

Yosemite High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Yosemite High School
Street	50200 Road 427
City, State, Zip	Oakhurst, CA 93644
Phone Number	559-683-4667
Principal	Randall M. Seals
E-mail Address	rseals@yosemiteusd.org
Web Site	www.yosemiteusd.com/Yosemite
CDS Code	20 76414 2030013

District Contact Information	
District Name	Yosemite Unified School District
Phone Number	(559) 683-8801
Superintendent	Leonard Kahn
E-mail Address	lkahn@yosemiteusd.org
Web Site	www.yosemiteusd.com

School Description and Mission Statement (School Year 2016-17)

Yosemite High School (YHS) is located in Oakhurst, California, a small rural community nestled in the Sierra Nevada foothills, just 12 miles south of the southern entrance into Yosemite National Park in central California. The campus sits on a 100-acre site, distinguished by its beautiful pines, oaks, manzanita, redbuds, and seasonal streams, with picturesque views of the High Sierra.

Yosemite High School first opened in September 1976 with 421 students, and now has a student body of approximately 675. The appearance of the campus was transformed beginning in 1998 by a \$30 million construction project. This project resulted from the passage of an \$11.76 million bond measure, California State matching funds, bond funds, grant money, developer fees, and private donations. This building project included a comprehensive library media center, computer labs, science labs, classrooms, cafeteria/multipurpose building, aquatics complex, horse riding arena, athletic fields and facilities, and a performing arts center/theater. Technology capabilities were greatly enhanced during the summer of 2011 when WiFi was installed on the campus as a result of a financial grant from the Picayune Rancheria of Chukchansi Indians.

Most recently, the school, as part of a district-wide project in conjunction with the Madera County Office of Education, updated its technological capabilities with the construction of a district-wide network, to include infrastructure, computer hardware, Meraki WiFi switches throughout the campus, software upgrades, Microsoft 365 and Google Apps for students and staff, new classroom computer labs, and the creation of the Bass Lake School District-Yosemite Unified School District Technology Network Consortium, a collaboration that assisted both school districts in updating their technology capacities. In 2016, the Yosemite Unified School District gained access to the high-speed network and is in the process of adding network hardware to improve connectivity and network speed.

Through the years, YHS has grown into a comprehensive high school offering a wide array of outstanding programs for students of all interests and abilities. The school has been recognized twice, in 2001 and 2005, as a California Distinguished School, and is fully accredited by the Western Association of Schools and Colleges (WASC) through June 2018. YHS students have consistently performed above State averages on accountability assessments through the years. School year 2014-15 marked the initial year of new standardized assessments with the California Assessment of Student Performance and Progress (CAASPP). YHS students performed well-above State averages in English-Language Arts, and slightly below State averages in mathematics. The 2015-16 CAASPP yielded growth in both ELA and mathematics, with overall student performance still slightly below state averages in mathematics.

The school has continually raised achievement expectations for all students. The school offers International Baccalaureate (IB), Advanced Placement (AP), and honors courses to its students. An academic focal point at YHS is the IB diploma program, a worldwide academic program which provides students a rigorous, globally-relevant, standards-based curriculum. YHS is one of fewer than 100 schools in California to offer the IB Diploma Program. For the struggling learner, YHS offers academic support classes and programs to provide all students opportunities for academic success to become college and career ready upon graduation.

YHS offers a wide range of career technical education programs and pathways, including Regional Occupational Program (ROP) courses in agricultural welding, digital multimedia technology, culinary arts, athletic medical training, floral design, criminal justice, and automotive technology & repair service. The school also offers a wide array of entry-level pathway courses that provide an introduction to the capstone ROP courses in which students may enroll during their junior and/or senior years. Such pathway courses include sports marketing and business technology, computer science and Internet, life management, foods and nutrition, physical science/robotics, introduction to agricultural science, introduction to floral design, and agricultural mechanics. YHS leaders, teachers, and staff continue collaborating with college and industry leaders to further enhance career technical education programs that lead to meaningful certifications for students.

YHS also boasts a very wide range of co- and extra-curricular programs to further engage students in a meaningful high school experience. Over 70% of YHS students participate in at least one co- and/or extra-curricular programs. YHS fields highly competitive athletic teams in all major sports competitions, and continues to win numerous North Sequoia League and CIF Central Section championships. YHS has claimed the Erwin C. Ginsburg Cup Award for athletic excellence in the North Sequoia League for 12 consecutive years. Athletic teams open to YHS students include: cheerleading, football, girls' volleyball, tennis, golf, wrestling, cross country, water polo, basketball, soccer, baseball, softball, track & field, and swimming & diving.

