

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Randy Seals, Principal

Principal, Yosemite High

About Our School

Set upon a picturesque, almost breathtakingly beautiful 100 acres, Yosemite High School (YHS) is one of the most beautiful high school campuses anywhere. YHS is a tremendous school located in the heart of the Central Sierra Nevada foothills of eastern Madera County, mere minutes from the southern entrance into Yosemite National Park.

YHS is an outstanding school where rich, deep traditions of excellence abound in programs geared toward ensuring students graduate college and career ready. Students have a plethora of choices to deeply connect with their school at YHS by participating in extensive co- and extra-curricular programs and activities ranging from interscholastic athletics to theater arts, music, art, mock trial, academic decathlon, career technical education, science fair, Future Farmers of America, and so much more.

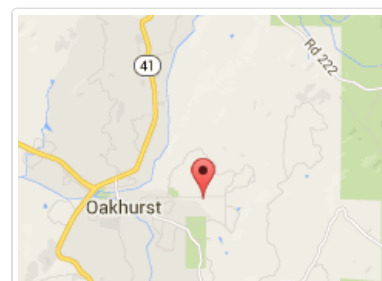
YHS offers something for everyone---music, drama, a wide array of student clubs and organizations, student leadership, California Cadet Corps, art, athletics, science fair, mock trial, academic decathlon, and choir, just to name a few. Students can expect to be challenged by a dedicated and experienced teaching staff, along with rigorous coursework and activities. YHS features Advanced Placement courses and prides itself for also offering the International Baccalaureate program of study. At the same time, YHS offers a lineup of career technical education courses in a variety of career fields to prepare students to become career ready after completion, a program that affords dynamic opportunities for school and community partnerships.

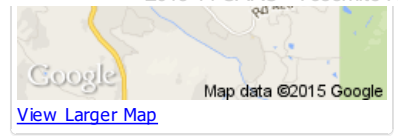
YHS is Badger Country! And opportunity abounds for all students at YHS!

Contact

50200 Road 427
Oakhurst, CA
93644-9506

Phone: 559-683-4667
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About This School

Contact Information - Most Recent Year

School	
School Name	Yosemite High
Street	50200 Road 427
City, State, Zip	Oakhurst, Ca, 93644-9506
Phone Number	559-683-4667
Principal	Randy Seals, Principal
E-mail Address	rseals@yosemituesd.com
Web Site	www.yosemitehs.com
County-District-School (CDS) Code	20764142030013

District	
District Name	Yosemite Unified
Phone Number	(559) 683-8801
Web Site	www.yosemiteusd.com
Superintendent First Name	Jim
Superintendent Last Name	Sargent
E-mail Address	jsargent@yosemiteusd.com

Last updated: 12/16/2014

School Description and Mission Statement (Most Recent Year)

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, 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 nearly 700. 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, has updated its technological capabilities with the construction of a district-wide network, to include infrastructure, computer hardware, Merachi WiFi switches throughout the campus, software upgrades, Microsoft 365 for students and staff, new classroom computer labs, and the creation of the Bass Lake School District-Yosemite Unified School District Technology Network Consortium.

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. In 2013, YHS earned an Academic Performance Index score of 791, a 37 point gain over the previous three-year period. More recently, however, YHS failed to reach all 14 goals on the Adequate Yearly Progress (AYP) accountability report, part of the federal No Child Left Behind laws. Despite reaching 11 of its 14 goals, YHS advanced into Program Improvement (PI)-Year 2, just a year after achieving all of its goals and "freezing" in PI status.

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 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.

At the same time, YHS offers a wide range of career technical educational programs and pathways, including Regional Occupational Program (ROP) courses in agricultural welding, veterinary science, digital multimedia, culinary arts, athletic medical training, small business-entrepreneurship, and automotive technology & repair service. The school has maintained an extensive offering of career technical courses while many other schools statewide have had to eliminate similar programs because of fiscal issues. As recently as 2005, YHS was recognized as one of just 12 schools in the state with an Exemplary Career Technical Education Program. 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.

YHS also boasts a very wide range of co- and extra-curricular programs to further engage students in a meaningful high school experience. Over 67% 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 11 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 Advanced Theater/Drama. Participation numbers in the Badger music program are on the rise and within the next couple years, participation is expected to surpass 100 members in the marching band program. The Academic Decathlon team has claimed the Madera County championship for the past 20 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 31 years.

