Yosemite High School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at https://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 https://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).

California School Dashboard
The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Yosemite High School
Street	1900 "G" Street
City, State, Zip	Merced, CA. 95340
Phone Number	(209) 325-1602
Principal	David Rogers
Email Address	drogers@muhsd.org
Website	http://yhs.muhsd.org/
County-District-School (CDS) Code	24-65789-2439602

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Merced Union High School District
Phone Number	209.325.2020
Superintendent	Alan Peterson
Email Address	apeterson@muhsd.org
Website	www.muhsd.org

School Description and Mission Statement (School Year 2020-2021)

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

We are excited about the opportunity to work with you and your son/daughter. Our institution provides a positive environment focused on student success and a second chance for students who really want it. If you have any questions, please call me at (209) 325–1602.

David Rogers

Principal

MERCED UNION HIGH SCHOOL DISTRICT MISSION STATEMENT

"Every staff member, every day, will support all students to acquire the skills necessary to develop and follow their post secondary dreams."

YOSEMITE HIGH SCHOOL MISSION STATEMENT:

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

YOSEMITE HIGH SCHOOL VISION:

Every Yosemite High School student will walk off the graduation stage with a diploma in one hand and CTE certification/proficiency in the other along with college credit on their transcript.

Yosemite High School Expectations

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

1. Return to and be successful at a traditional high school.

2. Earn a high school diploma.

3. Prepare to be a successful contributing member of society.

4. Prepare to be a productive member of the workforce.

To attain one or more of the goals listed above, we expect students to:
- Complete all school assignments
- Participate actively and constructively in their learning
- Develop positive attitudes
- Exercise self-discipline and demonstrate courtesy and respect for others
- Abide by all campus and classroom procedures
- Work independently and think critically
- Understand and demonstrate mastery of the YHS Expected School-Wide Learning Results

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

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

While the area is showing progress from double-digit unemployment rates there is still a lag behind state and national unemployment averages. Since the 2018-2019 school year 100% of students at Yosemite High School are able to eat breakfast and lunch free of charge.

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

Since 2018, the student population of Yosemite High School increased to 270 students on the East Campus Education Center site. The majority of students placed into Yosemite High School are deficient in credits. Some students transfer back to their traditional campus once they are current in credits for their grade level. Students have the opportunity to take classes to accelerate their progress in earning credits. Students may enroll in additional programs to earn credits to reach their goals.

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

During the 2014-15 school year, Yosemite High School went through the Western Association of Schools and Colleges (WASC) accreditation process. At that time, Yosemite was given a six-year accreditation with a mid cycle review at three-years in 2018 where YHS earned outstanding marks.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 11	79
Grade 12	170
Total Enrollment	249

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	7.2
American Indian or Alaska Native	0.4
Asian	2
Filipino	0.4
Hispanic or Latino	75.1
White	12.9
Two or More Races	1.6
Socioeconomically Disadvantaged	89.6
English Learners	13.7
Students with Disabilities	13.7
Foster Youth	2.8
Homeless	18.5

A. Conditions of Learning

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	23	24	499
Without Full Credential	0	2	0	25
Teaching Outside Subject Area of Competence (with full credential)	0	0	5	150

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	6
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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 September

Pursuant to the settlement of Williams vs. the State of California, Merced Union High School District thoroughly inspected each of its school sites at the start of the 2020-2021 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary.

Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The following chart displays data collected in regards to the textbooks in use in the District including at Yosemite High School during the current school year (2020-2021).