The school also boasts successful co-curricular programs, including: the Badger Band, Percussion, and Color Guard, Mock Trial, Academic Decathlon, Future Farmers of America, Science Fair, Chamber Singers, California Cadet Corps, and Theater Arts/Drama. Participation numbers in the Badger music program are on the rise and within the next few years, participation is expected to surpass 100 members in the marching band program. The Academic Decathlon team has claimed the Madera County championship in 21 of the past 22 years, and placed in the top three in California's Division III Championships six times, including two state championships. The Chamber Singers regularly claim championships in regional competitions, while the Advanced Theater group provides a minimum of two full performances each year in the school's beautiful theater facility. The Mock Trial team has reigned as Madera County Champions and advanced to the state championships in 25 of the past 32 years.

YHS offers a variety of intervention programs and resources to assist students who struggle academically. The school is a "Targeted Assistance" Title I program, and provides support for students who qualify for those services through a variety of means in English, mathematics, science, and reading, as well as in elective courses. YHS receives special funding for supporting Native American students through the Title VII Indian Education Grant. Students who qualify for special education services are provided additional support through the school's resource program.

YHS prides itself on being a school that provides for the needs and interests of all students. The academic program meets the needs of all students, regardless of achievement level. Supplemental resources and interventions are available for the struggling learner, while the master schedule features college prep courses for those students planning to attend higher education upon their graduation. For advanced learners, honors, Advanced Placement, and International Baccalaureate courses are available to afford a rigorous course of study to better prepare for university study after graduating from YHS.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	176
Grade 10	182
Grade 11	142
Grade 12	148
Total Enrollment	648

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	2.8
Asian	0.8
Filipino	0.6
Hispanic or Latino	15
Native Hawaiian or Pacific Islander	0
White	73
Two or More Races	7.6
Socioeconomically Disadvantaged	46.9
English Learners	1.4
Students with Disabilities	12.5
Foster Youth	1.2

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	35		87
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	97.5	2.5
High-Poverty Schools in District	97.2	2.9
Low-Poverty Schools in District	99.0	1.0

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 2016-17)

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.</p> <p>Grade 9: Language of Literature, 326 copies</p> <p>Grade 10: Adventures in Appreciation, 167 copies</p> <p>Grade 11: Adventures in American Literature, 143 copies</p> <p>Grade 12: Language of Literature: World Literature, 295 copies; Language Network, 70 copies</p> <p>Grades 9-12: MLA Handbook for Writers of Research Papers, 113 copies</p> <p>Literature List: 71 titles</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.</p> <p>Grades 9-12: Core Plus Mathematics: Course 1, 378 copies; Core Plus Mathematics: Course 2, 191 copies; Algebra and Trigonometry, 65 copies; Algebra and Trigonometry, 2nd Edition, 77 copies</p> <p>Grades 11-12: Mathematics with Business Applications, 121 copies; Calculus, 6th Edition, 66 copies; Calculus Concepts and Calculators, 2nd Edition, 56 copies; Mathematical Concepts: Advanced Pre Calculus with Applications, 91 copies; Mathematics: Higher Level IB, 20 copies; Survey of Mathematics with Applications, 20 copies</p> <p>Grades 10-12: Pre-Calculus with Limits: A Graphing Approach, 109 copies; Pre-Calculus Functions and Graphs, 28 copies</p>	Yes	0
Science	<p>The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.</p> <p>Grades 9-11: Biology: The Dynamics of Life, 347 copies; Science Earth Systems, 50 copies;</p> <p>Grades 9-12: Chemistry Advanced, 49 copies; Chemistry Concepts and Applications, 255 copies</p> <p>Grade 9: Earth Science, 241 copies</p> <p>Grades 11-12: Physics: Principles and Problems, 93 copies; Physics, 57 copies; Living in the Environment, 92 copies; Veterinary Science, 20 copies; IB Advanced Biology, 17 copies</p> <p>Grades 9-10: Science of Agriculture, 45 copies</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	<p>The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.</p> <p>Grade 10: Modern World History, 373 copies</p> <p>Grades 10-12: Origins of the Second World War, 55 copies</p> <p>Grade 12: The World is Flat PB, 85 copies; Economic Principles and Practices, 177 copies; Government in America: People, Politics, and Policy, 79 copies;</p> <p>Grades 11-12: People's History of the United States, 116 copies; Psychology (Allyn Bacon), 29 copies; Psychology (Worth Publishers), 30 copies; Psychology (Old Gold), 142 copies; Social Psychology, 49 copies; Modern Latin America, 48 copies;</p> <p>Grade 11: American History: A Survey, 150 copies</p> <p>Supplemental Books:</p> <p>Grades 11-12: American Anthem, 21 copies; APA Publication Manual of the American Psychological Association, 41 copies; Obedience to Authority, 51 copies; On Becoming a Person, 48 copies; Cold War: A History, 17 copies; The Lucifer Effect: Understanding How Good People Turn Evil, 17 copies; The Prince, 13 copies</p> <p>Grades 10-12: History of Western Society, 64 copies; Rise and Fall of the Third Reich (30th Anniversary Edition), 22 copies; Rise and Fall of the Third Reich, 18 copies; Russia in War and Revolution, 21 copies</p>	Yes	0
Foreign Language	<p>The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.</p>	Yes	0
Health	<p>The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.</p> <p>Grade 9: Health: A Guide to Wellness, 211 copies</p>	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers.	Yes	0
Science Laboratory Equipment (grades 9-12)	The books in use are approved/adopted by the YUSD Board on an annual basis. This year's books were approved by the Board on September 14, 2015. They are all on the SBE's list of approved publishers. Adequate equipment for all classes	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Yosemite High School has an overall rating of "good." All individual areas are "good" except interior surfaces which are "poor." The inspection was completed in January 2016.

