

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

YOSEMITE HIGH SCHOOL

50200 Road 427

Oakhurst, CA

Yosemite Joint Union High School District

March 27 – 29, 2006

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Chapter I: Student/Community Profile

Yosemite High School was originally part of the Yosemite Joint Union High School District which was formed in 1973. In November of 2005, voters approved the unification of Yosemite High School District with one its feeder elementary school districts. The new school district is in transition with the formation of a new governing board, the process of developing new Board policy, and interim district administration.

The school is located in the unincorporated community of Oakhurst, the southern gateway to Yosemite National Park in eastern Madera County. Students attend Yosemite High School from the communities of Ahwahnee, Bass Lake, Coursegold, Oakhurst, Raymond, Madera Ranchos, Fish Camp and Wawona. Throughout Madera County, agriculture is the main source of employment, but it is not a significant employer in the eastern mountainous portion of the county. Retail trade, services and government are main employers in eastern Madera County. In addition, eastern Madera County has a large population of commuters who work in Fresno and a large population of retirees. In 2003, an Indian casino/hotel opened near Coursegold and is a major employer and visitor magnet.

Yosemite High School has a relatively stable student population. From a student enrollment of 1195, the composition of the student body has not changed significantly over the last four years and is currently 6% Hispanic, 6% Native American, 1% African American, 1% Asian, and 81% Non-Hispanic White, and 5% listed as Other. Two students are listed as English Language Learners and 88 students or 7.4% of the student population are indicated as Special Education. Eligibility for participation in the free and reduced lunch program includes 22.3% of all students which is a 5% increase over the last four years.

Mobility rates are low with the 2004-05 year indicated as 5.55. Student attendance figures have been relatively stable, averaging 94% for the past three years. The number of students suspended has increased slightly over the past three years from 75 in 2002-03 to 118 in 2004-05. There has been one expulsion in the last four years. In 2003-04 there were 16 students classified as habitual truants. In 2004-05 the number dropped to five students. The establishment of a Responsibility Center to hold students more accountable for attendance and behavior in 1997-98 is considered to have a positive impact on the school.

Yosemite High School has a variety of programs in place to ensure that its 100 acre campus is a safe and attractive place for students. The school has taken a proactive stance with regard to drugs, alcohol, and weapons. A Madera County Sheriff's Deputy maintains an office on campus and the school has hired four campus supervisors. Contraband dogs are an important part of the school's attempt to create a safe, drug-free learning environment. A peer mediation program helps students solve personal conflicts.

Yosemite High School campus has undergone a significance building and modernization program. Over the last six years, this 30 million dollar building project was made possible through state construction funds, grants, and private donations. A number of facilities have been remodeled or added to in order to meet the needs of the school population. The construction

project includes a comprehensive library-media center, science labs, cafeteria/multipurpose building, swimming pool, improved athletic facilities, music building, administrative offices, and a remodeled theater arts facility.

Yosemite High School has made consistent growth in measures of school progress. Information from the API Base Reports demonstrates a positive trend over a four-year period. The school's API increased from 704 in 2002 to 775 in 2005. The school increased their statewide decile rank from 8 to 9 and their decile rank among similar school from 4 to 9 in a three-year period. Over the past four years Yosemite High School has made its AYP each year except for 2003, when it failed to meet the 95% participation rate in mathematics by one student. Annual Measurable Objective (AMO) for student proficiency rates exceeded the required criteria for all students, including significant subgroups, each year.

Students have performed well on the CAHSEE with a pass rate significantly higher than statewide averages. Pass rates for the first time test takers in English-Language Arts have been consistent with a 91% pass rate, while pass rates in math have shown steady increases to a 93% pass rate in 2005. As of the beginning of the 2005-06 school years, 94% of seniors had passed both sections of the CAHSEE.

On the California Standards Test (CST), the percent of students scoring at Proficient or Above in English-Language Arts and Mathematics have increased in the last three years, 53% to 58% in English-Language Arts and 33% to 36% in Mathematics. The percent Proficient or Above in Science and History-Social Science has decrease over the same three year period particularly in Science.

College entrance data also suggest a positive trend in student achievement. The number of students taking college placement exams has also increases over the past four years. Both SAT and ACT scores have shown an upward trend ranging on the SAT from a total mean score of 1015 to 1069 and a composite mean score on the ACT ranging from 20.6 to 21.5. The percentage of students meeting the A to G requirements for UC admission has grown slightly over the past four years ranging from 32% to 36%.

Comments on Significant Findings of the Profile.

Yosemite High School has demonstrated a consistent record of school-wide achievement. The school was selected as a California Distinguished High School, as part of the state's school recognition program, in 2001 and in 2005. The Academic Decathlon team has excelled, wining the county championships for the past 11 years and state championships in 2000 and 2001 in California Division III. In athletics, Yosemite High School regularly reaches California Interscholastic Federation (CIF) section and state playoffs. In the past three years, teams have won 18 league championships and earned 10 CIF Central Section championships or runner-up trophies.