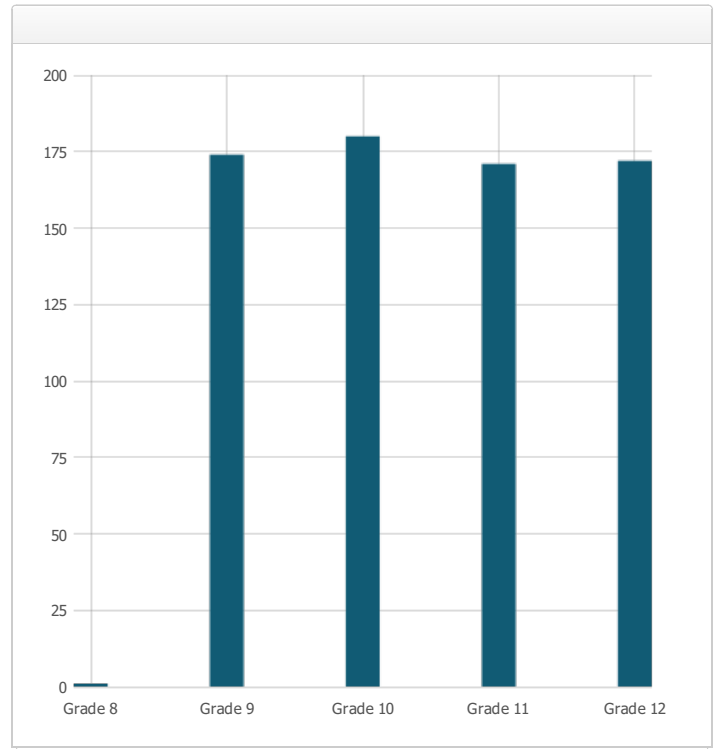
YHS offers a variety of intervention programs and resources to assist students who struggle academically. The school is a "Targeted Assistance" Title I program, and provides support for students who qualify for those services through a variety of means in English, mathematics, science, and reading, as well as in elective courses. YHS receives special funding for tutoring 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, AP, and IB courses are available to afford a rigorous course of study to better prepare for university study after graduating from YHS.

Last updated: 1/26/2015

Student Enrollment by Grade Level (School Year 2013-14)

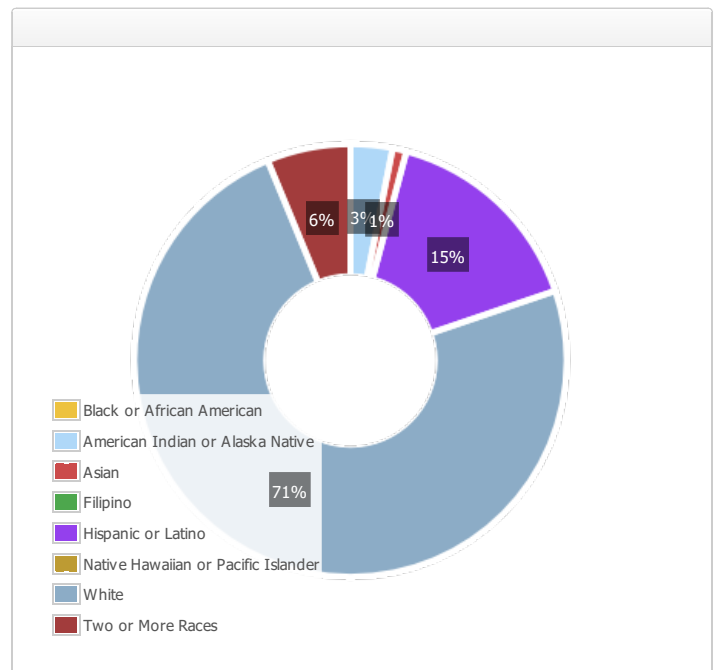
Grade Level	Number of Students
Grade 8	1
Grade 9	174
Grade 10	180
Grade 11	171
Grade 12	172
Total Enrollment	698



Last updated: 12/16/2014

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3.9
Asian	1.0
Filipino	0.6
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.0
White	71.8
Two or More Races	6.6
Socioeconomically Disadvantaged	48.1
English Learners	0.1
Students with Disabilities	10.7