Areas noted are:

Portables 21-29 have stained ceiling tiles due to condensation (portables 22, 30, and 32 are all storage); ceiling tiles are damaged in building 500 from before the roof was replaced, center lights are not working (these are not safety issues); locker room floors need paint; there are carpet stains in several rooms in the Ansel Adams Building (rooms 1502, 1504, 1510, 1511, 1513, 1518, 1519, 1520, and 1522, the warranty roof issue in that building is being repaired; the roof on the wrestling room will be repaired in 2016; there are small tears in the carpet in portables 65 and 66, these are not health or safety issues.

All work is handled through the district work order process by district staff.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2016				
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	Interior surface deficiencies will be corrected through the district work order process by district staff. These include: stained ceiling tiles in portables 21-19; celing till damage in building 500 from before the roof was replaced; locker room floors need paint; carpet stains in numerous rooms in Ansel Adams Building; small tears in carpet in portables 65 and 66 (not health or safety issue).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			Center lights not working in Building 500 (not a safety issue). Will be handled through district work order process by district staff.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Deficiency noted in Ag building; will be handled through district work order process by district staff.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	69	46	51	44	48
Mathematics	25	25	33	33	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	136	136	100.0	69.1
Male	11	70	70	100.0	65.7
Female	11	66	66	100.0	72.7
Hispanic or Latino	11	22	22	100.0	68.2
White	11	101	101	100.0	70.3
Two or More Races	11	11	11	100.0	54.5
Socioeconomically Disadvantaged	11	64	64	100.0	64.1
Students with Disabilities	11	17	17	100.0	35.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	136	136	100.0	25.0
Male	11	70	70	100.0	31.4
Female	11	66	66	100.0	18.2
Hispanic or Latino	11	22	22	100.0	13.6
White	11	101	101	100.0	27.7
Two or More Races	11	11	11	100.0	18.2
Socioeconomically Disadvantaged	11	64	64	100.0	12.5
Students with Disabilities	11	17	17	100.0	11.8

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	55	55	55	56	54	55	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	172	165	95.9	55.2
Male	73	69	94.5	60.9
Female	99	96	97.0	51.0
Hispanic or Latino	26	25	96.2	20.0
White	121	116	95.9	63.8
Two or More Races	14	14	100.0	57.1
Socioeconomically Disadvantaged	78	73	93.6	31.5
Students with Disabilities	25	24	96.0	20.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

