

## **Yosemite High School**

### **Section II – CTE Program Synopsis**

Yosemite High School (YHS) has made a strong commitment to meet the needs of all students. In keeping with the school's vision as a comprehensive high school, this commitment includes offering a wide variety of Career-Technical Education (CTE) programs. YHS is located in the rural community of Oakhurst in the Sierra Nevada Foothills of Eastern Madera County. Students come from nine different communities, including some on inter-district transfers who are attracted by the wide range of CTE courses the school offers. At a time when many districts are cutting elective offerings, YHS continues to make CTE a priority, and has made a substantial investment in staffing, facilities, and equipment to provide these programs for students.

Over the past five years the district has expanded and improved facilities and equipment in order to meet student needs. The vocational education facility that houses the wood, auto and welding programs was recently remodeled and gives students access to a learning environment that includes equipment which meets industry standards. YHS has expanded access to technology across the campus. Every classroom is wired for Internet access and has at least one computer. A total of six computer labs are available for student use. A state-of-the art computer lab was installed in the school through the Environmental and Spatial Technology (EAST) grant the school was awarded in 2001. YHS was one of the first 10 schools in California to receive that grant, in large part because of its commitment to provide lab space and to implement this CTE class.

Yosemite High was one of the first schools in the world to offer an International Baccalaureate (IB) Film class, again proving its commitment to providing career technical education to its students at all ability levels. The school's Regional Occupational Program (ROP) Videography and EAST programs offer students numerous opportunities to utilize real-world skills in the classroom and the community and through service-learning projects.

All students at YHS enroll in a sequence of courses that prepares them for a career, and many will include CTE courses in their five year plan. Course offerings range from beginning level classes to the ROP capstone courses and IB offerings. Students with a variety of interests enroll in CTE classes; for example, a student planning a career in medicine may enroll in the ROP Emergency Medical Technician (EMT) program. Girls enroll in beginning auto shop classes so they will be able to maintain their own vehicle; they enroll in wood shop to learn how to make items for their home. Boys enroll in home economics classes to learn to cook and to care for a home. Students with an interest in law enforcement enroll in the ROP Careers in Criminal Justice class. Several current Madera County Sheriff's deputies and Sierra Ambulance EMTs have gone through the ROP programs at YHS.

Graduates often return to YHS to let the staff and students know how much their CTE classes have helped them achieve their career goals. They speak to students in those classes to let them know that they provide good career opportunities. Among recent graduates who have returned are a student who is a mechanic for Indianapolis 500 race car drivers and another student who currently is serving in the United State Marine Corps and is assigned to the Presidential Security detail. The current YHS school nurse is a former student who went through the EMT class at YHS. Some YHS graduates work in local businesses, pursuing a career they learned through a CTE class ranging from construction to auto repair and in the technology industry. Others are teachers in local schools.

The Yosemite Joint Union High School District mission to educate every child is at the center of its commitment to CTE. Academic standards are an integral part of the CTE curriculum as the school blends core courses with career technical courses, showing students that every facet of education is connected and valuable to their future.

## **Theme 1: Program Administration, Assessment, and Accountability**

Yosemite High School (YHS) has an approved Career Technical Education (CTE) Plan. This plan, along with the Technology Plan, Single School Plan (SST) and Local Education Agency Plan (LEAP) focuses on student learning and achievement. CTE is an integral part of the YHS curriculum. The staff, administration, governing board, students, parents, and community members, including business and industry, work together to establish and maintain a clear vision for students. The YHS community has established six Expected Schoolwide Learning Results (ESLRs) to define what students should know and be able to do upon graduation. The ESLR's focus on preparing all students to: be critical and creative thinkers; be effective workers; be effective communicators; demonstrate essential technological skills; be community contributors; and demonstrate basic living skills. Each of these ESLRs is addressed in every CTE class.

YHS administrators utilize a variety of funding sources to support CTE programs, including the Perkins Grant, Regional Occupational Program (ROP), Agriculture Incentive Grant, School Improvement Program (SIP), Title II funds, general fund, bonds and competitive grants.

All students complete 30 units of career education as a graduation requirement. Courses are accessible to students without regard to gender or ability. For example: There are girls enrolled in welding, wood and auto classes and boys in home economics classes. There are resource students working alongside International Baccalaureate (IB) students in EAST, videography classes and other ROP classes. Special education students are mainstreamed into CTE classes. YHS has multiple career pathways where students start at an introductory level and progress to gain mastery of entry-level workplace skills. Some programs feature a well-defined sequence of courses through which students progress, such as welding, where students go through oxyacetylene, arc, and ROP Welding in order to gain entry level skills. In other areas students may work with counselors to develop a sequence of courses that meets their individual educational goals. The master schedule includes the following CTE career clusters: Wood, welding, agriculture, careers in education, visual and performing arts, media arts, drafting, and automotive. Single classes in ROP Careers in Criminal Justice, ROP Emergency Medical Training (EMT), Cadet Corp, computer technology (required for graduation) and EAST are also offered.