Last updated: 12/16/2014

A. Conditions of Learning

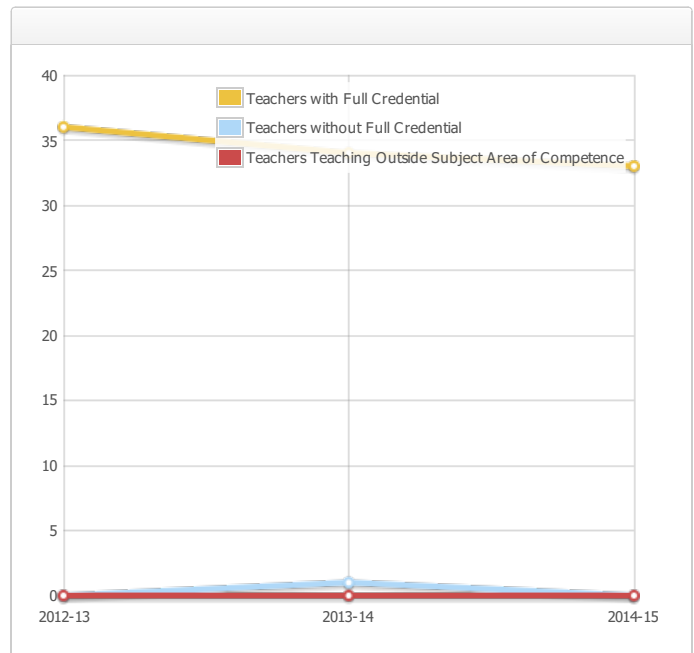
State Priority: Basic

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

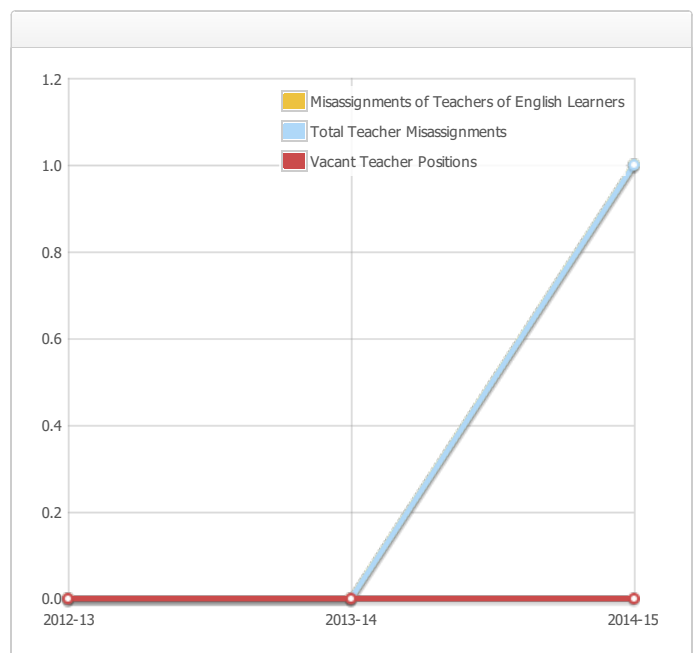
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	36	34	33	83
Without Full Credential	0	1	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/26/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Last updated: 1/26/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	92	8
All Schools in District	90	10
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	88	12

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.

Last updated: 1/26/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>Language of Literature, Adventures in Appreciation; Adventures in American Literature; Language and Literature: World Literature; Language Network; MLA Handbook for Writers for Research Papers.</p> <p>There are 71 titles available in the library for literature classes.</p>		0.0
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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>Mathematics with Business Applications; Algebra I; Geometry; Pre-Calculus with Limits: A Graphing Approach; Pre-Calculus Functions and Graphs; Calculus 6th Edition; Calculus Concepts and Calculators, 2nd Edition; Algebra and Trigonometry; Algebra and Trigonometry 2nd edition; Mathematical Concepts, Advanced, Pre-Calculus with Applications; Mathematics Higher Level IB; Survey of Mathematics with Applications; Math Skills for Health Professionals.</p>		0.0
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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>Biology, the Dynamics of Life; Chemistry - Advanced; Chemistry Concepts and Applications; Earth Science; Physics, Principles and Problems; Physics; Science Earth Systems; Living in the Environment; Veterinary Science; IB Advanced Biology; Science of Agriculture.</p>		0.0
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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>World Geography ISBN 0618184228; World Geography ISBN 0618559450; Modern World History; Origins of the Second World War; The World is Flat PB; People's History of the United States; American History: a survey; History of the United States; Psychology; Psychology; Psychology (Old Gold) Sociology, Down to Earth Approach, Social Psychology, Economic Principles and Practices; Modern Latin America; Modern Latin America ISBN 0195129962; Government in America: people, politics and policy; Writing for Social Studies; American Anthem; APA Publication Manual of the American Psychological Association; Obedience to Authority; On Becoming a Person; History of Western Society; Rise and Fall of the Third Reich - 30th anniversary; Rise and Fall of the Third Reich; Russia in War and Revolution; Cold War - A History; Lucifer Effect; Prince</p>		0.0

