

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Yosemite High School

Address: 50200 Road 427 , Oakhurst CA 93644-9506

Phone: (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 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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, Raymond Knowles Elementary School District, and the elementary schools within our 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.

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

A system was put into operation in the fall of 2007 that allows parents to access their student's school progress through the Internet, including grades, attendance, homework and class work assignments.

Student Enrollment

Group	Enrollment
Number of students	1174
African American	0.85 %
American Indian or Alaska Native	4.6 %
Asian	0.68 %
Filipino	0.17 %
Hispanic or Latino	7.33 %

Teachers

Indicator	Teachers
Teachers with full credential	51
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Pacific Islander	0.09 %
White (not Hispanic)	80.66 %
Multiple or No Response	5.62 %
Socioeconomically Disadvantaged	19 %
English Learners	1 %
Students with Disabilities	6 %

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 have been replaced. The co-generation plant has been replaced.

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.

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	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3858
District	\$6632
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-	59%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	781

Language Arts	
Mathematics	42%
Science	47%
History-Social Science	40%

Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	Not in PI

School Completion

Indicator	Result
Graduation Rate	98.6

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	81.6
Graduates Who Completed All Courses Required for University of California or California State University Admission	35.2

2006-07 School Accountability Report Card Reported (SARC)

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 schools contact information.

School		District	
School Name	Yosemite High	District Name	Yosemite Unified
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	Willard McCabe
Principal	Steve Raupp	E-mail Address	bmccabe@yosemiteusd.com
E-mail Address	sraupp@yosemiteusd.com	CDS Code	20-76414-2030013

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, Raymond Knowles Elementary School District, and the elementary schools within our 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.

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

A system was put into operation in the fall of 2007 that allows parents to access their student's school progress through the Internet, including grades, attendance, homework and class work assignments.

The school has recently completed an extensive remodeling and expansion project that began in 1999 after voters approved an \$11.76 million bond measure. 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

Yosemite High School has the vision to be a comprehensive high school that meets the needs of all students. That vision is guided by the Expected Schoolwide Learning Results (ESLRs):

Yosemite High School will prepare all students to:

Be Critical and Creative Thinkers

- Identify, locate, acquire, and organize information or data.
- Analyze and apply information.
- Use information to make decisions and solve problems.
- Demonstrate an appreciation of originality and aesthetics.

Be Effective Workers

- Use independent learning strategies and skills.
- Demonstrate a strong work ethic.
- Use time management skills.
- Use cooperative learning skills to work effectively in groups.
- Utilize strategies to resolve conflict.

Be Effective Communicators

- Use basic communication skills: reading, writing, speaking, and listening, to effectively communicate ideas and feelings to others.
- Demonstrate effective interpersonal communication skills including an understanding and appreciation of audience, context, and cultural differences.
- Follow verbal and written instructions

Demonstrate Essential Technological Awareness

- Use current technology to access, process, and present information.
- Recognize the importance of technology to career pathways.

Be Community Contributors

- Demonstrate civic, social, and environmental responsibility.
- Participate actively as citizens in the American democratic system.
- Demonstrate an understanding of world political, social, and economic systems.

Demonstrate Basic Living Skills

- Access and use career pathways and be prepared for post-secondary goals.
- Demonstrate organizational skills needed to achieve personal and career goals.
- Demonstrate an understanding of healthy living habits.
- Demonstrate an understanding of personal finances.

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, 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.

The school has an extensive system for parent/teacher communication including telephone calls through the EdConnect system that allows the school 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, Parent Connect that allows parents to access their student's information online, 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	310
Grade 10	300
Grade 11	292
Grade 12	272
Ungraded Secondary	0
Total Enrollment	1174

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	0.85 %	White (not Hispanic)	80.66 %
American Indian or Alaska Native	4.6 %	Multiple or No Response	5.62 %

Asian	0.68 %	Socioeconomically Disadvantaged	19 %
Filipino	0.17 %	English Learners	1 %
Hispanic or Latino	7.33 %	Students with Disabilities	6 %
Pacific Islander	0.09 %		

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).