An assistant principal serves as the vocational education coordinator, overseeing CTE programs, the Perkins Grant, and ROP. YHS works with the Fresno Regional Occupational Centers and Programs (ROCP) staff to ensure that programs are in compliance with state mandates. The Fresno ROCP staff meets regularly with ROP teachers to go over records, curriculum, and class standards. Advisory groups comprised of business professionals, students, parents, and teachers review trends, job opportunities, and curriculum. Advisory group members often provide opportunities for job shadowing and update instructors on job market trends and new technologies.

Many community organizations and businesses have developed partnerships with CTE programs at YHS. Students in the ROP Careers in Criminal Justice class participate in the Madera County Sheriff's Department Explorer program. Students in the ROP EMT class ride-along with the local ambulance service and observe in local emergency rooms. Students in the ROP Careers in Education course spend class time at a nearby elementary school tutoring students. FFA students assist at community service events and participate in area fairs. Future Business Leaders of America (FBLA) connect with mentors from the business community and attend Women in Business luncheons. High school students are paired with eighth grade students in a job-shadowing program sponsored by the local Rotary Club. Students in the EAST and ROP Videography programs work with agencies in service-learning projects. These include making videos and/or brochures for the Madera County Sheriff's Department, California Department of Transportation, Sierra Ambulance Service, Sierra Historic Sites Association, Yosemite National Park, the Every 15 Minutes Program and Challenge Day. The school started a Cadet Corp program this year that is affiliated with the California National Guard. The adult education program offers classes in wood shop, welding, technology and business. Approximately 175 students participate in the work experience program at YHS, spending up to 20 hours a week working in

local businesses. The special education department provides a workability program in which students are involved at three different levels: a prevocational level where students work on campus in unpaid positions in transportation or a computer lab; in paid positions on campus in food services; and in paid positions in local businesses. Currently, some students are working at Round Table Pizza.

Affiliations have been established with local community colleges, and California State Universities (CSU) to assist students in making a smooth transition to the post-secondary level. ROP classes, such as welding, auto, and careers in education, are partnered with the community college system through the 2+2 Program. Through collaborative programs such as Unitrack, students in ROP Careers in Criminal Justice and ROP Multimedia and Videography receive college credit through the CSU system.

Students acquire skills valued by the school and community that allow them to be community contributors, creative problem solvers and productive workers. Students engage in many school and community projects. For example, welding students made a barbeque trailer for the Rotary clubs, and EAST students participate in a variety of projects including a school marquee, participation in a Make-A-Wish foundation fundraiser, and a project with the county to map water quality in the region.

An annual review of the CTE program is conducted at a variety of levels. Through the ROP program, an annual review is conducted that includes examination of data including the percentage of students completing a sequence of CTE courses; CTE completers who receive a high school diploma; placement in apprenticeships, military, advanced education/training, or employment; and enrollment and completion of students in non-traditional careers compared to total CTE population. ROP students complete a survey at the end of each year for each class that teachers use to shape instruction. Annual preparation of the Perkins Grant includes a review of data, including the number of students enrolled in each class funded by that grant by gender, ethnicity and learning disabilities. The agriculture program goes through an annual review with the regional coordinator to ensure that all program goals are being met. The EAST Initiative also evaluates the EAST program through periodic site visits. As part of the schoolwide assessment process, the guidance department conducts an annual post-secondary survey to track student enrollment in colleges, vocational and trade schools, and military service or entry-level employment.

Businesses and community members participate in program assessment through several forums. Advisory group members meet at least twice a year with teachers to evaluate the curriculum in regards to how the CTE program meets industrial standards. The school board conducts regular community business forums that provide for feedback from local businesses on how students are prepared to meet entry-level employment requirements. As EAST students complete community projects, local businesses and public agencies participate in a formal evaluation of student work. Businesses employing students through the Work Experience program also provide feedback on student performance that is used to shape curriculum and instruction.

Student achievement data on standardized tests is reviewed annually as part of the school planning process. This includes review of standardized test results in academic CTE courses such as ag science and ag biology. Achievement data is reviewed by the steering committee and individual teachers and is included in presentations to staff, site council, and the board. IB Videography students are externally evaluated through the IB exam. Individual teachers, departments, and administration review grade distribution each semester. As part of the teacher evaluation process, administrators monitor instruction to ensure that model curriculum standards are being addressed.