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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>Antigone; Avancemos 1; Avancemos 2; Bodas de sangre; Cuentitos simpaticos; Dialogos simpaticos; Discovering French 1; Discovering French 2; Discovering French 3; Don Quijote de la Mancha; Easy French reader; El Cid; El Concierto siniestro; El Coronel no tiene quien le escriba; El novio robado; Encuentro enesperado; French and English Dictionary; French verbs and essentials of grammar; Galeria de arte y vida; Graded French reader deuxiemearousse pocket dictionary; Lazarilla de tormes; Le Petit Nicolas; Le Petit Prince; Lecural Basicas; L'Express aujourd'hui la France; Nuestro Mundo; Paroles; Una vez mas; Une fois pour toutes; Visions et revisions; Ya Veras! Tercer nivel.</p>	0.0
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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>Health, A Guide to Wellness; Health Careers Today</p>	0.0
Visual and Performing 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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>Discovering Art History; Drawing From Observation; First Book for the Guitar; Music, Enjoyment of; Norton Anthology of Western Music; Norton Scors; Rock Music Styles: A History; Theatre Art in Action.</p>	0.0
Science Laboratory Equipment (grades 9-12)	<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 8, 2014. They are all on the SBE's list of approved publishers.</p> <p>There are two science laboratories at Yosemite High School and each has laboratory equipment sufficient for all students enrolled in the classes.</p>	0.0

Last updated: 12/19/2014

School Facility Conditions and Planned Improvements - Most Recent Year

Yosemite High School has an overall rating of good. One area, interior surfaces, is rated poor; all other areas are good.

There are 14 deficiencies in interior surfaces. These are: Portables 21-29 have ceiling tile stains due to condensation; a tile is missing in the boys' bathroom in building 400 (the building 400 bathrooms are due for modernization - the partitions and fixtures are old); the girls' bath ceiling in building 500 needs paint, there is ceiling tile damage from before the roof replacement; locker room floors need paint in the athletic areas and the lockers need paint and refurbishing; carpet stains in 9 rooms in building 1500 and there are some old minor ceiling tile stains; cracked tile in the boys' bath in building 1200 and there is a missing baseboard at the fountain.

There are 2 deficiencies in electrical: Center (original) lights don't work in Building 500 (not a safety issue); some classrooms in Building 1500 have extension cords used for power for ceiling mounted projectors.

One deficiency in sinks/fountains: the drinking fountain in the weight room needs work.

One deficiency in hazardous materials: small tears in previous carpet repair in portables 65 and 66 (not a health or safety issue).

Two deficiencies in roofs: Warranty roofing issue still to be resolved in Room 1510; replacement of wrestling room roof to be scheduled.

One deficiency in windows/doors/gates/fences in the agriculture building: missing screens

The inspection was completed during December 2014.

Repairs are handled through the district work order system.

Last updated: 1/20/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None required
Interior: Interior Surfaces	Poor	Portables 21-29 have ceiling tile stains due to condensation; a tile is missing in the boys' bathroom in building 400 (the building 400 bathrooms are due for modernization - the partitions and fixtures are old); the girls' bath ceiling in building 500 needs paint, there is ceiling tile damage from before the roof replacement; locker room floors need paint in the athletic areas and the lockers need paint and refurbishing; carpet stains in 9 rooms in building 1500 and there are some old minor ceiling tile stains; cracked tile in the boys' bath in building 1200 and there is a missing baseboard at the fountain.

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None required
Electrical: Electrical	Good	There are 2 deficiencies in electrical: Center (original) lights don't work in Building 500 (not a safety issue); some classrooms in Building 1500 have extension cords used for power for ceiling mounted projectors.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One deficiency in sinks/fountains: the drinking fountain in the weight room needs work
Safety: Fire Safety, Hazardous Materials	Good	One deficiency in hazardous materials: small tears in previous carpet repair in portables 65 and 66 (not a health or safety issue).
Structural: Structural Damage, Roofs	Good	Two deficiencies in roofs: Warranty roofing issue still to be resolved in Room 1510; replacement of wrestling room roof to be scheduled.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	One deficiency in windows/doors/gates/fences in the agriculture building: missing screens; will be handled through district work order system.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/20/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	58	62	56	63	64	58	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 12/16/2014

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	56
Male	62
Female	50
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	21
Native Hawaiian or Pacific Islander	
White	60
Two or More Races	62
Socioeconomically Disadvantaged	43
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 12/16/2014

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53%	44%	56%	55%	51%	54%	54%	56%	55%
Mathematics	37%	33%	37%	48%	47%	50%	49%	50%	50%
History-Social Science	44%	43%	49%	40%	42%	48%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 12/16/2014

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	6	5	7
Similar Schools	1	1	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/16/2014

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-18	-2	33
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-16	4	33
Two or More Races			
Socioeconomically Disadvantaged	-25	-6	30
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/16/2014

Career Technical Education Programs (School Year 2013-14)

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 Fundamentals; Wood I; Wood 2; Wood 3; Wood 4; Computer Technology; Internet; ROP Multi-Media; ROP Small Animal Care and Management; 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 and WASC committees. Department meetings are held on a regular basis to discuss student achievement. Some CTE instructors also teach in the academic areas (e.g. Auto instructor also teaches Social Studies).