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	27.2	17	14	10	31.0	7	18	13	26.2	19	11	14
Mathematics	17	23	17	3	29.7	11	15	8	23.4	25	13	5
Science	22.3	7	11	12	28.0	5	16	8	28.2	7	14	12
Social Science	29.5	3	11	12	29.1	10	19	13	32.0	2	16	21

II. School Climate

School Safety Plan

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

Yosemite Unified School District, and Yosemite High School, work with area emergency services agencies to revise and test the emergency response plan. During the 2006-07 year, district staff attended several school safety workshops and the district hosted 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 district updated its plan 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 has its own Safe School Plan based on staff and student surveys. These plans are updated annually.

The 2007-08 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 Unified 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 2007-08 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 2006-07 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.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	6.1	13.5	8.6	13.5	14.4	17.3
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0

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 uses the facility survey instrument developed by the State of California Office of Public School Construction. This survey is completed each year; this year's survey was completed in September and October, 2006. The results are available at the school office, the district office or on the Internet at www.yosemiteusd.com

Yosemite High School recently 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, metal roofs to replace some wooden roofs (all wooden roofs are slated to be replaced over the next few years through the deferred maintenance program). New soccer fields and a riding arena were 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, agriculture 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 were transferred to another school in the district in 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 came from state matching funds, state bond funds, developer fees, grants and private donations. This was 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 many of the original wood shake roofs on the buildings were replaced. Plans are underway to replace all of these roofs through the deferred maintenance program. 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 to assist school districts with expenditures for major repair or replacement of existing school building components. For the 2006-07 school year, the unified district was allocated \$96,306 for the deferred maintenance program and matched with \$100,000. 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.

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 completed during the 2006-07 year are soccer fields and a riding arena at the farm.

School Facility 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Return air partially blocked by cabinets in P29; changes made. Bldg. 100,

			new heating system installed October 2006; AC replaced October 2006.
Windows/Doors/Gates (interior and exterior)	X		Loose hardware scheduled for replacement in portables 23, 24, 27. One stall door each in Bldgs. 800 and 400 and outside district office bathrooms is missing; scheduled for replacement, waiting for hinges. Back door of Room 1520 needs replaced due to vandalism, scheduled.
Interior Surfaces (walls, floors, and ceilings)	X		P 29 – square foot of carpet missing at wall where cabinets moved; to be replaced. P21-29, some stained ceiling tiles from condensation, no hazard, scheduled to be replaced. Floor damage noted in P66 at extreme edge of room; scheduled to be replaced. Bldg. 100, some irregularities in carpeting scheduled for replacement; some stains on ceilings, not hazardous. Bldgs. 200 and 900, some stained ceiling tiles; one missing; reported and scheduled for repair. Bldg. 500, damaged grate in floor of weight room; some staining of ceiling tiles, working on scheduling new roof. Bldg. 1300, ceiling in washing machine room needs repair, reported and scheduled. Possible mold in washing machine room in Bldg. 1300. Bldg. 1500, stained tiles 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 them all. Bldg. 100, one outlet box not covered, no wires exposed, electrician scheduled to repair. Bldg. 500, one plate needed in welding room, reported; light out in wood shop, reported. Boys' locker room, one lighting fixture out, reported.
Pest/Vermin Infestation	X		P 29 – holes from previous equipment placement; on repair list. Bldg. 500, floor repair needed in weight room, reported.
Drinking Fountains (inside and outside)	X		Water is clear and safe, but not tasteless. Fountains in P 21, 22 and 24 not working; scheduled for repair. Bldg. 900, occasional low pressure, still functioning. Bldg. 700, one fountain not working, reported and scheduled for repair. One fountain at Bldg. 800 not working, reported and scheduled.
Restrooms	X		Some sinks non-operational; work currently in progress.
Sewer	X		
Playground/School Grounds	X		Some damaged and missing tiles in pool area, reported.
Roofs	X		Several roofs have been replaced; others are scheduled for replacement; leaks are repaired as needed on the old roofs
Overall Cleanliness	X		

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	Conditions as reported above are minor and do not present any safety hazards. Repairs are completed in a timely and efficient manner. Facility condition is exemplary.			