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Integrated Math A HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math B HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 1 HMH Integrated Math 1 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 2 HMH Integrated Math 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 2: Robotics HMH Integrated Math 2 2015 yes see tab & UCCI CCSS Math 2013 Math 2013 Integrated Math 2 Advanced HMH Integrated Math 1 & 2 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 3 HMH Integrated Math 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013 Integrated Math 3 Advanced HMH Integrated Math 2 & 3 2015 yes see tab at bottom CCSS Math 2013 Math 2013 PreCalculus (& H) Larson & Hostetler Precalculus with Limits 2001 no organizer Elective Math 2013 AP Calculus AB Key Cur Press Calculus Concepts 1998 no AP Syllabus CB College Board HMH Calculus of a Single Variable 2010 AP Calculus BC Brooks/Cole Calculus 2008 no AP Syllabus CB College Board AP Statistics Freeman Practices of Statistics 2015 no AP Syllabus CB College Board Prentice Hall Stats: Modeling the World 2007 Statistics & Probabilities Freeman Basic Practices for Statistics 2010 no NA Elective Math 2013 Preparing for College Math MUHSD Preparing for College Math 2009 yes Organizer Accuplacer MC entrance test Financial Algebra Cengage Financial Algebra 2014 yes Drive Documents Elective Electiveall 2001 (Adopted 2005)	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science		Yes	0.0
	Life Science (Ag) Prentice Hall Science Explorer Life Science 2009 no web guide Science 1998 Science 2004		
	Biology (Ag) Prentice Hall Biology 2002 no web guide Science 1998 Science 2004		
	AP Biology Pearson Campbell Biology AP 2014 no AP Syllabus CB College Board		
	Earth Science (Ag) Holt Modern Earth Science 2002 no Drive guide Science 1998 Science 2004		
	Chemistry (Ag) Addison Wesley Chemistry 2002 no web guide Science 1998 Science 2004		
	AP Chemistry Prentice Hall Chemistry: The Central Science 2014 no AP Syllabus CB College Board		
	Physics Glencoe Physics: Principles and Problems 2002 no web guide Science 1998 Science 2004		
	AP Physics Wiley & Sons Physics 2014 no AP Syllabus CB College Board		
	Environmental Science (Ag) Holt Environmental Sciecne 2006 no web guide Science 1998 Science 2004		
	AP Environmental Science Cengage Living in the Environment 2007 no AP Syllabus CB College Board		
	Anatomy & Physiology Elsevier/Mosby The Human Body in Health 2014 no NA Elective Elective		
	Animal Anatomy & Physiology Delmar Introduction to Veterinary Science 2005 no NA Elective Elective		
	Biotechnology 1-2 Pearson Biotechnology, Introduction to 2011 no NA Elective Elective		
	Food Science Thomas Learning Introduction to Food Science 2003 no NA Elective Elective		
	Forensic Science Cengage Forensic Science: Fundamentals 2012 no NA Elective Elective		
	Intro to Genetics NA NA no NA Elective Elective		
	Marine Biology H Prentice Hall Marine Biology an Ecological Approach 2005 no NA Elective Elective		
	Microbiology NA NA no NA Elective Elective		
	ROP Veterinary Science Cengage Veterinary Anatomy & Physiology 2011 no ROP Elective Elective		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Cengage Introduction to Veterinary Science 2005 no ROP Environmental Horticulutre Thomson Introductory Horticulture 2007 no ROP Elective Elective Sierra Nevada Science UCAL History of the Sierra nevada 2007 no NA Elective Elective		
History-Social Science	Grade12: Economics Principles in Action Prentice Hall 2007 (Adopted 2007) Grade 11: CA American Vision Modern Times Glencoe/McGraw Hill 2006 (Adopted 2007) Grade 11: CA American Anthem Holt, Rinehart & Winston 2007 (Adopted 2007) Grade 12: Lanahan Readings in the American Polity Lanahan Publishers 2007 (Adopted 2007) Grade 12: Government by the People, Pearson Education 2006 (Adopted 2007) Grade 12: Magruder's American Government, Prentice Hall 1999 (Adopted 1999) Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 1999 Grade 10: World History the Modern World 2007 Grade 10: Modern World History, Patterns of Interaction, McDougal Littell 2003 (Adopted 2004) Grade 10: Modern World History, West Publishing 1999, (Adopted 2005) Grade 9: World Geography, Prentice Hall 2005 (Adopted 2006) Grades 9-12: Why Women Should Rule the World, HARP 2008 (BCHS) Grades 10-12 History of the Sierra Nevada, Laws Field Guide to the Sierra Nevada, and Sierra Nevada Natural History (GVHS) Grade 12: McGraw Hill IMPACT California Social Studies: Principles of American Democracy. 2019 Copyright	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Grades 9-12: Hmong Arts, Books & Crafts (Adopted 2008) Grades 9-12: Santillana USA 2007 (Adopted 2007) Grades 9-12: Nuevas Vistas, Holt, Rinehart & Winston 2006 (Adopted 2006) Grades 9-12: Diccionario, Larousse (Continental Book Company) 1994 (Adopted 1997) Grades 9-12: Punjabi (Adopted 2006) Grades 9-12: Buen Viaje, Glencoe/McGraw Hill (Adopted) Grades 9-12: Discovering French Bleu, McDougal/Littell 2004 (Adopted 2005)	Yes	0.0
Health	Grade 9: Health, Prentice Hall 2007 (New Edition 2008)	Yes	
Visual and Performing Arts	Grades 10-12: Understanding Movies, Prentice Hall 2008 (Adopted 2007) Grades 9-12: Art Talk, Glencoe 2000 (Adopted 1999) Grades 9-12: The Photographic Eye: Learning to See with a Camera, Davis Publications 1995 Grades 9-12: Theatre Art in Action, Glencoe/McGraw Hill 1999 (Adopted 2000) Grades 9-12: Foundations of Restaurant Mangement and Culinary Arts (Level 1 and 2) (AHS, BCHS, GVHS, MHS)	Yes	
Science Laboratory Equipment (grades 9-12)	YHS provides an adequate supply of lab equipment for its students.	Yes	0.0

