

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

Executive Summary School Accountability Report Card, 2008-09

Yosemite High School

Address: 50200 Road 427 , Oakhurst CA 93644-9506
Principal: Ed VanHoose

Phone: 559-683-4667
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 2008-09 school year, except the School Finances and School Completion data that are reported for the 2007-08 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 have attended the Bass Lake Elementary School District, Raymond Knowles Elementary School District, and the elementary schools within the Yosemite Unified School District. Yosemite High School is located on approximately 100 acres of wooded terrain in the community of Oakhurst, 10 miles from the southern entrance to Yosemite National Park. Yosemite Union High School District was formed in 1973 and Yosemite High School opened September 9, 1976. July 1, 2006, YUHSD unified with Coarsegold Union School District to become Yosemite Unified School District.

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.

Parent Connect is a system that allows parents to access their student's school progress through the Internet, including grades, attendance, homework and class work assignments.

Student Enrollment

Group	Percent
African American	0.65 %
American Indian or Alaska Native	3.79 %
Asian	0.83 %
Filipino	0.37 %
Hispanic or Latino	8.04 %
Pacific Islander	0.09 %
White (not Hispanic)	77.91 %
Multiple or No Response	8.32 %
Socioeconomically Disadvantaged	24.00 %
English Learners	1.00 %
Students with Disabilities	9.00 %
Total Number of Students	1082

Teachers

Indicator	Teachers
Teachers with full credential	48
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	61
Mathematics	47
Science	60
History-Social Science	45

Academic Progress

Indicator	Result
2009 Growth API Score (from 2009 Growth API Report)	786
Statewide Rank (from 2008 Base API Report)	8
2009-10 Program Improvement Status (PI Year)	Not in PI

School Facilities

Summary of Most Recent Site Inspection

Damaged screens, stained ceiling tiles, and drinking fountains are the most widespread issues on the campus. All of these were mitigated

Repairs Needed

Repairs to screens, ceiling tile, and drinking fountains.

Corrective Actions Taken or Planned

Repairs completed

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)
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School Site	\$ 5,946
District	\$5,965
State	\$5,512

School Completion

Indicator	Result
Graduation Rate	98.0%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	97.9 %
Graduates Who Completed All Courses Required for University of California or California State University Admission	46.8 %

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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 on the California Department of Education (CDE) [SARC](#) Web page. 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 located on the CDE [DataQuest](#) Web page 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 2009-10)

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	Steve Raupp
Principal	Ed VanHoose	E-mail Address	sraupp@yosemiteusd.com
E-mail Address	evanhoose@yosemiteusd.com	CDS Code	20- 76414- 2030013

School Description and Mission Statement (School Year 2008-09)

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Yosemite High School is a 9th-12th grade school serving the students of Eastern Madera County who come from the Bass Lake Elementary School District, Raymond Knowles Elementary School District, and the elementary schools within the Yosemite Unified School District. Yosemite High School is located on approximately 100 acres of wooded terrain in the community of Oakhurst, 10 miles from the southern entrance to Yosemite National Park. Yosemite Union High School District was formed in 1973 and Yosemite High School opened September 9, 1976. July 1, 2006, YUHSD unified with Coarsegold Union School District to become Yosemite Unified School District.

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.

Parent Connect is a system that allows parents to access their student's school progress through the Internet, including grades, attendance, homework and class work assignments.

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 (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parents have a number of opportunities to be involved in YHS. There are parent representatives on the school site council, and various 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, including senior projects.

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 on-line, 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 bi-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 (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	337
Grade 10	243
Grade 11	256
Grade 12	245
Ungraded Secondary	0
Total Enrollment	1082

Student Enrollment by Group (School Year 2008-09)

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	0.65 %
American Indian or Alaska Native	3.79 %
Asian	0.83 %
Filipino	0.37 %
Hispanic or Latino	8.04 %
Pacific Islander	0.09 %
White (not Hispanic)	77.91 %
Multiple or No Response	8.32 %
Socioeconomically Disadvantaged	24.00 %
English Learners	1.00 %
Students with Disabilities	9.00 %

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	2006-07				2007-08				2008-09			
	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	26.2	19	11	14	25.6	18	13	12	26.5	18	9	14
Mathematics	23.4	25	13	5	23.2	20	16	4	22.8	29	9	7
Science	28.2	7	14	12	26.7	4	25	4	28.0	8	14	9

Social Science	32.0	2	16	21	30.9	3	15	21	33.1	1	13	21
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III. School Climate

School Safety Plan (School Year 2008-09)

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 2008-09 year, the school began preparation for a safety visit by local and regional law enforcement officials that was scheduled for the fall semester of 2009. The district updated its crisis response plan with input from Yosemite High School students and staff. In addition to the district crisis response plan, each school has its own Comprehensive Safe School Plan based on staff and student surveys. These plans are updated annually.