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	53	54	51	123
Without Full Credential	1	0	1	1
Teaching Outside Subject Area of Competence	0	0	0	3

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	2005-06	2006-07	2007-08
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 No Child Left Behind 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 the CDE Web site 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	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

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	1.71	687
Library Media Teacher (Librarian)	.86	N/A
Library Media Services Staff (paraprofessional)	1	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A

Resource Specialist (non-teaching)		N/A
Other		N/A

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>Grade 12: Adv In English Lit – Pegasus; Harcourt Brace Jovano; 1990 district adoption; 226 copies, 101 still available for use; 20 new; 68 good, 59 fair; 76 poor.</p> <p>Grade 11: Adv in American Lit – Pegasus; Harcourt Brace Jovano; district adoption 1990; 209 copies; 12 new; 148 good; 41 fair; 8 poor.</p> <p>Grade 10: Adv In Appreciation – Pegasus; Harcourt Brace Jovano; 1990 district adoption; 248 copies; 3 new; 68 good; 115 fair; 58 poor; 4 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>	0
Mathematics	<p>Grades 9-12: Algebra 1, Prentice Hall, district adoption 2006, 700 copies, 624 new, 76 good</p> <p>Grades 9-12: Geometry, Prentice-Hall, district adoption 2006, 450 copies, 384 new, 65 good, 1 poor</p> <p>Grades 11-12 Advanced Mathematical Concepts: Precalculus w/applications, Glencoe, district adoption 2003, 92 copies, 56 new, 36 good</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>Grades 11-12: Calculus Concepts and Calculators, 2nd edition, Venture Publishing, 2004 district adoption. 60 copies, 45 new, 15 good</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>	0

	<p>Grades 9-10 Mathematics w/Business Applications, Glencoe, district adoption 2006, 90 copies, 85 new, 5 good</p> <p>Grades 9-10 Pre-Algebra, Prentice-Hall, district adoption 2005, 220 copies, 184 new, 34 good, 2 fair</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 10-12: Precalculus Functions and Graphs, Houghton Mifflin Co., 2003 district adoption; 30 copies; 29 new, 1 fair</p> <p>Grades 10-12: Precalculus with Limits: A Graphing Approach; 3rd edition, Houghton Mifflin Co., 2003 district adoption; 119 copies; 61 new, 54 good, 3 fair, 1 poor</p> <p>Grades 10-12: Algebra 2 With Trig (Merrill), Glencoe/Macmillan/MCG; district adoption 1997. 238 copies, 61 still available for use; 34 new, 112 good, 53 fair, 39 poor.</p> <p>Grades 10-12: 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>Calculator TI-83 w/Manual: District adoption 2006, 9 copies</p>	
<p>Science</p>	<p>Grades 9-11: Biology, The Dynamics of Life; Glencoe/MacMillan/MCG; district adoption 2000; 424 copies, 27 new; 198 good; 174 fair; 24 poor, 1 unusable</p> <p>Grades 10-12: Chemistry-Advanced, Houghton Mifflin, district adoption 2006, 30 copies, 30 new</p> <p>Grades 9-11: Chemistry Concepts and Applications, district adoption 2001, 279 copies, 57 new, 205 good, 12 fair, 5 poor</p> <p>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>Grades 10-12: Physics, Prentice-Hall, district adoption 2003, 36 copies, 18 new, 18 good</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>Grades 11-12: Advanced Biology, Oxford University Press; 2003 district adoption; 20 copies; 10 still available for use;</p>	<p>0</p>

