and Class Size Distribution (Secondary)

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

Subject	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	27.2	17	14	10	24.9	19	19	10	24.3	13	29	6
Mathematics	17	23	17	3	19.9	34	17	2	20.1	18	30	2
Science	22.3	7	11	12	24.7	12	16	9	25.4	6	20	5
Social Science	29.5	3	11	12	28.1	8	13	22	27.2	4	17	10

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.

The 2005-06 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 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.

Yosemite High School has a number of programs that promote a positive learning environment. Among these programs are: Peer mediation/conflict resolution; student support facilitator; 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. The student support facilitator opens her room to students during lunch time. Planned activities are available or students may just visit.

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	132	73	59	191	187	167
Expulsions	1	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 staff works hard 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 survey will be conducted again in the fall of 2006. The results of this survey is available at the school office, the district office or on the Internet at www.yosemiteuhsd.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. It is expected that the soccer fields and riding arena will be completed during the 2006-07 school year.

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 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.

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 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. (Completed Fall 2006)

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		P.29 – return air partially blocked by cabinets; new heating system installed in Bldg. 100 Fall 2006; AC also replaced
Windows/Doors/Gates (interior and exterior)	X		Loose hardware scheduled for replacement in portables 23, 24, 27. One stall door in 800 and 400 and outside district office bathrooms is missing, scheduled for

		replacement, waiting for hinges. Back door of 1520 needs replaced due to vandalism, scheduled.
Interior Surfaces (walls, floors, and ceilings)	X	Some carpeting missing at walls due to moved cabinets; some stained tiles from condensation, no hazard, replacement scheduled. Floor damage noted in P. 66 on extreme edge of room; work scheduled; some irregularities scheduled for repair in Bldg. 100; some ceiling stains in Bldg. 100; Bldg. 200 – some stained ceiling tiles, one missing; reported and scheduled for replacement. Damaged grate in floor of weight room. Some stained ceiling tiles in Bldg. 500, working on scheduling new roof. Ceiling in washing machine room in Bldg. 1300 needs repair, reported and scheduled. Possible mold in washing machine room in Bldg. 1300. Stained tiles in Bldg. 1500 scheduled for replacement.
Hazardous Materials (interior and exterior)	X	
Structural Damage	X	
Fire Safety	X	Girls locker room: missing heat detector, to be replaced. Boys locker room: exit sign needs repair, reported.
Electrical (interior and exterior)	X	Some broken light lenses, lamps out; scheduled electrician to fix all; Bldg. 100- one box without cover, electrician scheduled to repair. One plate needed in welding room, reported. One light out in wood shop, reported. One fixture out in boys' locker room.
Pest/Vermin Infestation	X	Holes from previous equipment placement; on repair list, P 39. Floor repair needed in weight room, reported.
Drinking Fountains (inside and outside)	X	Water is clear but not tasteless throughout the school; fountains in some portables are not working; scheduled for repair. Occasional low water pressure in Bldg. 900, still functional. One fountain in Bldg. 700 not working, reported and scheduled for repair. One fountain in Bldg. 800 not working, reported and work scheduled.
Restrooms	X	Some sinks non-operational in restrooms, work currently in progress (Sept. 2006).
Sewer	X	
Playground/School Grounds	X	
Other		

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	50	53	54	66
Without Full Credential	2	1	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	93.4	6.6
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 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	2.0	597.5
Library Media Teacher (Librarian)	0.8	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

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	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.	0

	<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),</p>	<p>0</p>

	<p>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>Grades 10/11/12: Prentice Hall Mathematics-Geometry 2004, Pearson Prentice Hall, anticipated order 450 copies, Board approved 3/2006</p> <p>Grades 11/12: Glencoe Mathematics w/Business Applications, Glencoe; district adoption 2006. 50 copies, new, Board approved 7/06</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;</p>	<p>0</p>

	2000 district adoption; 13 copies; 13 in use. 10 new; 3 good.	
History-Social Science	<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>Grade “Sociology: A Down-to-Earth Approach, Core Concepts” Pearson Education;100 Copies, board approved 7/06.</p> <p>Supplemental Social Science: “The World is Flat”, Farrar, Strans & Giroux; 120 Copies</p>	0
Foreign Language	<p>Spanish 1 Grades 9-12</p> <p>Spanish 2 Grades 9-12 , Heinle & Heinle; “ Ya Veras”</p> <p>Spanish 3 Grades 10-12, Heinle & Heinle; “ Ya Veras 3”, “La Gitanilla”, “El Cid”, “Don Quixote”, “El concierto Siniestro”, “El Novio Robado”, “El Encuentro Inesperado”</p> <p>Spanish 4 IB Grades 11-12, “Neustro Mundo”, “Repaso” , “Galeria de arte y vida”, “Bodas de Sangre” , “El Coronel no Tiene Quien le Escriba”</p> <p>Spanish 5 IB Grade 12, , “Neustro Mundo”, “Repaso” , “Galeria de arte y vida”, “El Coronel no Tiene Quien le Escriba”</p>	0
Health	Grade 9: Health , Merki & Merki, “Health, A Guide to Wellness”	0
Science Laboratory Equipment (grades 9-12)	Sufficient equipment is available for all science laboratory classes	0

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

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.