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, Agriculture, and Law Enforcement.

Last updated: 1/25/2015

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	404
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	89.0

Last updated: 1/25/2015

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	63.4
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	43.8

State Priority: Other Pupil Outcomes

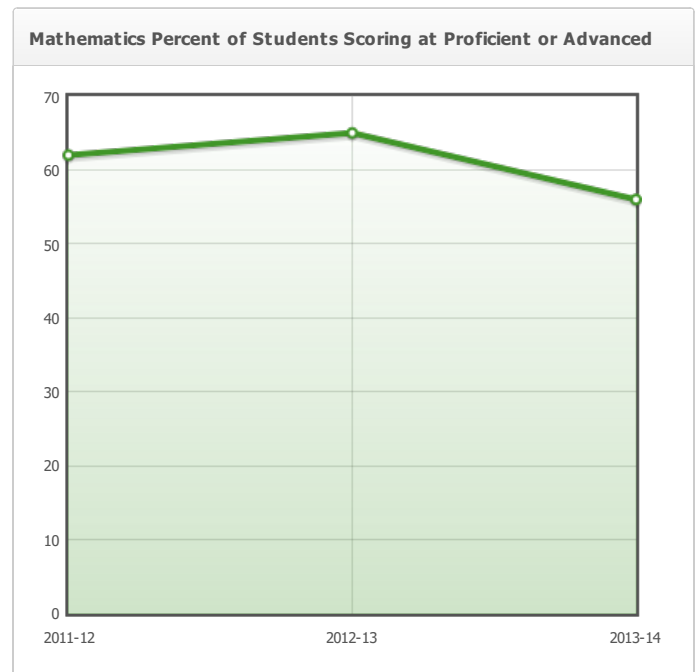
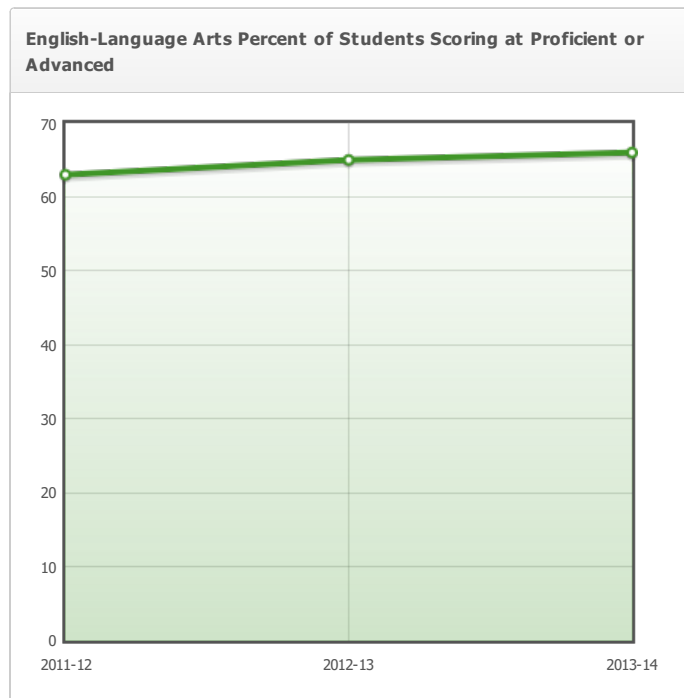
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	63%	65%	66%	61%	60%	62%	56%	57%	56%
Mathematics	62%	65%	56%	57%	61%	51%	58%	60%	62%

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.



Last updated: 12/16/2014

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if**applicable)**

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	38%	35%	27%	49%	34%	17%
All Students at the School	34%	33%	34%	44%	38%	19%
Male	38%	29%	33%	41%	34%	25%
Female	29%	37%	34%	46%	41%	13%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	75%	25%	N/A	65%	30%	5%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	26%	34%	41%	41%	38%	22%
Two or More Races	36%	43%	21%	36%	57%	7%
Socioeconomically Disadvantaged	44%	30%	26%	48%	40%	12%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	83%	8%	8%	73%	18%	9%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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.

Last updated: 12/16/2014

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.6%	23.6%	45.2%

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.

Last updated: 12/16/2014

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

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, 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 renewed focus at YHS. School leadership utilizes the telephone dialer system, ConnectEd, 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. 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 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 as necessary 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 education.

The Yosemite High School Parent-Teacher Association 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, Post-Secondary Planning Night, Regional Occupational Program Community Partnership Night, 8th Grade Parent Night, College Financial Aid Workshop, post-season athletic awards banquets, preseason athletic information meetings, Local Control Accountability Plan information meetings, and Community Awards Night. Other special events include music concerts, theater arts performances, art gallery exhibits, and athletic contests.