The 2008-09 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 2008-09 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 2008-09 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	8.6	8.4	4.3	17.3	15.6	9.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

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 July 2009. The results are available at the school office or the district office

Yosemite High School is a blend of original buildings constructed in 1975-76 and remodeled in the early 2000s, and new buildings with the most recent completed in 2005.

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. The school underwent 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 as funds are available.

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. Deferred maintenance projects in the district include floor covering, heating and air conditioning, painting and paving.

Modernization Projects

The school underwent a modernization between 1999 and 2005 that included some new buildings and facilities and remodeling of

original buildings. Ongoing projects include replacement of the original wood shake roofs on buildings.

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 were soccer fields and a riding arena at the farm.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Exemplary status is not an available option.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A	X			None required
Interior: Interior Surfaces	N/A		X		Damaged screens, stained ceiling tiles, and drinking fountains are the most widespread issues on the campus. All of these are being mitigated.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A	X			None required
Electrical: Electrical	N/A		X		Some missing light bulbs, broken outlet covers, Repairs made.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		X	X	Condition of drinking fountains poor; restrooms fair. Action required in the bathrooms was more thorough cleaning of toilets and replacing soap dispensers; this was completed. Drinking fountains in some areas were not working; this was corrected.
Safety: Fire Safety, Hazardous Materials	N/A	X			None required
Structural: Structural Damage, Roofs	N/A	X			None required
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A	X			Some outside concrete surface issues near Building 1500. Repairs made.
Overall Rating	Good				N/A

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	51	51	48	122
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence	0	0	0	2

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	2007-08	2008-09	2009-10
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 (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	99.1	0.9
All Schools in District	93.4	6.6
High-Poverty Schools in District	66.7	33.3
Low-Poverty Schools in District	93.8	6.3

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	3.0	361
Library Media Teacher (Librarian)	0.8	N/A
Psychologist	District has part time psychologist	N/A
Social Worker	0	N/A
Nurse	District has part time nurse	N/A
Speech/Language/Hearing Specialist	Provided through County Office of Education	N/A
Resource Specialist (non-teaching)	0	N/A
Other - student support facilitator	1	N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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	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. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
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. September 14, 2009, the district board of trustees approved the adoption of two textbooks: Mathematics Higher Level (Core) 3 rd edition, and A Survey of Mathematics with Applications, 8 th edition. These materials were reviewed by appropriate staff and were found to be in compliance with, and supportive of, the California Content Standards for Grades 9-12. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	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. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	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. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
Foreign Language	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. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
Health	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. The district board of trustees held a public hearing Sept. 14, 2009	0%

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Visual and Performing Arts	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. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%
Science Laboratory Equipment (grades 9-12)	All text books and laboratory equipment are standards-aligned, and are board approved. Equipment is in good-to-excellent condition. There is ample for each student. Equipment is replaced on an as-needed basis to assure that it is current and in good condition. The district board of trustees held a public hearing Sept. 14, 2009 on the sufficiency of textbook materials and, after review, verified that there are sufficient textbooks at all schools in all subjects.	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8556	\$2610	5946	61,188
District	N/A	N/A	5965	\$61,354
Percent Difference – School Site and District	N/A	N/A	0 %	0%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	+8%	0%

Types of Services Funded (Fiscal Year 2008-09)

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, a regular class for tutoring 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. The school has 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 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,084	\$38,941
Mid-Range Teacher Salary	\$57,817	\$59,686
Highest Teacher Salary	\$78,454	\$77,828
Average Principal Salary (Elementary)	\$95,260	\$94,258
Average Principal Salary (Middle)		\$98,271
Average Principal Salary (High)	\$109,378	\$104,869
Superintendent Salary	\$134,000	\$142,247
Percent of Budget for Teacher Salaries	39.10 %	38.20 %
Percent of Budget for Administrative Salaries	7.80 %	5.90 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The 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 two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten 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.