- 1) Programs and Classes Offered Focused on Career Preparation and/or Preparation for Work: Life Management (Home Economics Comprehensive Course); Human Growth & Development; Foods & Nutrition; ROP Culinary Arts; Ag Welding / Welding I; Ag Welding/ Welding II; ROP Ag Welding Process & Procedures; Auto Mechanics I; Auto Mechanics II; ROP Auto Systems Technology; Computer Technology; Internet; ROP Multi-Media; Floral I; ROP Art & History of Floral Design; ROP Criminal Justice; ROP Athletic Training.
- 2) Program and Class Integration with Academic Courses and How They Support Academic Achievement: All CTE courses include academic standards as aligned in the California State Curriculum Frameworks specific to the Industry Pathways. Instructors are encouraged to participate in all campus professional development opportunities as well as serve on the Steering, District Advisory, WASC committees and School Site Council. Department meetings are held on a regular basis to discuss student achievement, promotion of CTE courses, and CTE event planning.
- 3) School Address Needs of All Students in Career Preparation and/or Preparation for Work: All students are encouraged to enroll in CTE courses beginning in their freshman year. Course of study planning begins in the spring of the 8th grade year. Yosemite High School offers a seven-period day to enable students to partake in numerous CTE courses. Special populations are supported in classes through para-educators and differentiated instruction.
- 4) Measureable Outcomes of these Programs and Classes and How They are Evaluated: Semester grades are monitored to determine student success in the comprehensive, concentrated and capstone courses. Each capstone course has specific competencies that the students are evaluated on. In the capstone courses (e.g. ROP) student surveys are taken towards the end of the school year and results accumulated by ROP Regional personnel. There is also a post-graduate survey done by ROP in the year following graduation. The results are shared with instructors and administrators. Some capstone course offer industry certificates.
- 5) Primary Representative of District's CTE Advisory Committee, and Industries Represented:

Primary representative is Lori McLean. Industries represented include: Communication, Mass Media, Culinary & Hospitality, Welding, Auto, Construction, Patient Services, Horticulture/Agriculture, and Law Enforcement.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	417
% of pupils completing a CTE program and earning a high school diploma	24.0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.2
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	40.7

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.6	19.4	48.5

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 (School Year 2016-17)

Parents of Yosemite High School students have a number of opportunities to become involved in their child's education at YHS. Parents serve as representatives on the school site council, district advisory committee, individual program booster groups, and a variety of other advisory panels. Parent volunteers are recruited to assist in a number of other ways, including classroom supports, chaperones for school-related trips, and at various school events.

School-to-home communication is an area of focus at YHS. School leadership utilizes the telephone dialer system, Connect Ed, to call all parents within a few minutes as necessary to report key information and/or alert parents of important school messages (i.e. snow days, special school events, emergency response situations, school closures, etc.). The school also utilizes social media sites and applications to distribute information, including Facebook, Twitter, Remind 101 (text messaging system), school website, and Instagram. Information is available to all school stakeholders via the Yosemite Unified School District's website, as well as that of Yosemite High School.

Parents may follow the academic progress of their child by using the Parent Connect portal associated with the school's student information accounting software system, Aeries. This allows parents 24/7 access to their child's student information, assignments, and grades online. Parents are encouraged to stay in regular contact with their child's academic counselor and teachers to monitor the academic progress of their child, as well as keep school personnel informed of any special needs required to provide their student with the best possible educational experience.

The Yosemite High School Parent Teacher Association (PTA) was formed with the primary purpose of organizing and funding the annual Sober Graduation event. This is an opportunity for parents and community members to band together to provide safe events to benefit YHS students. Parent volunteers of students from all grade levels are encouraged to participate in the PTA.

YHS sponsors several special events throughout the school year to encourage greater school-to-home partnerships. These include Back to School Night, PostSecondary Planning Night, Regional Occupational Program Community Partnership Night, High School Planning Parent Night, College Financial Aid Workshop, postseason athletic awards banquets, preseason athletic information meetings, Local Control Accountability Plan information meetings, Night on the Town, and Community Awards Night. Other special events include music concerts, theater arts performances, art gallery exhibits, and athletic contests.

An International Baccalaureate/Advanced Placement Parent Booster Organization was founded to primarily aid in raising funds to off-set the costs associated with exam fees. The group also works to promote YHS by expanding both the IB and AP programs at the school and in the community.