A new International Baccalaureate/Advanced Placement Parent Booster Organization has been 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.

State Priority: Pupil Engagement

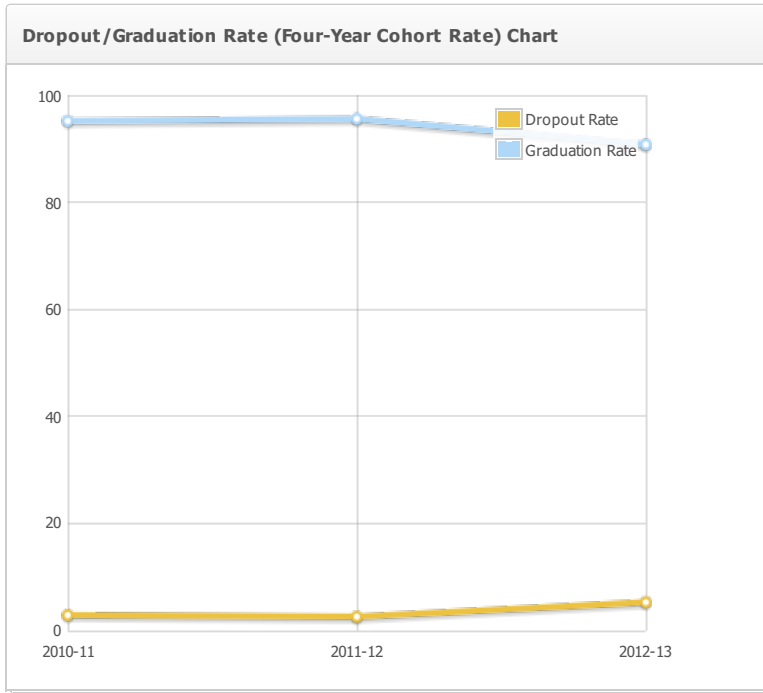
Last updated: 1/20/2015

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	2.9	2.6	5.3	11.2	6.7	11.3	14.7	13.1	11.4
Graduation Rate	95.19	95.59	90.79	85.66	89.55	83.33	77.14	78.87	80.44



Last updated: 12/16/2014

Completion of High School Graduation Requirements

Group	Graduating Class of 2013		
	School	District	State
All Students	88	85	84
Black or African American			75
American Indian or Alaska Native	87	80	77
Asian	100	100	92
Filipino			92
Hispanic or Latino	93	87	80
Native Hawaiian or Pacific Islander			84
White	87	86	90
Two or More Races	100	91	89
Socioeconomically Disadvantaged	85	82	82
English Learners		100	53
Students with Disabilities	80	84	60

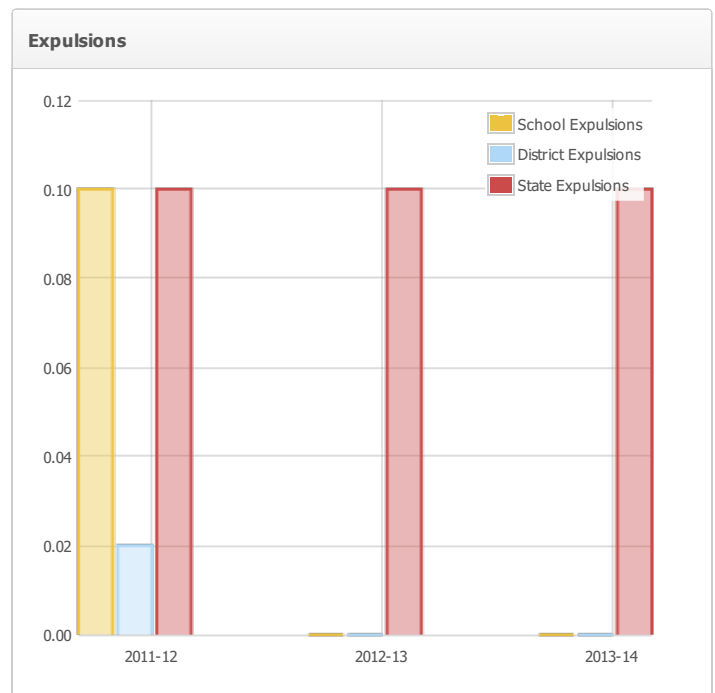
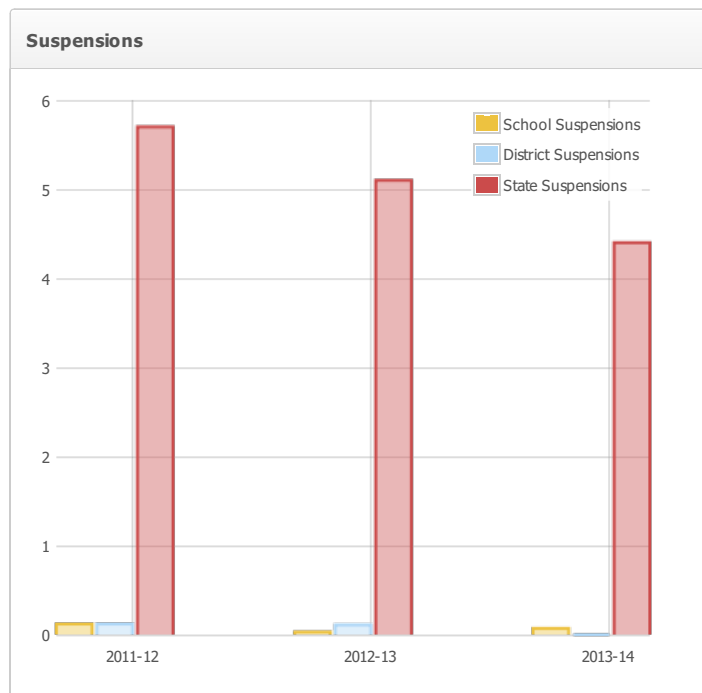
State Priority: School Climate