The school offers a variety of academic and technical programs to meet the needs of students. It is one of the few California public schools with an International Baccalaureate (IB) program with

approximately 37% of the students enrolled in either pre-IB or IB courses. The school has a strong career technical program which showcases technology and multi-media production programs. All students must complete a 30-unit vocational education requirement and technology proficiency in order to meet graduation requirements. In 2002-03, Yosemite High School was one of the first schools in the world to implement an IB film course.

As the sole comprehensive high school in a rural region, Yosemite High School has been a focal point for the community. The school has developed partnerships with various businesses and community agencies to provide services for students and their families. The school enjoys large parent and community participation in many of its events.

Student Achievement Data

2005 CST Percent Proficient or Above – All Students

SUBJECT	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	53	53	58	49	50	55	35	36	NA
Mathematics	33	33	36	32	31	38	35	34	NA
Science	47	38	26	46	37	25	27	25	NA
History-Social Science	40	38	38	37	35	37	28	29	NA

**2005 CST Percent Proficient or Above
Disaggregated by Ethnicity**

SUBJECT	African-American	American Indian or Alaska Native	Hispanic or Latino	White (not Hispanic)
English-Language Arts	25	51	50	59
Mathematics	0	47	43	34
Science	0	16	21	28
History-Social Science	50	26	31	42

**2005 CST Percent Proficient or Above
Disaggregated by Subgroups**

SUBJECT	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities
English-Language Arts	50	66	0	47	11
Mathematics	38	33	0	41	20
Science	28	24	0	21	8
History-Social Science	48	34	0	31	0

**CST Scores 2003-2005
Percentage of Students Scoring Proficient or Above by Grade level**

GRADE LEVEL	Grade 9			Grade 10			Grade 11		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	62	54	60	50	55	52	50	51	64
General Math	39	42	33						
Algebra I	39	53	54	22	11	10	14	4	7
Geometry	73	72	75	42	22	35	24	30	41
Algebra II				27	35	46	17	7	11
World History							48	41	40
Biology	78	53	87	45	27	30	46	42	58
Chemistry				45	60	42	32	34	23

College Entrance Exams
SAT Mean Scores 2002 – 2005

YEAR	Number Tested	Math	Verbal	Total	National Average
2002	81	510	505	1015	1020
2003	65	526	512	1038	1026
2004	109	504	509	1013	1026
2005	112	534	535	1069	1028

ACT Mean Scores 2002 – 2005

Year	Number Tested	English	Math	Reading	Science	Composite	State Composite
2002	87	19.8	20.4	20.8	20.6	20.6	20.6
2003	63	20.9	21.2	22.3	20.9	21.4	21.4
2004	75	20.2	20.8	21.5	20.7	20.9	21.6
2005	66	21.0	21.6	21.9	21.1	21.5	21.6

NRT – All Students
Percent of Students Scoring Above the 50th Percentile

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	71	71	---	65	68	---	43	43
Mathematics	---	63	66	---	58	61	---	50	51

NRT – Racial/Ethnic Groups
Percent of Students Scoring Above the 50th Percentile - 2004

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading		56			69		72
Mathematics		54			56		67

Chapter II: Progress Report

Comments on the School's major changes and follow-up process

There have been several significant developments and changes at Yosemite High School since the last full self-study. Those changes include the following:

- Yosemite High School was selected as a California Distinguished School in 2001 and 2005. The school was also recognized for its Exemplary Career Technical Education Program.
- The school completed a \$30 million dollar construction project. New or renovated facilities in the past six years include classrooms, science labs, library-media center, administration building, theater, cafeteria/gymnasium, baseball/softball fields, all weather track, stadium, and a swimming complex
- The school has instituted a closed campus with only seniors retaining off-campus lunch privileges.
- Standards have been adopted and implemented in all curricular areas. There has been a revision of course outlines which connect the content standards to classroom instruction.
- The Special Education program was restructured during the 2002-2003 year to begin a move towards an inclusion model.
- Math and Language Labs were implemented to provide additional interventions for student during the school day.
- A number of new courses and programs have been added. These include an Environmental and Spatial Technology Program (EAST), an AVID program established with the partnership of the Chukchansi Tribal Office, AP Studio Art, AP Environmental Science, IB Film, Music Appreciation, History of Rock, Web Page Design, California Cadet Corps program, and boys' and girls' swimming and water polo programs.

The responsibility to follow-up on critical areas identified by the last Visitation Committee and implementation of the Action Plan was shared across the staff. Evidence of the extent of the follow-up was included in the written self-study, in the dialogue with key stakeholders and focus groups and in classroom observations of the Visiting Committee Members. School Improvement teams were formed. Staff engaged in planning for implementation of the school action plan during Friday morning staff development time. Each improvement team developed and worked on tasks and identified a team leader who participated on the school steering committee. The school steering committee, composed of teachers, administrators, and parent and student representatives from the School Site Council, met monthly to monitor progress on the school plan.

