

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Yosemite Falls Education Center School

Address: 35572 Highway 41 , Coarsegold CA 93614 Phone: 559-658-7373
 Principal: Paula McCabe Grade Span: K - 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 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 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 Falls Education Center School services K through 12th grades. The school is located in the rural mountain community of Coarsegold in Eastern Madera County.. It is located 16 miles from the South Entrance of Yosemite National Park in the snow-capped Sierras.

Yosemite Falls Education Center offers Independent Study, Home School and Tutoring. The school is part of the Yosemite Unified School District. There are many avenues to a good solid education and the staff will help each student and parent find the path that is best for them.

All district services are made available to students; Special Education, testing, computer labs, music and speech pathologist services are also available.

Yosemite Falls School along with Yosemite Unified School District is continually working toward providing more school technology programs. A website that showcases student activities and a wealth of district information is available. Websites are updated on a continual basis; which now includes the annual School Accountability Report Cards (SARCS).

School safety is a priority: Yosemite Falls Education Center along with YUSD continually monitors and provides a safe and secure environment for it's students that is conducive to learning. Protective factors and performance measures are planned to safeguard against an emergency happening.

Student Enrollment

Group	Percent
African American	%
American Indian or Alaska Native	18.18 %
Asian	%
Filipino	%
Hispanic or Latino	4.55 %
Pacific Islander	%
White (not Hispanic)	63.64 %
Multiple or No Response	13.64 %
Socioeconomically Disadvantaged	28 %
English Learners	%
Students with Disabilities	18 %
Total Number of students	22

Teachers

Indicator	Teachers
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Teachers with full credential	2
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

Building in GOOD repair.

Repairs Needed

None at this time, continued routine inspections.

Corrective Actions Taken or Planned

None at this time, continued routine inspections.

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%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	N/A
District	\$5,079
State	\$5,300
YFEC not opened in 2006-2007	

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	24%
Mathematics	9%
Science	N/A
History-Social Science	22%

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	N/A
Statewide Rank (from 2007 Base API Report)	N/A
2008-09 Program Improvement Status (PI Year)	N/A

School Completion

Indicator	Result
Graduation Rate	%

Postsecondary Preparation

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

2007-08 School Accountability Report Card Report (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 [SARC](#) Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

[DataQuest](#) is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Yosemite Falls Education Center	District Name	Yosemite Unified
Street	35572 Highway 41	Phone Number	559-683-8801
City, State, Zip	Coarsegold , CA 93614	Web Site	www.yosemiteusd.com
Phone Number	559-658-7373	Superintendent	Steve Raupp / Srinivasan
Principal	Diane Hagood	E-mail Address	sraupp@yosemiteusd.com
E-mail Address	dhagood@yosemiteusd.com	CDS Code	20-76414-0115550

School Description and Mission Statement (School Year 2007-08)

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

Yosemite Falls Education Center School is a home school which serves K through 12th grades. Yosemite Falls Education Center offers Independent Study, Home School and Tutoring. The school is part of the Yosemite Unified School District and located in Coarsegold, CA 16 miles from the entrance of Yosemite National Park.

There are many avenues to a good solid education and the staff will help each student and parent find the path that is best for them.

Supervision of a California State Credential teacher is provided along with all textbooks, curriculum, materials and support. We are constantly updating and purchasing educational material to meet the diverse needs of our students.

All district services are made available to students; Special Education, testing, computer labs, music and support programs at Junior High level. Our district nurse and speech pathologist services are also available.

Yosemite Falls School along with Yosemite Unified School District is continually working toward providing more school technology programs. A website that showcases student activities and a wealth of district information is available. Websites are updated on a continual basis; which now includes the annual School Accountability Report Cards (SARCS).

School safety is a priority: Yosemite Falls Education Center along with YUSD continually monitors and provides a safe and secure environment for its students that is conducive to learning. Protective factors and performance measures are

planned to safeguard against an emergency happening.

Yosemite Unified School District Mission Statement

Yosemite Unified School District is dedicated to providing the structure and support, in a partnership with students, parents, staff and the community, necessary to insure that every student receives the highest quality education in a positive, safe, secure learning environment in order to become a productive, healthy, intellectually curious member of our society.

District Vision Statement

Connecting all students with their past, present and future, the Yosemite Unified 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 UNIFIED 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 (School Year 2007-08)

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

Parents are welcome to be involved in any activities at Yosemite Falls Education Center. They are encouraged to assist their child in any way possible to help them be a successful. They are invited to attend the oral presentation of the Senior Project each student is required to complete as a graduation requirement.