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.12	0.03	0.07	0.12	0.11	0.00	5.70	5.10	4.40
Expulsions	0.10	0.00	0.00	0.02	0.00	0.00	0.10	0.10	0.10



Last updated: 1/12/2015

School Safety Plan - Most Recent Year

The safety of the Yosemite High School campus is of paramount importance to all school stakeholders. Yosemite Unified School District's (YUSD) Comprehensive Safe School Plan is reviewed and updated each year (and as necessary) by the YUSD Safety Committee. 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 YUSD Safety Committee meets regularly (monthly, and as necessary) to review various data, including input from school stakeholders, analyses 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 safety committee opportunities to review the safety plan and modify as necessary with the latest information from industry professionals and experts.

Throughout the school year, school leadership organizes a number of emergency preparedness drills for all students and staff under the direction of the YUSD 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.

Last updated: 1/20/2015

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate - English-Language Arts	Yes	
Met Participation Rate - Mathematics	Yes	
Met Percent Proficient - English-Language Arts	Yes	
Met Percent Proficient - Mathematics	No	
Met Graduation Rate	Yes	

Last updated: 12/19/2014

Federal Intervention Program (School Year 2014-15)

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 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 12/16/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.7	10	8	12	23.0	15	7	9	21.0	14	14	6
Mathematics	25.5	9	12	4	24.0	10	8	7	25.0	9	10	7
Science	28.7	1	13	1	26.0	7	10	5	23.0	8	6	8
Social Science	32.1	1	6	9	26.0	9	7	9	25.0	9	8	10

* 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.

Last updated: 12/16/2014

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	330.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	1.0	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.

Last updated: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,836	\$1,355	\$5,480	\$66,394
District	N/A	N/A	\$7,078	\$66,548
Percent Difference – School Site and District	N/A	N/A	-22.60%	-0.20%
State	N/A	N/A	\$4,690	\$63,037
Percent Difference – School Site and State	N/A	N/A	16.90%	5.30%

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

Last updated: 1/23/2015

Types of Services Funded (Fiscal Year 2013-14)

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. This is most effective 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) program of study. High-performing students may pursue IB classes in Spanish, French, 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 (Spanish or French), Fine Arts, 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 the given career field. Courses such as these are provided in Culinary Arts, Agricultural Welding & Mechanics, Wood, Automotive Technology & Repair, Athletic Training, Veterinary Medicine, Small Animal Care, 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 requisite 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.

During the 2013-2014 academic year, YHS held a Program Improvement (PI) Year One designation. This status was attained by the school as a result of all Adequate Yearly Progress targets being met during the Spring 2013 testing season. Still, 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: English Language Arts Writing Lab, Introductory Biology, Earth Science, Study Skills, Reading Intervention, Reading Fluency, Applied Algebra, Applied Geometry, Preparatory Algebra, Agricultural Earth Science, Employability Skills, Life Skills, 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 each Monday through Thursday to provide students with extended learning opportunities and access to computer technology to conduct research or simply to complete classroom and homework assignments.