Parents are welcomed and encouraged to actively participate in the educational program of their student at YHS. School-to-home partnerships are vital in the overall development of children. YHS values parental support and input for all programs and activities. Please contact Randy Seals at 559-683-8801 for information pertaining to organized opportunities for parent involvement.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	5.30	4.30	0.70	11.30	9.90	3.40	11.40	11.50	10.70
Graduation Rate	90.79	94.41	97.96	83.33	87.50	91.38	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	92	94	86
Black or African American	0	0	78
American Indian or Alaska Native	100	100	78
Asian	100	100	93
Filipino	100	100	93
Hispanic or Latino	96	89	83
Native Hawaiian/Pacific Islander	0	0	85
White	90	96	91
Two or More Races	100	83	89
Socioeconomically Disadvantaged	100	95	66
English Learners	0	0	54
Students with Disabilities	94	95	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	8.7	7.7	5.9	5.4	5.1	4.4	3.8	3.7
Expulsions	8.2	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The safety of the Yosemite High School campus is of utmost importance to all school stakeholders. Yosemite Unified School District's (YUSD) Comprehensive Safe School Plan is reviewed and updated annually (and as necessary) by school and district leaders, with significant input the YHS Steering & Safety Committee and Badger Pack student advisory group. The safety plan focuses on the various safety features of the YHS campus, as well as the well-being of students and all school personnel.

The YHS Steering & Safety Committee meets regularly (monthly, and as necessary) to review various data, including input from school stakeholders, analysis of most recent school and community safety incidents from throughout the region, state, and nation, and consider recommendations from local emergency first responders and other agencies (i.e. Madera County Sheriff's Department, California Highway Patrol, CAL FIRE, Sierra Ambulance Company, National Forest Service, etc.). These collaborative sessions provide the YHS Steering & Safety Committee opportunities to review the safety plan and modify as necessary with the latest information from industry professionals and experts. More recent collaborations have also included local media outlets and personnel in order to analyze effective means of communicating critical information during emergency situations to parents, community members, and the public.

Throughout the school year, school leadership organizes a number of emergency preparedness drills for all students and staff under the direction of the YHS Steering & Safety Committee. These drills include lockdown, evacuation, shelter-in-place, earthquake, and fire emergencies. School leaders work collaboratively with emergency response agencies and school stakeholders to coordinate and evaluate each drill.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	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	21	14	14	6	22	13	14	4				
Mathematics	25	9	10	7	23	10	8	7				
Science	23	8	6	8	20	13	13					
Social Science	25	9	8	10	23	9	13	5				

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	325.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	2.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	2.0	N/A
Other	0.0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,429	\$1,443	\$5,986	\$69,541
District	N/A	N/A	\$7,689	\$65,483
Percent Difference: School Site and District	N/A	N/A	-22.1	6.2
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A	5.4	3.3

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

Types of Services Funded (Fiscal Year 2015-16)

Yosemite High School (YHS) provides a comprehensive program designed to prepare all students to be college and/or career ready upon graduation. This program ranges from a variety of strategically designed core courses aimed at preparing low-performing students necessary skills and knowledge to achieve a high school diploma, to a full International Baccalaureate program and Advanced Placement courses for the most advanced academic learners.

The teaching staff at YHS provide all students opportunities for instructional support above-and-beyond their normal classroom instruction. Teachers, by arrangement, provide students with opportunities for either one-on-one or small group assistance outside of the traditional classroom setting and hours. This is most effective when accompanied by strong home-to-school collaboration with regard to the student's individual learning needs.

The YHS master schedule reflects a number of opportunities for all students. YHS is one of only a relatively few high schools in California to offer the International Baccalaureate (IB) diploma program of study. High-performing students may pursue IB classes in Spanish, English, History, Theory of Knowledge, Math Studies, Psychology, Biology, Math Analysis, and Art. Students may also choose to pursue the Full Diploma program of IB study, or they may simply select as few IB classes as they wish. Similarly for the more advanced learner, students may register for Advanced Placement (AP) courses. YHS offers AP courses in American Government, Environmental Sciences, Physics, and Chemistry. Students who successfully pass both the IB and/or AP course and its accompanying end of course assessment may be eligible to receive college credit for the course, as both IB and AP courses are considered to be college-level classes. Students who participate in the IB and/or AP program typically receive higher preference from colleges and universities during the admissions process.

Students do not need to be enrolled in IB or AP courses to be college entrance eligible. YHS offers a full array of college preparatory courses for students planning to attend post-secondary education. These include classes in English, History/Social Science, Mathematics, Science, Agricultural Science, Foreign Language, Fine Arts, Physical Education, and Career Technical Education (CTE).

For those students not planning to attend post-secondary education, but rather enter the military or employment, YHS offers pathways and courses designed to provide students with the requisite skills to enter a given career field. Courses such as these are provided in Culinary Arts, Agricultural Welding & Mechanics, Automotive Technology & Repair, Athletic Training, Floral Design, Sports Marketing & Business Technology, Criminal Justice, Criminal Investigations, California Cadet Corps, Digital Video Technology, Computer Technology & Internet, and Theater Arts. YHS is in the process of working with various industry and college leaders to provide certification programs in as many career fields as possible embedded within the career technical pathways of study.

