

East Campus Educational Center

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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., test data, enrollment, high school 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 may 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	East Campus Educational Center
Street	1900 "G" Street
City, State, Zip	Merced, CA 95340
Phone Number	(209) 385-6425
Principal	Charles Jolly
E-mail Address	cjolly@muhsd.org
Web Site	http://yhs.muhsd.org/
Grades Served	9-12
CDS Code	24-65789-2439602

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.385.6412
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	www.muhsd.org

School Description and Mission Statement (Most Recent Year)

On behalf of the staff and myself, I would like to take this opportunity to welcome you to Yosemite High School. The team at Yosemite High School is looking forward to another year of building relationships, teaching rigorous curriculum and supporting students in their endeavors to be successful.

We are excited about the opportunity to work with you and your son/daughter. This is an exhilarating time to be in education. California has adopted Common Core State Standards (CCSS). The goal of these standards is to measure students' career or college readiness levels. They will serve as a barometer for our program's progress in preparing students for the world of work, college or transfer back to their home school site.

Again welcome to Yosemite High School, where we like to think of our institution as providing a second chance for those students who really want it. If you have any questions, please call me at (209) 385-6425.

Charles Jolly
Principal

MERCED UNION HIGH SCHOOL DISTRICT MISSION STATEMENT

"We educate and empower all students to become 21st century learners, workers and citizens."

YOSEMITE HIGH SCHOOL MISSION STATEMENT:

The mission of Yosemite High School is to accept each student as a unique individual with specific needs and provide each student with the best possible education.

YOSEMITE HIGH SCHOOL VISION:

Every Yosemite High School student will dream and become: Dedicated, Respectful, Engaged, Accountable and Motivated

Yosemite High School Expectations

It is our commitment to help students achieve one or more of the following goals:

1. Return to and be successful at a traditional high school
2. Earn a high school diploma
3. Prepare to be a successful contributing member of society
4. Prepare to be a productive member of the workforce

To attain one or more of the goals listed above, we expect students to:

- Complete all school assignments
- Participate actively and constructively in their learning
- Develop positive attitudes
- Exercise self-discipline and demonstrate courtesy and respect for others
- Abide by all campus and classroom procedures
- Work independently and think critically
- Understand and demonstrate mastery of the YHS Expected School-Wide Learning Results

Yosemite High School is one of nine high schools in the Merced Union High School District. Applications for enrollment are reviewed by the district screening committee. The screening committee decides which educational program is best for the student in accordance with district and state policies. Yosemite High School, the only continuation school in the MUHSD, is located on the East Campus Education Center (ECEC). ECEC houses the following schools and programs in addition to Yosemite High School: Independence High School, Merced Adult School, Sequoia High School (a community day school), the Child Development Center which includes services and classes for Teen Parents and their children, ROP (Regional Occupational Program), DOC (District Opportunity Center), and Anger Management (AMP).

Yosemite High School, serves a diverse student population from the communities of Livingston, Ballico, Snelling, and Cressey in the northern section of the Merced Union High School District; the communities of Atwater, Winton, and McSwain in the central part of the district; and Merced and El Nido to the South. In addition to ECEC, Merced Union High School District consists of six traditional high schools.

While the area is showing progress from double-digit unemployment rates there is still a lag behind state and national unemployment averages. For the 2015-2016 school year, 91% of Yosemite High School students were eligible for free and/or reduced lunches.

Yosemite High School is involved in a number of state and federal programs that require parent and community input.

Since 2012, the student population of Yosemite High School increased to 340 students on the East Campus Education Center site. The majority of students placed into Yosemite High School are deficient in credits. Some students transfer back to their traditional campus once they are current in credits for their grade level. Students have the opportunity to take classes to accelerate their progress in earning credits. A student at Yosemite may transfer from one class into another when they complete the course. Students may enroll in additional programs to earn credits to reach their goals.

It is the belief of the administration and teaching staff of Yosemite High School that all students can learn at a high level in order to meet all state standards. We further assert that those students who succeed at Yosemite High School take charge of their own goals and understand their own learning style. They ask for help and know how to put that help to good use. In other words, YHS students take initiative to direct their own learning. Teachers provide encouragement and guidance, but acquiring knowledge is the responsibility of the student. The responsibility of all staff is to provide an environment conducive to student learning, all materials necessary to convey the standards-based curriculum, and an environment of mutual trust and safety for learning to occur.

During the 2014-15 school year, Yosemite High School went through the Western Association of Schools and Colleges (WASC) accreditation process. At that time, Yosemite was given a six-year accreditation with a mid cycle review at three-years.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 11	118
Grade 12	239
Total Enrollment	357

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.3
Asian	3.1
Filipino	0.6
Hispanic or Latino	73.1
White	15.4
Two or More Races	1.1
Socioeconomically Disadvantaged	92.2
English Learners	16.2
Students with Disabilities	20.7
Foster Youth	2.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential		8		
Without Full Credential		1		
Teaching Outside Subject Area of Competence (with full credential)		4		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments *	0	5	
Vacant Teacher Positions	1	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	81.5	18.5
All Schools in District	95.8	4.2
High-Poverty Schools in District	95.8	4.2
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 2015, November

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary.

Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in regards to the textbooks in use in the District including at Yosemite High School during the current school year (2014-2015).

All textbooks at YHS are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, standards aligned textbooks and instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 9-12: High Point, Hampton Brown 2001 (Adopted 2007) Grades 9-12: Measuring Up, Peoples Education 2007 (Adopted 2008) Grade 12: Thomas Learning 2007 (Adopted) Grade 11: VHPS 2007 (Adopted) Grade 9-10: Xtreme Reading, Strategic Learning Center 2009 (Adopted 2009) (GVHS 9-11) Grades 9-12: Holt 2004 (Adopted) Grades 9-12: Edge, Hampton Brown 2009 (Adopted 2010)	Yes	0.0
Mathematics	Grades 9-12: Algebra 2, McDougal/Littell 2007 (Adopted 2008) Grades 10-12: Geometry, McDougal/Littell 2007 (Adopted 2008) Grades 11-12: Prentice Hall 2007 (Adopted) Grades 11-12: Measuring Up, Peoples Education 2008 (Adopted) Grade 12: Preparing for College Mathematics, Pearson Custom Publishing 2009 (Adopted 2009) Grade 9: Algebra Readiness, McDougal/Littell 2008 (Adopted 2009) Grade 9-12: Algebra 1, Prentice Hall 2001 (Adopted 2005)	Yes	0.0
Science	Grade 9: Life Science, Prentice Hall 2009 (Adopted 2008) Grade 10: Environmental Science, Holt, Rinehart, Winston 2006 (Adopted 2009) Grade 9-12: Biology, Pearson Education 2002 (Adopted 2002) Grade 10-12: Chemistry, Pearson Education 2002 (Adopted 2002) Grade 9-12: Modern Earth Science, Holt 2002 (Adopted 2002) Grade 10-12: Physics: Principles and Problems, Glencoe 2002 (Adopted 2002)	Yes	0.0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder’s American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS)	Yes	0.0
Foreign Language	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell 2004 (Adopted 2005)	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	YHS provides an adequate supply of lab equipment for its students.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Yosemite High School was originally established in 1966, and is currently comprised of 19 classrooms, a cafeteria, one staff lounge, a library/Global Access Port (GAP), two campus-wide computer labs, one science lab, one gymnasium, an athletic field, and administrative offices.

YHS is fully compliant with the Williams Facility Inspection. The school is inspected annually by the Fire Marshal and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority.

Cleaning Process

Yosemite High provides a safe and clean environment for students, staff, and volunteers. The District Governing Board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Yosemite High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Merced Union High School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program 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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Local Bond

In November of 2008, a local bond was passed which will pay for the following site improvements for the ECEC campus:

Replacement of alarms and bell systems

HVAC in gym/exercise rooms

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Custodial Room - Paint peeling on the wall Hallway Storage #1 - missing a piece of a ceiling tile Room 213 - a sink is leaking Custodial Room - Library Cubicle #6
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/23/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Custodial Restroom -
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 11/23/2015				
Overall Rating	Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	9	48	44
Mathematics	1	20	33

Note: Percentages are not calculated 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	173	164	94.8	54	37	7	2
Male	11	173	93	53.8	57	35	8	0
Female	11	173	71	41.0	49	39	6	4
Black or African American	11	173	11	6.4	36	45	9	9
American Indian or Alaska Native	11	173	1	0.6	--	--	--	--
Asian	11	173	1	0.6	--	--	--	--
Filipino	11	173	1	0.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	11	173	116	67.1	59	35	5	1
White	11	173	32	18.5	44	41	13	0
Two or More Races	11	173	2	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	173	151	87.3	56	36	5	2
English Learners	11	173	27	15.6	85	15	0	0
Students with Disabilities	11	173	11	6.4	91	9	0	0
Students Receiving Migrant Education Services	11	173	3	1.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	173	161	93.1	95	4	1	0
Male	11	173	92	53.2	97	3	0	0
Female	11	173	69	39.9	93	6	1	0
Black or African American	11	173	11	6.4	91	9	0	0
American Indian or Alaska Native	11	173	1	0.6	--	--	--	--
Asian	11	173	1	0.6	--	--	--	--
Filipino	11	173	1	0.6	--	--	--	--
Hispanic or Latino	11	173	114	65.9	96	4	0	0
White	11	173	31	17.9	94	6	0	0
Two or More Races	11	173	2	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	173	149	86.1	95	5	1	0
English Learners	11	173	27	15.6	100	0	0	0
Students with Disabilities	11	173	11	6.4	100	0	0	0
Students Receiving Migrant Education Services	11	173	3	1.7	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	55	56	43	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	43
All Students at the School	--
Male	--
Female	--
Filipino	--
Hispanic or Latino	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

Career Technical Education Programs (School Year 2014-15)

Yosemite High School utilizes the Merced County Office of Education's Regional Occupational Program (ROP) by providing students access to various ROP courses throughout the county. The CTE courses were Computer Applications, Child Development, Careers Infants and Toddlers Care, Horticulture, Ag Welding Technology, Integrated Ag Bio, Ag Earth Science and Green Technology 1 .

