

East Campus Educational Center at Yosemite High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 and 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 and the county. 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 (School Year 2018-19)

School Contact Information	
School Name	East Campus Educational Center at Yosemite High School
Street	1900 "G" Street
City, State, Zip	Merced, CA. 95340
Phone Number	(209) 325-1602
Principal	Charles Jolly
E-mail Address	cjolly@muhsd.org
Web Site	http://yhs.muhsd.org/
CDS Code	24-65789-2439602

District Contact Information	
District Name	Merced Union High School District
Phone Number	209.325.2020
Superintendent	Alan Peterson
E-mail Address	apeterson@muhsd.org
Web Site	www.muhsd.org

School Description and Mission Statement (School Year 2018-19)

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 National Common Core Standards. 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 positive environment focused on student success and a second chance for students who really want it. If you have any questions, please call me at (209) 325-1602.

Charles Jolly

Principal

MERCED UNION HIGH SCHOOL DISTRICT MISSION STATEMENT

"We educate and empower all students to become 21st century learners, workers and citizens." Our mission is for every student to graduate with a diploma in one hand, college enrollment, and or certification for a career.

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 graduate with a diploma and certification in career technical education and or college credit.

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 an 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 2018-2019 school year 100% of students at Yosemite High School are able to eat breakfast and lunch free of charge.

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

Since 2018, the student population of Yosemite High School increased to 270 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 which will be in 2018. And with the WASC review in 2018 YHS had outstanding marks.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 11	96
Grade 12	216
Total Enrollment	312

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.4
American Indian or Alaska Native	0.6
Asian	2.2
Filipino	0.3
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	0.0
White	11.2
Socioeconomically Disadvantaged	95.2
English Learners	17.6
Students with Disabilities	20.8
Foster Youth	2.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22.6	25	26	470
Without Full Credential	1	0	0	50
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	87