	<p>14 new; 5 good; one poor.</p> <p>Grades 11-12: Advanced Chemistry, Oxford University Press; 2003 district adoption; 20 copies; five still available for use; 20 new</p> <p>Grades 11-12: Advanced Physics, Oxford University Press, 2003 district adoption; 2 copies, both in use; both new</p> <p>Chemistry (for use with IB), 1st edition, IBID Press, 2001 district adoption; 20 copies, 19 copies still available for use; 7 new; 9 good, 4 fair.</p> <p>Chemistry (for use with IB), 2nd edition, Oxford University Press; 2003 district adoption; 10 copies; 10 copies available for use; 7 new; 3 good.</p> <p>IB Biology, 5th edition, Scott, Foresman, Little; 2000 district adoption; 13 copies; 13 in use. 10 new; 3 good</p> <p>.</p> <p>Grades 9-10: Life Science, Pearson Learning Group, district adoption 2006, 175 copies, 154 new, good 20, 1 fair</p> <p>Grades 11-12: Earth Science, Holt, Rienhart and Winston, district adoption 2006, 321 copies, 276 new, good 44, 1 poor</p> <p>Grades 11-12: Living in the Environment, Thompson Learning, district adoption 2005, 67 copies, 58 new, 9 good</p> <p>Grades 9-11: Science of Earth Systems, Delmar-Thompson Lear, district adoption 2004, 51 copies, 25 new, 25 good, 1 poor</p>	
<p>History-Social Science</p>	<p>Grades 11-12: People's History of the United States, Harperperennial, district adoption copies, 43 new, 66 good, 6 fair.</p> <p>Grades 11-12: APA Publication Manual of the American Psychological Assoc., District adoption 2004, 41 copies, 27 new, 14 good</p> <p>Grades 11-12: Bait and Switch (supplemental), district adoption 2006</p> <p>Grades 11-12: Social Psychology, Prentice-Hall, district adoption 2003, 50 copies, 18 new, 27 good, 5 fair</p> <p>Grade 12: Economic Principles & Practices, McGraw-Hill Companies; 2004 district adoption; 151 copies; five still available for use; 138 new; 13 good.</p> <p>Grade 12: Modern Latin America, Oxford University Press, 2004 district adoption, 50 copies, 19 new, 29 good</p> <p>Grade 11: American History, Glencoe, 2007 district adoption, 150 copies, 150, new</p> <p>Grade 11: History of the United States, Prentice-Hall, 2002 district adoption, 308 copies, 65 new, 315 good, 83 fair, 38 poor</p> <p>Grade 11: Psychology, Allyn Bacon, district adoption 2003, 30 copies, 25 good, 5 fair</p> <p>Grade 11: Psychology, Worth Publishers, district adoption 2006, 30 copies, 30 new</p>	<p>0</p>

	<p>Grade 10: Modern World History. McDougal Littell, 2001 district adoption; 501 copies, 176 new; 232 good; 20 fair; 23 poor.</p> <p>Grade 10: History of Western Society Vol II, Houghton Mifflin, district adoption 2001, 40 copies, 13 new, 19 good, 8 fair</p> <p>Grade 9: World Geography ISBN:0618184228 , McDougal Littell, 2002 district adoption; 233 copies, 11 new, 133 good, 72 fair, 17 poor</p> <p>Grade 9: World Geography ISBN:0618559450 , McDougal Littell, 2006 district adoption; 36 copies, 7 new, 29 good</p> <p>15 additional titles are available for student use as assigned.</p>	
Foreign Language	<p>Grade 9: Spanish, AVANCEMOS! 1, McDougal Littell, district adoption 2007, 316 copies, new</p> <p>Grade 9: Spanish, AVANCEMOS! 2, McDougal Littell, district adoption 2007, 254 copies, new</p> <p>Grade 9: French, Discovering French 1, McDougal Littell, district adoption 2007, 50 copies, new</p> <p>Grade 10: French, Discovering French 2, McDougal Littell, district adoption 2007, 50 copies, new</p> <p>Grade 11: French, Discovering French 3, McDougal Littell, district adoption 2007, 20 copies, new</p> <p>Grade 12: Spanish, GALERIA DE ARTE Y VIDA, Glencoe, district adoption 2007, 10 copies, new</p>	0
Health	Grade 9: Health, Merki & Merki, "Health, A Guide to Wellness"	0
Science Laboratory Equipment (grades 9-12)	There are two science laboratories at Yosemite High School and each has laboratory equipment sufficient for all students enrolled in the classes.	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher 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	\$3858	\$637	\$3221	\$56,018
District	N/A	N/A	\$6632.42	\$56,227
Percent Difference – School Site and District	N/A	N/A	-52%	-1%
State	N/A	N/A	\$4943	N/A
Percent Difference – School Site and State	N/A	N/A	35%	N/A