For those students requiring highly-specialized academic instruction as described in Individualized Educational Plans and/or 504 Plans, YHS provides Resource Program and Special Day Class environments to place students in the most advantageous settings to achieve academic success. These programs are staffed with highly-qualified teachers and paraprofessionals who are committed to providing first-class instruction for all students. Additionally, students are encouraged to enroll in mainstream courses in which they are afforded academic supports to insure their success in the least restrictive educational environment.

YHS provides a number of classes and programs designed to boost the academic performance of students, as well as provide course options to those students who either choose not to attend post-secondary education or who traditionally struggle in academic achievement. Courses designed for local graduation eligibility and/or additional support include: Integrated Life Science, Integrated Physical Science, Study Skills, Reading Intervention, Reading Fluency, Employability Skills, Life Skills, Academic Support, and Consumer Mathematics. To provide additional support to struggling learners, paraprofessionals are strategically placed in some classrooms throughout the school day. The YHS Library also remains open after school each Monday through Thursday to provide students with extended learning opportunities and access to computer technology to conduct research or simply complete classroom and homework assignments.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,624	\$42,063
Mid-Range Teacher Salary	\$57,185	\$64,823
Highest Teacher Salary	\$77,597	\$84,821
Average Principal Salary (Elementary)	\$99,027	\$101,849
Average Principal Salary (Middle)		\$107,678
Average Principal Salary (High)	\$103,056	\$115,589
Superintendent Salary	\$154,371	\$169,152
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	6%

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 2015-16)

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 of at least one student.

Professional Development (Most Recent Three Years)

Professional development at Yosemite High School is designed, planned, and developed through a collaborative process, with significant input and ideas from the Badger Steering & Safety Committee, Yosemite Unified School District leadership, academic departments, individual teachers, school leadership, paraprofessionals, and classified staff. Whole-staff professional development events occur periodically during the school year, including the days immediately prior to the start of the school year in August.

The regular school calendar also provides for professional development time on a weekly basis, with each Friday morning designated as a late-start day for students, during which time certificated and classified school staff participate in professional development activities in various formats, mostly often whole-staff sessions or in academic department settings.

The YHS staff continues to participate in Common Core State Standards and next-generation assessment trainings. Greater focus is given to cross-curricular collaborations as the school's staff continues transitioning to and implementing California's Common Core State Standards in mathematics and English Language Arts. The YHS science department continues to monitor new developments with regard to the adoption process and timeline associated with the Next Generation Science Standards by attending workshops and trainings. YHS staff has also participated in Lindamood-Bell reading program training in order to meet the diverse learning needs of struggling readers in the high school setting. Career technical education teachers, leaders, and staff receive regular training in their designated career pathways, often through attending Fresno ROP/CTE events and FFA activities. Some staff members continue to volunteer time to participate in WASC school accreditation trainings in order to serve as members of visiting accreditation teams throughout northern California. School leaders, special education staff, and mainstream teachers continue participation in a variety of trainings and professional development opportunities with a focus on the inclusion of students with IEPs and 504 Plans into mainstream classes and programs.

Other professional development projects include trainings and teacher preparation for International Baccalaureate and Advanced Placement instructors. These conferences and institutes occur at sites determined by the respective organizations throughout the United States and abroad. YHS staff who attend these events do so to either acquire or maintain certification to teach such courses and provide students timely, relevant, and rigorous curriculum and course content. AP instructors have also participated as exam evaluators, and in doing so, have received exceptional professional development specific to AP exams.

An area of increased importance and focus for all YHS staff is professional development in educational technology. This is particularly the case for program and software implementation such as Google docs, Office 365, Aeries, Outlook, Google Classroom, Google Apps, and a variety of classroom-specific technology applications. YHS continues to expand its technological capabilities and offerings through partnerships with Madera County Office of Education, Bass Lake Joint Union Elementary School District, and other entities, to include technological hardware, software, and networking applications. The school also has begun participation in a district-wide technology-based Google cohort, in which teaching staff members attend a wide variety of professional development events and collaborative sessions focused on expanding the technological proficiency of the teaching staff, along with greater infusion of technology in classroom lessons and activities. Each cohort is designed for one year of participation, with new cohorts planned to commence for each of the next few years until all teaching staff has participated in a cohort, expanding upon the goal of increasing cross-curricular instruction infused with relevant technology elements.