## **Theme 2: Curriculum and Instruction**

In 2002 all CTE instructors used the Secretary's Commission on Achieving Necessary Skills (SCANS) report, advisory board input, ROP Standards, State Standards, and schoolwide ESLRs to align career clusters to industry-specific and schoolwide CTE standards. Course syllabi that are aligned with district adopted standards are shared with students and parents. In addition, some courses have been designed to meet academic standards. IB Film is a capstone class in the media arts cluster that fulfills the

University of California fine arts requirement and agriculture and multimedia courses meet the UC a-g admission requirements. As mentioned in Theme 1, the advisory groups are instrumental in developing curriculum that meets the needs of each particular industry.

CTE courses are designed to prepare students to acquire basic career skills in beginning level classes and progress through to capstone courses. Students graduate with skills necessary for entry level employment, advanced training programs or technical schools. Courses are hands-on, project-based, with academic skills used on a regular basis. The school's emphasis on writing extends to CTE classes. As an example, welding students write descriptions of how they completed projects. Math skills are used on a daily basis in drafting, wood shop, welding, and auto classes. Science standards are integrated into EMT and agricultural courses. ROP Careers in Education students use psychology and sociology skills in working with elementary school students. EAST and ROP Videography students must utilize proficient verbal and written English skills to complete their projects. CTE courses are aligned with the UC a-g requirements, and articulated with colleges and universities as described in Theme 1.

Teachers are evaluated using a tool that addresses the California Standards for the Teaching Profession (CSTP): Curriculum engages and supports all students, creating effective environments; understanding and organizing subject matter; planning instruction and designing learning experiences; assessing student learning; and professional development. Each program has a well-defined course of study that includes district- adopted content standards that guide instruction.

Students at all educational levels and with a variety of interests enroll in CTE classes. Instructional strategies and assessment tools are designed to ensure success for all students. In some classes students are paired with student mentors. Peer teaching, modeling, and small group instructional strategies are used extensively.

A number of assessment tools are used including tests, observation, project assessments, and peer evaluations. Authentic assessment strategies are used extensively. Through presentations to classes, the school board, the business community, and parent and staff groups, students are able to show subject-matter knowledge. IB Film students complete projects with benchmarks along the way including written assessment and teacher observation. Journals are used to record progress, and upon completion, projects are evaluated through peer critique, self-evaluation, and a public showing. Students in welding classes assess their own work against sample welds based on industry standards; EMT students complete formal assessment to earn EMT 1 certification, and agriculture students raise and show project animals at local fairs that are judged by United States Department of Agriculture (USDA) standards. Students use notebooks, portfolios and journals to organize their work and show progress towards the desired learning outcomes. Certificates are awarded in ROP classes identifying industrial course competencies and IB Film students who successfully pass the internationally standards-based assessment get recognition and college credit.

All CTE career clusters include units on career opportunities and job seeking skills. Field trips, guest speakers and resource materials are designed to provide relevant career connections. The career center provides mini workshops given by local community members and organizes trips to colleges and technical schools. Students participate in annual apprenticeship days, in which they learn about career opportunities in a variety of trades including automotive repair, pipefitting, carpentry, masonry, and heating and air conditioning.

The career center hosts an annual job fair, in which community businesses interview students for employment opportunities. Prior to this, the career center collaborates with local businesses to present job preparation workshops that include instruction on completing job applications, developing resumes, and interviewing skills. A number of students participate in career technical student organizations (CTSO) including Future Business Leaders of America (FBLA), Future Homemakers of America (FHA) and Future Farmers of America (FFA). Students participate in local, state, and national competitions and conferences. Over 120 students enrolled in the EAST and multimedia and videography classes perform service-learning projects. Projects are both work-based and school-based and are described more fully in

Theme 1. In 2004, 40 YHS students participated in the annual job-shadowing event. Currently, 20 FBLA members have mentors from the business community.

Through course work and participation in CTSOs, students develop leadership, citizenship, time management, and professional workplace skills. In welding classes students serve as shop foremen; EAST students work in cooperative learning groups to complete community service projects; FBLA students plan the homecoming parade; in FFA, parliamentary procedure teams compete on the state and national levels; FHA raises funds and helps to coordinate Sober Grad Night activities.