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

School Facility Conditions and Planned Improvements

Yosemite High School was originally established in 1966, and is currently comprised of 22 classrooms, a cafeteria, one staff lounge, a library/Global Access Port (GAP), two campus-wide computer labs, one science lab, one gymnasium, an athletic field, and administrative offices.

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

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

Maintenance & Repair

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

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Local Bond

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

Replacement of alarms and bell systems
HVAC in gym/exercise rooms

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 28, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ceiling tiles stained in multiple rooms. Painting needed in various classrooms. Various walls are cracked and need to be patched. Broken base board. New carpet is needed in some rooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical plate cover missing in copy room. Missing light cover in office.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Update water fountain in staff lounge. Water fountains and stalls are old. Some floor tiles are broken. Metal frame dividers are rusty and need painting.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No window covering in a classroom.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	15	N/A	47	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	2	N/A	19	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Yosemite High School's primary objective is to prepare students for success in college and careers. The following CTE courses are offered at YHS: Computer Applications, Chromebook Repair & IT Essentials , Child Development , Careers with Infants and Toddlers, Ag Welding Technology, Green Technology 1, OSHA: Work Site Safety & CPR, Health and Family Living, Youth Mental Health Advocacy and Wellness, and Science of the Brain. Students have a variety of courses to choose from that fall within three pathways including: Green Technology, Child Development, and Computer Science.