Services funded at YHS include Title I targeted assistance tutoring services, resource instruction, school nurse services and school psychologist services under contract with the Madera County Office of Education, tutoring for English Learners, a county probation officer is assigned to the campus, a sheriff's deputy is on the campus full time, a complete library/media center is on campus and is open extended hours, child protective services are available on an on-call basis. The school has a full-time Student Support Facilitator who works with students who are experiencing problems in their life; there is also a peer mediation program on campus. 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.

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; YJUHS, \$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	54	58	59	50	54	55	36	40	42
Mathematics	33	36	38	31	34	36	34	38	40
Science	37	27	36	37	24	29	25	27	35
History-Social Science	38	38	46	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	51	35	41	50
Asian	*	*	*	*
Filipino	*	*		*
Hispanic or Latino	52	29	53	39
Pacific Islander	*	*	*	*
White (Not Hispanic)	61	39	57	46
Male	53	37	53	51
Female	66	40	59	39
Economically Disadvantaged	47	36	55	35

English Learners	*			
Students with Disabilities	5	7	11	9
Students Receiving Migrant Education Services	0	0	0	0

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	4.5	NA	66	NA	NA	NA
10	NA	91	NA	52	77	54	NA	93	NA
11	NA	94	NA	67	70	86	NA	93	NA
12	97	NA	NA	97	99.6	96	97	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.

Grade Level	Percent of Students Meeting Fitness Standards
9	8.6

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.

API Rank	2003-04	2004-05	2005-06
Statewide	NA	9	9

Similar Schools	NA	9	8
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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.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	10	22	3	778
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)	10	16	7	784
Socioeconomically Disadvantaged	NA	NA	12	735
English Learners	--	--	NA	NA
Students with Disabilities	--	--	NA	NA

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Yosemite High School participated in the district's program improvement program during the 2005-06 year; the district exited program improvement following the release of testing information in 2006. Yosemite High School has never been in program improvement at the school level. The district was in program improvement because it did not meet the participation rate required by No Child Left Behind.

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	0.1	0.4	0.1	0.6	3.2	3.3	3.1
Graduation Rate	100.0	100.0	99.9	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	98.7	98.8	---
African American	NA	NA	---
American Indian or Alaska Native	100	100	---
Asian	NA	NA	---
Filipino	NA	NA	---
Hispanic or Latino	100	100	---
Pacific Islander	NA	NA	---
White (not Hispanic)	99.5	99.5	---
Socioeconomically Disadvantaged	92	92	---
English Learners	NA	NA	---
Students with Disabilities	83	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.

The district has a Career Education graduation requirement. Each student is required to complete a counselor-approved career education plan that consists of at least three years (30 credits) of education courses that include vocational, academic, or fine arts course work. Vocational and technical education courses offered at Yosemite High School in 2005-06 were:

Agriculture Science 1	Horse Science 1	Agri. Science 2	Agriculture Biology
Agri. Special Projects	Agri. Science 3-4	Computer Tech.	Learning Strategies
ROP careers in education	ROP careers in criminal justice	ROP Photo/Multi-media	Environmental and Spatial Technology
IB Film	ROP videography	Life Skills 1	Life Skills 2
Life Skills 3	Life Skills 4	Arc Welding	Oxy Welding
ROP arc welding	Auto mechanics 1	Auto mechanics 2	ROP engine tech.
Wood 1	Wood 2	Wood 3	Web page design
Internet	ROP culinary arts	ROP small busi. mgt.	ROP EMT 1

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of Pupils	455
Percent of pupils completing a CTE program and earning a high school diploma	98.7
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75

Yosemite High School was one of 12 schools in California to be recognized for having an exemplary career technical education program in 2005.

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	70.9
Graduates Who Completed All Courses Required for UC/CSU Admission	37

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/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	1	0.58%
Foreign Language	0	---
Mathematics	1	0.92%
Science	1	2%
Social Science	0	---
All courses	3	3.5%

The school offers an extensive International Baccalaureate program that offered 18 courses and 28 classes in 2005-06. A total of 415 students were enrolled in these classes (this includes several students enrolled in more than one class).

College Admission Test Preparation Course Program

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

Yosemite High School offers an SAT preparatory course.

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.*

Indicator	2004	2005	2006
Percent of Grade 12 Students Taking the Test	38.8	33.4	34.2
Average Verbal Score	504	536	509
Average Math Score	509	534	511
Average Writing Score	---	---	498

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.

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 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 district 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 were reviewed and revised during the 2003-04 year. The district vision statement will be reviewed and revised during the 2006-07 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 California Standards Test scores and the High School Exit Exam (CAHSEE) prompted YHS to establish math and reading labs with small class sizes, and to revise the math curriculum in order to address the CAHSEE 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 paraeducator who is trained in English language instruction for non-native speakers. The school quickly identifies students who are English 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

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.

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:

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

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	64,807	64,800
10	64,807	64,800
11	64,807	64,800
12	64,807	64,800

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.

There were six minimum days during the finals testing schedule and three minimum days during the STAR testing.