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	59	58	61	51	52	56	43	46	50
Mathematics	37	41	47	47	50	51	40	43	46
Science	47	56	60	42	53	58	38	46	50
History-Social Science	40	40	45	34	37	39	33	36	41

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.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	53	40	40	30
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	46	60	26
Pacific Islander	*	*		
White (not Hispanic)	62	47	61	47
Male	54	50	63	46
Female	69	45	57	44
Economically Disadvantaged	44	40	46	35
English Learners	*	*		*
Students with Disabilities	17	13	18	11
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 Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten 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 CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown when the number of students tested is ten 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 High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	66.8	67.9	67.8	62.4	61.5	59.0	48.6	52.9	NA
Mathematics	63.6	65.4	65.4	58.0	60.0	58.1	49.9	51.3	NA

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 High School Exit Examination 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		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	32.1	47.2	20.6	34.6	43.7	21.7
Male	39.0	47.5	13.5	37.3	39.4	23.2
Female	23.4	46.8	29.7	31.2	49.1	19.6
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	33.3	51.9	14.8	51.9	37.0	11.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	30.8	47.1	22.1	31.4	45.2	23.3
English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	51.0	36.7	12.2	51.0	32.7	16.3
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	85.7	14.3	0.0	81.0	14.3	4.8

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 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting 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 CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten 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.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.0	28.7	41.4

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 on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

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

API Rank	2006	2007	2008
Statewide	9	9	8
Similar Schools	8	6	6

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

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	1	3	2	786
African American	NA	NA	NA	
American Indian or Alaska Native	NA	NA	NA	
Asian	NA	NA	NA	
Filipino	NA	NA	NA	
Hispanic or Latino	NA	NA	NA	
Pacific Islander	NA	NA	NA	
White (not Hispanic)	3	4	5	797
Socioeconomically Disadvantaged	-8	4	-16	715
English Learners	NA	NA	NA	
Students with Disabilities	NA	NA	NA	

"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 2008 or

2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes"

Met 2009 AYP Criteria

"No"

Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

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	

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 [General Admissions Information](#) Web page (Outside Source).

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 [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are 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 CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.8	0.3	0.5	NA	3.2	2.1	3.5	4.4	3.9
Graduation Rate	98.6	99.2	98.0	96.0	91.1	88.5	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	97.9	89.3	N/A
African American	100	100	N/A
American Indian or Alaska Native	100	100	N/A
Asian	100	100	N/A
Filipino	100	100	N/A
Hispanic or Latino	100	100	N/A
Pacific Islander	NA	NA	N/A
White (not Hispanic)	97.9	88.1	N/A
Socioeconomically Disadvantaged	98	93.5	N/A
English Learners	NA	NA	N/A
Students with Disabilities	85.7	85.7	N/A

Career Technical Education Programs (School Year 2008-09)

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.

Students are required to complete 30 units of career technical education in order to graduate; therefore all graduates have completed a CTE program. The school is funded through the Carl Perkins grant to supplement the CTE program and also has extensive Regional Occupational Program (ROP) classes that serve as the capstone courses in the sequence. Classes in which a sequence is offered are: Woodshop, three years plus ROP; auto, 2 years plus ROP; welding, 2 years plus ROP; family life, 2 years plus two ROP courses; multi media, 2 years plus ROP; agriculture, 3 years plus ROP. The school offers a one-year ROP Emergency Medical Technician (EMT) course and a one-year ROP Safety/Justice course.

Career Technical Education Participation (School Year 2008-09)

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	669
Percent of the school's pupils completing a CTE program and earning a high school diploma	97.9 %
Percent of the school's pupils who completed a prescribed sequence of courses and earned a high school diploma.	45.7%
Percent of school's 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 (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 on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	68.7
Graduates Who Completed All Courses Required for UC/CSU Admission	46.8

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science	3	N/A
Social Science	1	N/A
All courses	4	13

International Baccalaureate Courses (School Year 2008-09)

This table displays for the most recent year the number of International Baccalaureate (IB) courses that the school offered by subject and the percent of the school's students enrolled in all IB courses.

Subject	Number of IB Courses Offered	Percent of Students In IB Courses
Computer Science		
English	2	
Fine and Performing Arts	2	
Foreign Language	4	
Mathematics	2	
Science	1	
Social Science	5	
All courses	16	18

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.

2006-07 – 2
2007-08 – 2
2008-09 – 2

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

Not applicable to Yosemite High School – for grades 4 and 8 only.