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2018 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 (+Pre) HMH California Collections 9 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014 English 10 (+Pre) HMH California Collections 10 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014 English 11 HMH California Collections 11 2017 yes see tab at bottom CCSS ELA 2013 ELA/ELD 2014 Literacy, Advocacy & Public Service HMH California Collections 11 2017 yes see tab & UCCI CCSS ELA 2013 ELA/ELD 2014 AP English Language NA NA no AP Syllabus College Board ERWC ERWC provided yearly no website folders AP English Literature Thomson Perrine's Literature 2006 no AP Syllabus College Board Film Composition & Literature (Eng12) Novels NA no NA Elective NA ELD 1 Hampton Brown Edge A 2006 no Old standards/CELDT NA ELD 2 Hampton Brown Edge A 2006 no Collaborative Old standards/CELDT NA ELD 3 Hampton Brown Edge B 2006 no Interpretive Old standards/CELDT NA ELD 4/5 Hampton Brown Edge C 2008 no Productive Old standards/CELDT NA Strategic English Binders/copies NA no NA Elective Elective Intensive English Hampton Brown Edge A 2006 no NA Elective Elective	Yes	0.0
Mathematics	Integrated Math A HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math B HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 1 HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 2 HMH Integrated Math 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Integrated Math 2: Robotics HMH Integrated Math 2 2015 yes see tab & UCCI CCSS Math 2013 Math 2013 Integrated Math 2 Advanced HMH Integrated Math 1 & 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 3 HMH Integrated Math 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>Integrated Math 3 Advanced HMH Integrated Math 2 & 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013</p> <p>PreCalculus (& H) Larson & Hostetler Precalculus with Limits 2001 no organizer Elective Math 2013</p> <p>AP Calculus AB Key Cur Press Calculus Concepts 1998 no AP Syllabus CB College Board</p> <p>HMH Calculus of a Single Variable 2010</p> <p>AP Calculus BC Brooks/Cole Calculus 2008 no AP Syllabus CB College Board</p> <p>AP Statistics Freeman Practices of Statistics 2015 no AP Syllabus CB College Board</p> <p>Prentice Hall Stats: Modeling the World 2007</p> <p>Statistics & Probabilities Freeman Basic Practices for Statistics 2010 no NA Elective Math 2013</p> <p>Preparing for College Math MUHSD Preparing for College Math 2009 yes Organizer Accuplacer MC entrance test</p> <p>Financial Algebra Cengage Financial Algebra 2014 yes</p> <p>Drive Documents Elective Electiveall 2001 (Adopted 2005)</p>		
Science	<p>Life Science (Ag) Prentice Hall Science Explorer Life Science 2009 no web guide Science 1998 Science 2004</p> <p>Biology (Ag) Prentice Hall Biology 2002 no web guide Science 1998 Science 2004</p> <p>AP Biology Pearson Campbell Biology AP 2014 no AP Syllabus CB College Board</p> <p>Earth Science (Ag) Holt Modern Earth Science 2002 no Drive guide Science 1998 Science 2004</p> <p>Chemistry (Ag) Addison Wesley Chemistry 2002 no web guide Science 1998 Science 2004</p> <p>AP Chemistry Prentice Hall Chemistry: The Central Science 2014 no AP Syllabus CB College Board</p> <p>Physics Glencoe Physics: Principles and Problems 2002 no web guide Science 1998 Science 2004</p> <p>AP Physics Wiley & Sons Physics 2014 no AP Syllabus CB College Board</p> <p>Environmental Science (Ag) Holt Environmental Science 2006 no web guide Science 1998 Science 2004</p> <p>AP Environmental Science Cengage Living in the Environment 2007 no AP Syllabus CB College Board</p> <p>Anatomy & Physiology Elsevier/Mosby The Human Body in Health 2014 no NA Elective Elective</p> <p>Animal Anatomy & Physiology Delmar Introduction to Veterinary Science 2005 no NA Elective Elective</p>	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Biotechnology 1-2 Pearson Biotechnology, Introduction to 2011 no NA Elective Elective Food Science Thomas Learning Introduction to Food Science 2003 no NA Elective Elective Forensic Science Cengage Forensic Science: Fundamentals 2012 no NA Elective Elective Intro to Genetics NA NA no NA Elective Elective Marine Biology H Prentice Hall Marine Biology an Ecological Approach 2005 no NA Elective Elective Microbiology NA NA no NA Elective Elective ROP Veterinary Science Cengage Veterinary Anatomy & Physiology 2011 no ROP Elective Elective Cengage Introduction to Veterinary Science 2005 no ROP Environmental Horticulture Thomson Introductory Horticulture 2007 no ROP Elective Elective Sierra Nevada Science UCAL History of the Sierra nevada 2007 no NA Elective Elective		
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)	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	Grades 9-12: Discovering French Bleu, McDougal/Littell 2004 (Adopted 2005)		
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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/16/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Assets storage room needs painting Hallway Storage #1 - missing a piece of a ceiling tile Room 213 - a sink is leaking Library Cubicle #6 fixed issue
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	- Storage Area Restroom-needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Game room paint peeling and some holes in the wall. Work order generated.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/16/2018	
Overall Rating	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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	2.0	8.0	50.0	45.0	48.0	50.0
Mathematics (grades 3-8 and 11)	0.0	0.0	21.0	19.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	143	91.08	7.69
Male	101	93	92.08	8.60
Female	56	50	89.29	6.00
Black or African American	12	11	91.67	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	122	112	91.80	4.46
White	15	13	86.67	15.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	137	91.95	6.57
English Learners	55	50	90.91	2.00
Students with Disabilities	11	8	72.73	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	156	142	91.03	0
Male	100	92	92	0
Female	56	50	89.29	0
Black or African American	12	11	91.67	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	121	111	91.74	0
White	15	13	86.67	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	136	91.89	0
English Learners	55	49	89.09	0
Students with Disabilities	11	8	72.73	0
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Yosemite High School utilizes CTE courses were Computer Applications, Chromebook Repair & IT Essentials, Child Development, Careers with Infants and Toddlers, Horticulture, Ag Welding Technology, Biology, Earth Science, Green Technology 1, OSHA: Work Site Safety & CPR

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	265
% of pupils completing a CTE program and earning a high school diploma	80
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	42

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	85.0
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Yosemite High School parents participate on the School Site Council, English Language Advisory committee, as well WASC Focus groups. They also attend student orientations with their children. In addition; twice yearly student recognition nights for outstanding students. LCAP informational meetings.