Student Enrollment by Grade Level (School Year 2007-08)

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	0
Grade 3	1
Grade 4	0
Grade 5	2
Grade 6	2
Grade 7	0
Grade 8	1
Ungraded Elementary	0
Grade 9	3
Grade 10	3
Grade 11	6
Grade 12	3
Ungraded Secondary	0
Total Enrollment	22

Student Enrollment by Group (School Year 2007-08)

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
African American	%
American Indian or Alaska Native	18.18 %
Asian	%
Filipino	%
Hispanic or Latino	4.55 %
Pacific Islander	%
White (not Hispanic)	63.64 %
Multiple or No Response	13.64 %
Socioeconomically Disadvantaged	28 %
English Learners	%
Students with Disabilities	18 %

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	2005-06			2006-07			2007-08					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												0
Mathematics								4.3	3			
Science												
Social Science												

III. School Climate

School Safety Plan (School Year 2007-08)

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

A major effort was made during the early part of 2007 to revise and update the district's safety plan and crisis response plan. The district hosted a School Safety Summit in February 2007 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 was 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 has its own Safe School Plan based on staff and student surveys. These plans were updated during the fall of 2007.

The Safe School Plan for YFECS is:

Yosemite Falls Education Center maintains a safe and positive learning environment. The school has a set of behavior standards to which the students must adhere; violations are dealt with in a prompt manner. The staff and students respect each other.

Key elements of the School Safety Plan include:

- A. Personal Characteristics of Students and Staff
 - 1. Goal: To help students abstain from or overcome alcohol and other drug abuse.

2. Activities: Create a program to help students with their substance abuse. Students may attend smoking cessation programs and may meet with a counselor to deal with substance abuse issues.
- B. School's Physical Environment
1. Goal: To monitor the areas near the campus that encourage crime
 2. Activities: This area is closely monitored by staff and the sheriff's deputy assigned to the district. Staff will be more aware of strangers who may be seen in the area and report these incidents.
- The school has made excellent progress in meeting these key goals. Students and staff are surveyed on an annual basis to update the plan.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	N/A	N/A	86.4	14.4	17.3	15.6
Expulsions	N/A	N/A	0.0	0.1	0.0	0.0

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

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 makes great efforts to assure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California of Public School Construction. This survey was completed June 2008. The result of this survey is available at the school office, the district office or on the internet at www.yosemiteusd.com.

Yosemite Falls Education Center was purchased in 2007 and is independent facility. The principal and site head of maintenance inspect the school grounds weekly.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

There are currently no emergency facility needs at the school.

Cleaning Process and Schedule:

The director of maintenance, operations and transportation is a member of the district management team and is in daily contact with the operations facilitator and the custodial supervisor to ensure an efficient cleaning process and schedule. The staff works together to ensure a clean and safe school.

Deferred Maintenance Budget:

The district participates in the State School Deferred Maintenance Program which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. During the 2006-2007 school year a five year SAB 40-20 Deferred Maintenance application was submitted and accepted. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving. The plan continues dependent on the funding provided through the California State Budget.

School Facility Good Repair Status (School Year 2008-09)

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	XXX			Continued Routine Inspection
Mechanical Systems	XXX			Continued Routine Inspection
Windows/Doors/Gates (interior and exterior)	XXX			Continued Routine Inspection
Interior Surfaces (walls, floors, and ceilings)	XXX			Continued Routine Inspection
Hazardous Materials (interior and exterior)	XXX			Continued Routine Inspection
Structural Damage	XXX			Continued Routine Inspection
Fire Safety	XXX			Continued Routine Inspection
Electrical (interior and exterior)	XXX			Continued Routine Inspection
Pest/Vermin Infestation	XXX			Continued Routine Inspection
Drinking Fountains (inside and outside)	XXX			Continued Routine Inspection
Restrooms	XXX			Continued Routine Inspection
Sewer	XXX			Continued Routine Inspection
Playground/School Grounds	XXX			Continued Routine Inspection
Roofs	XXX			Continued Routine Inspection
Overall Cleanliness	XXX			Continued Routine Inspection

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

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	GOOD			

V. 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 [DataQuest](#) Web site.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	N/A	N/A	2	128
Without Full Credential	N/A	N/A	0	1
Teaching Outside Subject Area of Competence	N/A	N/A	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

(School Year 2007-08)

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 [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	64.3	35.7
All Schools in District	90.8	9.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	92.2	7.8

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	.4	16
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	0	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

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.

YUSD Board passed resolution of Sufficiency of Instructional Materials 9/16/08. Adoption of College Prep Courses for CHCDS 8/14/08. Textbooks include the approved Star Press *packet driven program* for the different curricular areas for Alternative Ed.