Student accomplishments are recognized in a variety of venues. Presentations are made to the district board of trustees, at staff meetings, and Students of the Month are honored. Student accomplishments are recognized through the local newspaper, on the district Website, at the community Showcase of Schools and through recognition by service clubs. Student work is showcased at various locations on campus such as the library, the reception area, the art gallery, and in classrooms. When the students completed a recruiting film for the Sheriff's Department, the department hosted a premier showing complete with popcorn and refreshments during which students were presented with certificates. EAST students' work is showcased at the Western Regional Conference in Sacramento. In 2004, one of our students was chosen as a keynote speaker, and a YHS student designed the logo for the National EAST Conference that was held in Little Rock, Arkansas. The logo was featured on all promotional material and tee-shirts for the conference. Video media students were offered an internship at KFSN Channel 30 in Fresno after a guest speaker observed samples of student work.

### **Theme 3: Support Services**

Career guidance and counseling is a strong component of the CTE program. Through the career center all students engage in a career unit. This includes an aptitude and interest assessment, career exploration, and development of a career portfolio. Students develop a career plan that defines their course of study and post-secondary focus. The career portfolio is reviewed annually and revised as needed. As a graduation requirement, students must complete a 30-unit sequence of courses approved by their counselor. This may include a well defined sequence of courses in a career cluster, or may be individualized to meet the specific needs of students. Students are encouraged to take non-traditional classes; for example, girls enroll in auto, wood and welding classes and boys enroll in home economics.

The guidance department works closely with parents and students to ensure placement in a sequence of courses that meets the needs of all students. The process begins in the eighth grade where the counselors meet with students and parents to plan their career path. Eighth graders meet with counselors for a "What is High School Orientation." An orientation night for parents is held that provides information about registration, graduation requirements, CTSOs, and the transition to high school. Counselors meet individually with students and parents to develop a five-year plan that is reviewed annually. The counselors work closely with students and staff to assure correct placement, and the master schedule is demand-driven to ensure that the needs of students are met. Translation is available for the students and families for whom English is a second language.

A career center, with a fulltime professional, provides students with opportunities to think critically about their post-graduate options and to cultivate career-planning skills to recognize the relationship between learning and work. To implement this plan, workshops are held in all freshmen through junior English classes. Ninth grade students are introduced to the career center program and other support services, including Eureka, an on-line program that identifies aptitudes, interests, and career assessments. They reevaluate their five-year plan, discuss the necessity for employability skills and learn about post-graduate options including college, technical and vocational schools, trade apprenticeships, military and Reserve Officers' Training Corps (ROTC) programs, and workforce opportunities. In their sophomore year, students are instructed on how to do career research, and the necessity of career planning. They revise their five-year plan and continue discussion of post-secondary options. In their junior year, they again revise the five-year plan. Students participate in "Registration to Go" in which local community college representatives explain the financial aid process, work study, and

scholarships and grants. Workshops are held such as “Help Wanted,” where employers are invited to a job fair where students present their resumes, fill out applications, and are prepared to be interviewed for summer jobs. An entrepreneur workshop provides students with information on non-traditional occupations. Career fairs involve professionals from the community who present information about fields such as fire science and nursing. The career center organizes field trips to the fire academy, Children’s Hospital of Central California, and the Apprenticeship Conference. The career center sets up opportunities for appointments with military recruiters and students take the Armed Services Vocational Aptitude Battery (ASVAB). The CTE curriculum includes extensive employment skills units. Students do job searches, write resumes and cover letters, complete job applications, and develop interviewing skills. The Advancement Via Individual Determination (AVID) program and the Learning Strategies classes also teach how to do a job search and fill out employment documents.

#### **THEME 4: Professional Development**

The YHS professional development plan is a collaborative effort and is supported by a budget in excess of \$75,000. Collaboration time through a Friday morning “late start” schedule allows for weekly in-service activities. The entire staff meets together at the beginning of each school year, and a shared mission is emphasized. New staff members are introduced, annual goals are shared, and a focus for the year is established. Every Friday morning, one hour of staff development is provided for school wide and departmental concerns and training opportunities.

All teachers and administrators are responsible for developing professional growth plans. This plan is based on the CSTP that must include growth in effective teaching strategies as outlined in Theme 2. Teachers develop individual growth plans that have long-range, comprehensive goals and that specify the kinds of in-service, coursework, or conferences that will help them address instructional needs identified by student assessments. Staff is involved in schoolwide activities that include learning modalities, benchmark assessments, developing performance standards, California High School Exit Exam (CAHSEE) preparation, technology training, conflict resolution, suicide prevention, and more, as identified by the stakeholders. Currently the CTE instructors are collaborating with academic teachers to develop a “Writing Across the Curriculum” plan. In conjunction with onsite efforts to work with curriculum and learning strategies, the ROCP has developed a tool to evaluate all ROP curricula as they relate to the English/Language Arts (ELA) and Math Standards. The media arts and auto instructors attend “externships and job shadowing” events. A yearly advisory meeting with stakeholders from the entire Central Valley is held with all ROP instructors and local community members invited.