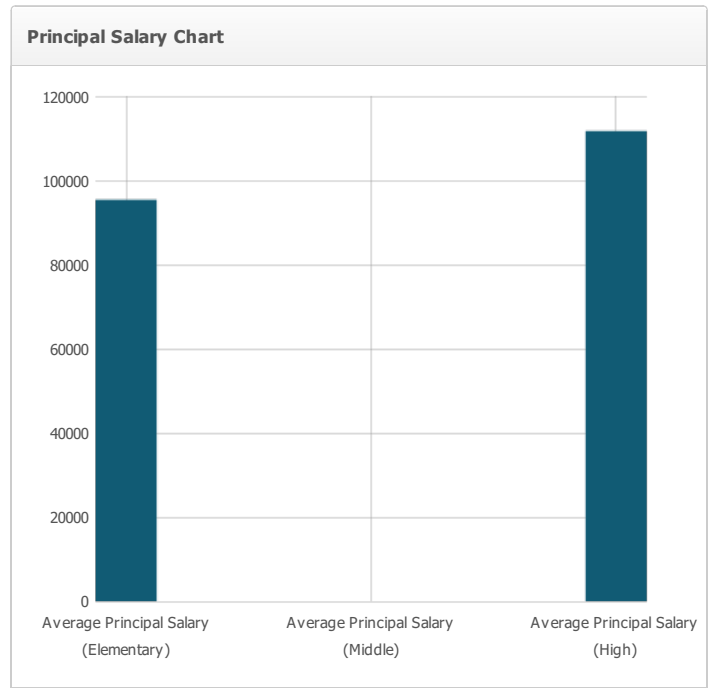
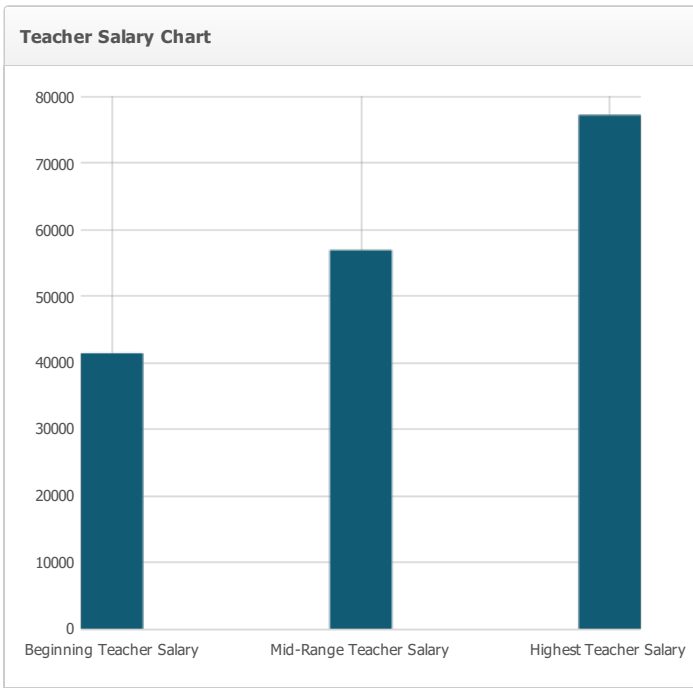
Last updated: 1/26/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,394	\$38,920
Mid-Range Teacher Salary	\$56,869	\$59,803
Highest Teacher Salary	\$77,168	\$78,096
Average Principal Salary (Elementary)	\$95,390	\$95,836
Average Principal Salary (Middle)	\$00	\$99,849
Average Principal Salary (High)	\$111,712	\$107,599
Superintendent Salary	\$151,250	\$151,912

Percent of Budget for Teacher Salaries	36.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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



Last updated: 12/16/2014

Advanced Placement Courses (School Year 2013-14)

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	1	N/A
Science	4	N/A
Social Science	1	N/A
All Courses	6	0.5

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

*Where there are student course enrollments.

Last updated: 12/16/2014

Professional Development – Most Recent Three Years

Professional development at Yosemite High School is designed and developed through a collaborative process, with input and ideas from the Badger Steering Committee, Yosemite Unified School District leadership personnel, academic departments, individual teachers, school leadership, paraprofessionals, and classified staff. All-staff professional development events occur periodically during the school year, including 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 school staff, certificated and classified, participate in professional development in various formats, mostly including whole-staff sessions or in academic departments. Greater focus is being given in cross-curricular collaborations as the school's staff prepares for Common Core State Standards implementation.

The YHS staff continues to participate in Common Core State Standards and next-generation assessments trainings. Members of the mathematics department are integral members of a regional Common Core mathematics course writing project, under the direction of the Madera County Office of Education.

Other professional development projects include additional trainings and preparation for International Baccalaureate and Advanced Placement instructors. These conferences and institutes occur at sites determined by the respective organizations. 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.

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 Office 365, Aeries, Outlook, and a variety of classroom-specific 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.

Last updated: 1/20/2015