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

	Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. A complete list of all textbooks in use at this school is available through the district office or on it's website at http://www.yosemiteuhsd.com .	
Mathematics	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. A complete list of all textbooks in use at this school is available through the district office or on it's website at http://www.yosemiteuhsd.com .	0%
Science	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. A complete list of all textbooks in use at this school is available through the district office or on it's website at http://www.yosemiteuhsd.com .	0%
History-Social Science	All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. A complete list of all textbooks in use at this school is available through the district office or on it's website at http://www.yosemiteuhsd.com .	0%
Electives	Intro to Auto Mechanics. All text books are from the state-approved textbook list, are standards-aligned, and are board approved. Textbooks are in good-to-excellent condition. There is a textbook for each student. Textbooks are replaced on an as-needed basis to assure that they are current. Additional instructional materials are available as needed. A complete list of all textbooks in use at this school is available through the district office or on it's website at http://www.yosemiteuhsd.com .	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	\$6,573	\$1,494	\$5,079	\$58,944
Percent Difference â€” School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,300	\$59,271
Percent Difference â€” School Site and State	N/A	N/A	N/A	N/A

Less than 5 teachers - average salary is N/A, , YFEC not opened in 2006-02007 = N/A

Types of Services Funded (Fiscal Year 2007-08)

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 Yosemite Falls Education Center include General State of California: Funding supports overall students services and resource instruction, school nurse services and school psychologist services under contract with Madera County Office of Education, tutoring for English Learners, a library/media center, and child protective services which are available an on-call basis.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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 on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,621	\$37,916
Mid-Range Teacher Salary	\$55,808	\$58,151
Highest Teacher Salary	\$75,728	\$75,396
Average Principal Salary (Elementary)	\$91,950	\$91,086
Average Principal Salary (Middle)	\$0	\$95,220
Average Principal Salary (High)	\$105,000	\$101,661
Superintendent Salary	\$128,310	\$136,091
Percent of Budget for Teacher Salaries	38.2 %	38.5 %
Percent of Budget for Administrative Salaries	6.3 %	5.8 %

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the [Standardized Testing and Reporting \(STAR\) Results](#) Web page.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts			24			52			46
Mathematics			9			50			43
Science			*			53			46
History-Social Science			22			37			36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group Most Recent Year

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	*	*		*
Pacific Islander				
White (not Hispanic)	23	14		17
Male	21	17		*
Female	27	0	*	*
Economically Disadvantaged	20	*	*	
English Learners				
Students with Disabilities	*	*		
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the [CAHSEE](#) Web site.

CAHSEE Results by Performance Level for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-Language Arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English			*			61.5			52.9
Mathematics			*			60.0			51.3

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CAHSEE Results by Performance Level for Student Groups Most Recent Year

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

Group	English	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

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 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 on the [Physical Fitness Testing](#) Web page.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	*
7	*
9	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. 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 [API](#) Web page.

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	2005	2006	2007
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Statewide			N/A
Similar Schools			N/A

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" 0115550

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.

"B" means the school did not have a valid 2007 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

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 [AYP](#) Web page.

AYP Overall and by Criteria (School Year 2007-08)

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 (School Year 2008-09)

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 [AYP](#) Web page.

Indicator	School	District
Program Improvement Status		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	

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [University of California](#) Web site.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [California State University](#) Web site.

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 on the [DataQuest](#) Web site.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)						3.2	3.1	3.5	4.4
Graduation Rate		9.6	91.1		96.0	91.1	85.0	83.0	79.5

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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	66.7	90.1	N/A
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	100	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	84.2	N/A
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	87.7	N/A
Socioeconomically Disadvantaged	N/A	79	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

Career Technical Education Programs (School Year 2007-08)

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.

No programs in place during the 2007-2008 school year.

Career Technical Education Participation (School Year 2007-08)

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

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	N/A
Percent of the school's pupils completing a CTE program and earning a high school diploma	N/A
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

(School Year 2007-08)

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 [DataQuest](#) Web site.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	59.0
Graduates Who Completed All Courses Required for UC/CSU Admission	

XII. Instructional Planning and Scheduling Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Facilitating continued positive professional growth for all teachers is a top priority for the Yosemite Unified School District. The district budgets \$110,408 annually to support professional development. Each teacher and administrator is responsible for developing a personal professional development plan. Teachers' plans are aligned with the California Standards for the Teaching Profession. This process calls for teachers to specify the kinds of in-service, coursework and conferences that will help them address student instructional needs identified by students' assessments. The district is committed to helping each teacher obtain the kind of training he/she feels is necessary to achieve these objectives.

02/01/2009