Through these various industry sectors, pathways and course offerings, the following is a list of the district's CTE advisory committee that supports our CTE program: Abasta-Cummings, Leslie - Industry Representative, Health Science and Medical Technology; Aguilar, Constantino - Assistant Superintendent of Educational Services; Ballenger, Mandy - Special Populations Representative; Boyenga, Ana - Industry Representative, Education, Child Development and Family Services; Boykin, Kahri - Secondary CTE Faculty ; Cardona, Norma - Special Populations Representative; Crispin-Hernandez, Niza - Special Populations Representative; DeAngelo, Vinni - Industry Representative, Hospitality, Tourism and Recreation; Dhaliwal, Harry - Industry Representative, Transportation; Donovan, Timothy - Postsecondary CTE Faculty; Duran, Marisol - Industry Partner, Fashion and Interior Design; Euker, Jennifer - Secondary Administrator; Flores, Lily - K12 Strong Workforce/CTE Coordinator; Gardia, Autumn - Postsecondary Guidance; Goodwin, Laurie - Parent; Gonzalez, Araceli - Postsecondary CTE Counselor; Hagaman, Gwen - Industry Representative, Information and Communication Technologies & Marketing; Jerner, Brent - Industry Representative, Energy, Environment and Utilities; Johnson, Cristi - Special Populations Representative; Jolly, Charles - Secondary Administrator; Kanemoto, Kathleen - Postsecondary CTE Faculty; Kennedy, Kevin - Industry Representative, Business and Finance; Lassle, Kathleen - Industry Representative, Building and Construction Trades; Lewis, Scott - Industry Representative, Building and Construction Trades; Livria, John -Industry Representative, Information and Communication Technologies; Marvulli, David - Industry Representative, Building and Construction Trades; Mehat, Sukhraj - Secondary CTE Faculty; Ochoa, Anel - Instructional Support; Palomino, Ed - Industry Representative, Agriculture and Natural Resources; Quevedo, Nathan - Industry Representative, Arts Media and Entertainment; Ramos, Breanne - Industry Representative, Agriculture and Natural Resources; Rahn, Jeremy - Industry Representative, Public Services; Regalo, Richard - Industry Representative, Agriculture and Natural Resources; Rolfe, Terry - Industry Representative, Building and Construction Trades; Saxon, Adam - Industry Representative, Marketing; Smith, Kanoa - Secondary Faculty; Soto, Greg - Postsecondary Administrator; Sousa, Jay - Industry Representative, Arts Media and Entertainment; Sousa, Jennifer - Secondary Counselor and Postsecondary Adjunct Counselor; Student, AHS (Name Redacted) Student; Student, LHS (Name Redacted) Student; Student, MHS (Name Redacted) Student; Tanzillo, Barbara - Program Administrator; Tassey, Bryan - Postsecondary Administrator; Teague, Brian - Industry Representative, Building and Construction Trades; Thomas, Anthony - Parent; Valladao, Bob - Parent; Vigil, Lisa - Industry Representative, Building and
Construction Trades; Ybarra, Seneca - Secondary Faculty; Zamudio, Kimberly Educational Services Program Administrative.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	240
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	63.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50

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

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	85.43
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Yosemite High School parents participate on the School Site Council, English Language Advisory Committee, as well as WASC Focus groups and LCAP informational meetings. We gather feedback from parents through the use of online and paper surveys with questions specific to ideas on how to improve their student's experience at Yosemite High School and help them be successful. Parents also attend student orientations with their children during the enrollment process that takes place at each quarter. This ensures that parents and students gain a clear understanding of the expectations at Yosemite High School and gives them the opportunity to have all of their questions answered. In addition; twice yearly student recognition ceremonies are held to recognize students and parents are invited to attend. Our school secretary makes individual phone calls to personally invite all the parents of each student being recognized. Other opportunities include attending Back to School Night in the fall semester to meet teachers and Senior Parent Nights held throughout the year to inform parents and students of the graduation requirements. Students are also able to earn additional graduation tickets when their parents attend these informational meetings.