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	86.97
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				55	50	43	57	56	58
Mathematics				58	56	45	60	62	59

Note: Percentages are not calculated 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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	49	26	25	47	39	15
All Students at the School	0	0		0		

Note: Percentages are not calculated 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Yosemite High School parents participate on the Principal's Parent's Council, English Language Advisory committee, and WASC Focus and Leadership Teams. They also attend student orientation with their children.

Parents who wish to participate on Yosemite High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 385-6427. The district's website (<http://www.muhsd.org/>) also provides a variety of helpful resources and information for parents, students, and community members.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	3.50	4.00	5.90	3.50	4.00	5.90	13.10	11.40	11.50
Graduation Rate	92.80	92.89	90.95	92.80	92.89	90.95	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	56.54	86.02	84.6
Black or African American	122.22	85.85	76
American Indian or Alaska Native	100	69.23	78.07
Asian	46.67	90.36	92.62
Filipino	66.67	92.86	96.49
Hispanic or Latino	52.66	84.26	81.28
Native Hawaiian/Pacific Islander		100	83.58
White	64.71	90.58	89.93
Two or More Races	33.33	81.63	82.8
Socioeconomically Disadvantaged	26.67	50.51	61.28
English Learners	29.55	45.79	50.76
Students with Disabilities	55.19	84.2	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	23.27	12.62	12.01	9.69	7.02	5.38	5.07	4.36	3.80
Expulsions	0.00	0.20	2.63	0.08	0.09	0.71	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Yosemite High School. Teachers, administration, and the campus liaison supervise designated areas before and after school, and during breaks. Campus liaisons transverse the site consistently while classes are in session. There is a designated area for students to be dropped off and picked up. Students are not allowed to bring visitors on campus during the school day, including lunch breaks. All non-students are required to report to the principal's and attendance offices for registration. Guest speakers and/or parents are required to report to the principal's office prior to visiting classrooms in order to receive admittance authorization.

The school's safety program is fully compliant with federal and state regulations, and the School Safety Plan is updated annually by Safety Committee with input from staff, students, and parents. Key elements outlined in the plan include:

- Emergency notification system for the entire campus
- Equipping some teachers and administration with portable radios
- Security Cameras and panic gates
- Campus maintenance

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, earthquake, and intruder drills are held each semester, and all staff have been trained on coordinating an evacuation from the school. One site map includes facilities, evacuation and safety needs of Independence, Merced Adult, Sequoia and Yosemite High Schools.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	83.3

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			2013-14			2014-15					
	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	16	26	5		17	21	9		22	14	13	
Mathematics	24	5	10		22	7	5		23	4	8	
Science	21	2	1						13	3		
Social Science	22	9	12		17	18	12		20	16	10	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	355
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,755	\$414	\$5,341	\$73,440
District	N/A	N/A	\$4,952	\$66,901
Percent Difference: School Site and District	N/A	N/A	7.9	-10.3
State	N/A	N/A	\$5,348	\$74,908
Percent Difference: School Site and State	N/A	N/A	-13.5	-17.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

LCAP Funding
General Fund

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,367	\$44,363
Mid-Range Teacher Salary	\$65,877	\$71,768
Highest Teacher Salary	\$84,283	\$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$121,276
Average Principal Salary (High)	\$114,858	\$133,673
Superintendent Salary	\$185,658	\$210,998
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

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		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past four years, the district has regularly offered staff development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, effective school practices, and methodologies. Staff development topics for the 2015-16 school year included:

- Google Classroom and Google Apps for Educators
- Technology Integration
- Literacy and Engagement Strategies
- Staff Website Development

Previous Professional Development that is currently being supported:

- Adverse Childhood Experiences
- Instructional Norms
- Restorative Justice
- Data Analysis (formative/summative)
- Student Achievement
- School Safety
- Character Counts
- Literacy Strategies
- Common Core (pacing guides and lesson planning)
- On-Line Development

For additional support in their profession, all first and second-year teachers throughout the district may participate in the Beginning Teacher Support and Assessment (BTSA) program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation.

Additional staff development was provided by Instructional Coaches, EL Advisors, and TIS (Technology Integration Specialists.)