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, 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 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 38,021	\$38,525
Mid-Range Teacher Salary	\$58,954	\$61,143
Highest Teacher Salary	68,151	\$78,754
Average Principal Salary (Elementary)	NA	NA
Average Principal Salary (Middle)	NA	NA
Average Principal Salary (High)	\$94,170	\$102,007
Superintendent Salary	\$127,052 Total 55% High School \$69,879 45% Elementary School \$57,173	\$134,261
Percent of Budget for Teacher Salaries	32.4%	36.7%
Percent of Budget for Administrative Salaries	5.6%	6.1%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007

English-Language Arts	58	59	59	54	55	51	40	42	43
Mathematics	36	38	42	34	36	33	38	40	40
Science	26	56	47	24	49	42	27	35	38
History-Social Science	38	46	40	34	39	34	32	33	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	42	19	31	41
Asian	*	*		*
Filipino	*	*	*	*
Hispanic or Latino	48	35	25	34
Pacific Islander	*	*		*
White (not Hispanic)	61	39	50	40
Male	51	36	41	43
Female	68	38	52	36
Economically Disadvantaged	49	36	32	27
English Learners	*	*	*	*
Students with Disabilities	11	14	11	4
Students Receiving Migrant Education Services				

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	63.5	61.1	49	69.1	64.7	51.1	66.8	62.4	48.6
Mathematics	62	58.6	45.2	60.6	55.5	46.8	63.5	58.0	49.9

CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	33.2	27.2	39.6	36.4	45.7	17.8
Male	40.8	24.8	34.4	37.6	42.4	20
Female	26.6	29.4	44.1	35.4	48.6	16
African American	66.7	0	33.3	66.7	0	33.3
American Indian or Alaska Native						
Asian						
Filipino	0	0	100	0	0	100
Hispanic or Latino	52	20	28	44	48	8
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	31	27.9	41.2	34.5	47.3	18.1
English Learners	60	0	40	60	40	0
Socioeconomically Disadvantaged	54.7	20.8	24.5	44.4	42.6	13
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	85.7	4.8	9.5	90.5	4.8	4.8

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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
9	12.4

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. These ranks are published when the Base API is released each March. 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	2004	2005	2006
Statewide	9	9	9
Similar Schools	9	8	8

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
	2004-05	2005-06	2006-07	2007
All Students at the School	22	3	1	781
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	16	7	3	788
Socioeconomically Disadvantaged		12	-8	727
English Learners	N/A			
Students with Disabilities	N/A			

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
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	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

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 which data is available. 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		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0	0	0.8	0.6	0.4	0.0	3.2	3.1	3.5
Graduation Rate	100.0	100.0	98.6	99.6	97.9	96.0	85.3	85.0	83.0

Completion of High School Graduation Requirements

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 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent 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. 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 2007		
	School	District	State
All Students	99.6%	95.4%	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	99.55%	96.2%	N/A
Socioeconomically Disadvantaged	100%	100%	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils (does not include Regional Occupation Program (ROP) students)	458
Number of pupils enrolled in ROP classes at YHS	331
Percent of pupils completing a CTE program and earning a high school diploma	81.6%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30.4%

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 in 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	73.3
Graduates Who Completed All Courses Required for UC/CSU Admission	35.2

Advanced Placement and International Baccalaureate Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses and International Baccalaureate (IB) courses that the school offered by subject and the percent of the school's students enrolled in all AP and IB 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	Number of IB Courses Offered	Percent of Students In IB Courses
Computer Science				
English			2	6.7%
Fine and Performing Arts	1	<1%	2	1.4%
Foreign Language			4	4.0%
Mathematics	1	1.7%	2	1.1%
Science	3	3.9%	3	3.4%
Social Science			6	13.8%
All courses	5	5.96%	19	30.6%