Parents who wish to participate on Yosemite High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (209) 325-1600. The district's website (http://www.muhsd.org/) also provides a variety of helpful resources and information for parents, students, and community members.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	40.5	37.5	15.1	5.6	6.7	4	9.1	9.6	9

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Graduation Rate	49.7	57.1	75.3	91.3	90.5	94.2	82.7	83	84.5

State Priority: School Climate

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

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

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	10.5	6.4	5.0	3.4	3.5	3.5
Expulsions	0.0	1.7	0.3	0.5	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.2	2.6	
Expulsions	2.2	0.5	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a priority of Yosemite High School. Teachers, administration, and campus liaisons supervise designated areas before and after school, and during breaks. Campus liaisons constantly walk the grounds while classes are in session to ensure all visitors check into the office and direct students back to class. There is a designated area for students to be dropped off and picked up, which is monitored by liaisons and administration. Students are not allowed to bring visitors on campus during the school day, including lunch breaks. All non-students are required to report to the principal's and attendance offices for registration. Guest speakers, parents, and or visitors are required to report to the principal's office prior to visiting classrooms in order to receive admittance authorization and complete a digital sign in form.

The school's safety program is fully compliant with federal and state regulations, and the School Safety Plan is updated annually by the Safety Committee with input from staff, students, and parents. YHS School Site Council approved the 2020-2021 safety plan at the meeting on Sept. 16, 2020. Key elements outlined in the plan include:
• Emergency notification system for the entire campus
• Equipping some teachers and administration with portable radios
• Security Cameras and panic gates
• Campus maintenance and inspection done regularly.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	16	29	2		11	38			13	31		
Mathematics	21	6	5		14	11			12	11		
Science	19	10	1		12	11			14	9		
Social Science	16	24	2		16	22	1		15	25		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	207.5

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15,079.70	$1,818.84	$13,260.86	$87,443.55
District	N/A	N/A	$12,977.92	$79,619

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	2.2	9.4
State	N/A	N/A	$7,750	$90,287
Percent Difference - School Site and State	N/A	N/A	52.5	-3.2

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

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Merced Union High School District received state and federal funding for the following categorical, special education, and support programs including foster and homeless youth, site instructional coach, and free lunch for all students:

*Local Control Funding Formula (LCFF Supplemental)
*Title I, Part A - Basic Grant
*Title II, Parts A & D - Teacher Quality & Technology
*Title III, Part A - Limited English Proficiency (LEP)
*Title IV - Safe & Drug Free Schools & Communities (SDFSC)
*Title V - Innovative Programs

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,725	$52,670
Mid-Range Teacher Salary	$79,771	$89,660
Highest Teacher Salary	$102,059	$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		$142,638
Average Principal Salary (High)	$140,960	$158,074
Superintendent Salary	$200,454	$250,285
Percent of Budget for Teacher Salaries	31.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Science		N/A
Social Science		N/A
All courses		

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	8	4

Currently, our professional development plan has centered around distance learning and preparing our teachers for hybrid learning. The main area of focus has been student engagement in the virtual world and the professional development trainings have included the implementation of Pear Deck, Padlet, GoGuardian, and broadcasting. Our focus shifted this year due to the pandemic and the needs of our students as virtual learners now. Teachers were surveyed at the beginning of the year for their input on the needs for specific resources and trainings to help them be successful as distance learning and hybrid learning teachers. Also, we utilized our Instructional Leadership Team for their input and experience to help plan the PD schedule for the year. Professional development is delivered via zoom this school year. All trainings have been held virtually since we have teachers working on site and from home. In order to limit the number of individuals in one locations, it is easier to accommodate everyone in a zoom meeting. Trainings are done once a month during our "Professional Learning" Wednesday collaboration time. Our ILT members lead these trainings with topics focused on ways to increase student engagement and build relationships in an online environment.

Professional development is delivered in faculty meetings, prep period trainings, half-day trainings on site, site visitations throughout district and reflective post-visit lesson planning, conference attendance both at county level and outside the county, as well as continuation high school-specific conferences. For additional support in their profession, all first and second-year teachers throughout the district participate in the MUHSD Teacher Induction program, a state-funded, standards-based program that provides support through mentoring, training, and evaluation. Additional staff development is provided by our Instructional Coach, administration coaching of teachers, and learning walks that highlight peer observations between teachers.