New teachers are selected through a collaborative process involving staff, students and parents. A high priority is placed on hiring highly qualified teachers who hold credentials and have experience in their respective fields. Currently, EMT, law enforcement and drafting classes are taught by practicing professionals. New teachers are provided with training through an orientation program and supported by department chairs, colleagues, and administrators. All first-year teachers participate in the Beginning Teacher Support and Assessment (BTSA) program. A mentor teacher position has been used to provide support for new teachers and the Peer Assistance and Review (PAR) program provides for voluntary assistance with a consulting teacher. Consulting teachers provide training and support for teachers who request assistance and for those who are referred for assistance through the evaluation process. The program helps teachers find ways to be successful by receiving positive assistance from qualified peers. ROCP organizes collaborative sessions for all instructors in the region to discuss curriculum development and provide training through professional development opportunities.

#### **Theme 5: Community Involvement and Collaboration**

Career clusters have advisory committees made up of stakeholders such as parents, students, staff, business and industry representatives. The advisory committees meet a minimum of twice a year to review, evaluate, and make recommendations for improvement. Meeting agendas include curriculum review, training plans, instructional materials, equipment, articulation plans, labor and future trends, job placement and continuing education, ending with suggestions and recommendations for the program. In

the spring, the ROCP schedules an advisory meeting as described in Theme 4. Currently the auto, welding, and childcare programs have written 2+2 agreements with Fresno City and Reedley Community Colleges. The EMT and the law enforcement classes participate in the Unitrack program with CSU Fresno through a written agreement. Media arts classes are articulated with CSU Monterey Bay. These programs give the students the opportunity to earn college credit.

Our CTE programs use a variety of learning strategies that simulate real world experiences with a clear connection between classroom instruction and the workplace. Examples of partnerships with community-based organizations are prevalent throughout this document. Other examples include: The welding class built the fences around the local Burger King; the ROP Careers in Education students teach and tutor elementary students; the EAST curriculum is based on workplace learning. EAST students collaborate with the agriculture and science departments and a local biologist on environmental issues on campus. Oakhurst Rotarians provide an annual job-shadowing event in which high school students are paired with eighth graders to spend the day with a businessperson. A chamber of commerce mentor program pairs women in business with students for luncheons.

The school communicates to the community through newspaper articles, a district newspaper, the YHS Web page, and the local radio station. Students are awarded certificates for Student of the Month, recognized by local service clubs such as Rotary, and awarded scholarships and Bank of America Awards. The EAST class "Make-A-Wish" project was highlighted on the local evening news, and the State Superintendent of Public Instruction visited the EAST classroom to see community service in action. Community business forums provide for two-way communication during which business leaders share perceptions about the school and how well students are prepared to enter the job market.

#### **Theme 6: Resources, Facilities, and Funding**

As mentioned in Theme 1, the district provides a variety of funding sources to support CTE programs. Input from stakeholders is used to allocate categorical and general funds in accordance with the SSP, with a focus on student achievement. The budgetary process begins with classroom instructors submitting a prioritized budget. The site instructional budget is developed in a collaborative process involving instructors, department chairs and administrators.

The commitment to CTE programs at YHS is evident in our district and community support. Numerous grants and an \$11.76 million bond have been used to up-grade facilities and resources. Monetary donations have been made by local businesses. These funds have been used to:

- Remodel and up-grade the industrial arts building.
- Remodel and up-grade the library, including a new computer lab.
- Upgrade career center computers for career and college searches.
- Upgrade media arts classroom computer stations.
- A technology grant placed computers in every classroom.
- The campus has been wired to accommodate the Internet in every classroom.
- The EAST grant of \$200,000 created a state-of-arts computer lab.
- A new music building was built and a performing arts center is under construction.
- The position for a Web Master was funded.
- An on-campus computer repair person was funded.

Annually, teachers are responsible for the inventory of material and equipment that is reported to the operations facilitator. In addition, equipment purchased through the ROP budget is inventoried and submitted to the ROCP. Funds are set aside for repairs of equipment.

The school continues its commitment to career technical education with full support from the district and board of trustees and from the business community. Students and parents show strong interest in these classes and graduates often report that CTE classes were the foundation for their success after graduation.