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) 325-1600. 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	27.8	34.8	40.5	6.4	6.1	5.6	10.7	9.7	9.1
Graduation Rate	63.3	61.5	49.7	90.3	91.1	91.3	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	41.1	89.5	88.7
Black or African American	10.0	84.0	82.2
American Indian or Alaska Native	0.0	62.5	82.8
Asian	83.3	93.5	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	39.2	89.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	52.9	89.8	92.1
Two or More Races	33.3	96.8	91.2
Socioeconomically Disadvantaged	40.1	88.3	88.6
English Learners	20.0	49.0	56.7
Students with Disabilities	7.5	58.0	67.1
Foster Youth	50.0	95.2	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	13.2	8.3	10.5	6.3	4.6	5.0	3.7	3.7	3.5
Expulsions	3.8	0.2	0.0	0.8	0.5	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Safety of students and staff is a priority 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, parents, and or visitors 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. Last meeting and update was September 20, 2018. 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 and inspection done regularly.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			Avg. Class Size	2016-17			Avg. Class Size	2017-18					
	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	15.0	28	3		17.0	30	2		16.0	29	2			
Mathematics	20.0	8	3		22.0	6	5		21.0	6	5			
Science	13.0	2			16.0	14			19.0	10	1			
Social Science	15.0	27	4		20.0	16	8		16.0	24	2			

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	350
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	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 (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13593.39	\$1071.63	\$12521.75	\$89,263.68
District	N/A	N/A	\$4,952	\$75,411
Percent Difference: School Site and District	N/A	N/A	152.9	2.1
State	N/A	N/A	\$7,125	\$85,815
Percent Difference: School Site and State	N/A	N/A	90.5	19.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

LCAP Funding
 General Fund
 Title I funding

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,890	\$50,747
Mid-Range Teacher Salary	\$75,562	\$86,127
Highest Teacher Salary	\$96,674	\$106,915
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$136,636
Average Principal Salary (High)	\$130,323	\$150,286
Superintendent Salary	\$182,516	\$238,058
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	5.0	5.0

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 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

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 several 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. Teachers may also participate in paid trainings at the end and beginning of the school year called the Summer Institute which is modeled after a conference with several options in various topics. Also the District has implemented person online learning for staff called InnovatEd which is a blended learning platform.

Current instructional focus on Project-Based Learning, and student-centered instruction based on need for relevant education including continued on 4 Cs of instruction. Staff development topics for the 2018-19 school year included:

- Based on CAASPP data, literacy Strategies and school-wide ABC Paragraph writing frame with ongoing staff development and teacher-led coaching
- Literacy and Engagement Strategies
- 4 Cs: Critical Thinking, Creativity, Collaboration, Communication
- Project based learning
- Homeless & Foster Youth Awareness
- Suicide Prevention
- Nurtured Heart Approach staff-wide trainings

Past trainings and topics that are continuing to be supported through professional development and coaching:

- Instructional Norms
- Restorative Practices
- Adverse Childhood Experiences
- Data Analysis (formative/summative)
- Student Achievement
- School Safety
- Common Core (pacing guides and lesson planning)
- Blended Learning & SAMR Model
- Google Classroom and Google Apps for Educators
- Technology Integration
- Staff Website Development
- Pest Management

Professional development is delivered in faculty meetings, prep period trainings, half-day trainings on site, site visitations throughout district and reflective post-visit lesson planning, conference attendance both at county level and outside the county, as well as continuation high school-specific conferences.

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, administration coaching of teachers, and faculty data talk talks and common writing strategy calibration and planning activities. Site has established an Instructional Leadership Team as well with monthly faculty trainings they facilitate as well as open their classrooms to peer observation.