Eight goal areas were identified in the school action plan. The goal areas and progress accomplished in each of the critical areas for follow up are indicated as follows:

1. Focus all students on achieving the ESLRs

Steps were taken to inform all stakeholder groups of the Expected Schoolwide Learning

Results. The school staff development plan included a variety of activities directed at alignment of curriculum, specifically focused on the district content standards and the ESLRs. This involved an extensive curriculum mapping process to align content standards with CAHSEE and STAR results. Course outlines show a clear connection between instruction and District content standard and the ESLRs. The school has made a conscious effort to allocate resources toward student attainment of the ESLRs.

2. Provide support for At-Risk Students achieving the ESLRs

The Title I plan was revised to more clearly allocate resources to provide interventions for at-risk students. Various intervention strategies include math and language labs, a Title I tutor, a peer tutoring program, and an after school and lunch interventions. Additional specialized math labs for algebra and geometry students were added.

3. Provide a positive school climate which leads to improved student performance

The school plan has a focus on improving communications involving all stakeholders in decision-making and developing more avenues for parent involvement in the school. There has been an increase in community partnerships and in the use of community volunteers on campus. Significant progress has been made in the areas of tardiness, attendance, and the school dress code.

4. Develop an assessment system that leads to improved student performance.

An annual review of student achievement data is conducted by the Steering Committee. The senior project portfolio was refined to serve as a demonstration of student attainment of the ESLRs. The school initiated a benchmark assessment system in English and math in 2003. Teachers regularly administer benchmark assessments which provide immediate feedback for the purpose of guiding instruction and providing intervention.

5. Provide pathways that meet the post-secondary needs of all students.

A number of new curricular programs have been developed to provide additional opportunities for students to pursue their educational goals. These include learning strategies, environmental science, horse science, math lab, music appreciation a two-year algebra course and double period instruction in algebra and geometry. The school helps student to define their own pathways through a five-year plan which includes a 30-unit vocational requirement.

6. Ensure that all students are technologically proficient.

Technology courses were expanded to include computer technology, Internet, web page design, EAST, IB Film studies, and videography. A technology proficiency requirement, with corresponding assessment tool, was added to graduation requirements.

7. Develop a school wide staff development plan.

The steering committee uses student achievement data and the school plan to develop an annual staff development plan. Each individual teacher is required to complete a personal professional growth plan as part of the evaluation process.

8. Annual assessment

An annual assessment of student achievement data is completed each year. Results are reported to staff, Site Council, and the Board.

Chapter III: Self-Study Process

YOSEMITE HIGH SCHOOL Expected Schoolwide Learning Results
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Through mastery of District and State Content Standards, Yosemite High School will prepare all students to:

1. Be Critical and Creative Thinkers

- Identify, locate, acquire, organize, comprehend and use information or data.
- Apply, analyze, synthesize and evaluate information.
- Apply acquired skills to solve complex problems
- Use methods, concepts and theories in new situations
- Generalize from given facts, predict outcomes and draw *conclusions*
- Compare and discriminate between ideas and make choices based on a reasoned argument.
- Demonstrate an appreciation of originality and aesthetics.

2. Be Effective Workers

- Use independent learning strategies and skills to complete assignments.
- Demonstrate a strong work ethic by completing assignments and tasks as assigned.
- Use time management skills to develop timelines and meet established deadlines.
- Use teamwork and leadership skills to work cooperatively in groups.
- Demonstrate the ability to use appropriate strategies to resolve differences and conflicts.

3. Be Effective Communicators

- Use basic communication skills: reading, writing, speaking, listening to effectively communicate and understand information, ideas and feelings.
- Demonstrate effective interpersonal communication skills including an understanding and appreciation of audience, context and cultural differences.
- Follow verbal and written instructions

4. Demonstrate Essential Technological Skills

- Use current technology including the Internet, email communication, word processing programs, Power Point presentations, and other applications, to access, process,

- communicate, store and present information.
- Demonstrate an understanding of legal and ethical issues involving Internet computer use
- Recognize the increasing need for technology skills as students pursue career pathways

5. Be Community Contributors

- Demonstrate civic, social, and environmental responsibility by performing public service, volunteering and being informed about civic issues
- Participate actively as citizens in the American democratic system by registering to vote, *participating* in elections, paying taxes, registering for the Selective Service System, serving as a juror and fulfilling other civic responsibilities
- Demonstrate an understanding of world political, social and economic systems.

6. Demonstrate Basic Living Skills

- Demonstrate the ability to perform basic math calculations and solve real-world math problems.
- Access and use career pathways to be prepared to achieve post-secondary goals including additional education or vocational training
- Demonstrate basic job acquisition skills such as completing job applications, preparing resumes and interviewing.
- Demonstrate development of organizational skills needed to achieve personal and career goals.
- Demonstrate an understanding of healthy living habits, including physical fitness, nutrition, drug and alcohol abuse and mental health.
- Demonstrate an understanding of personal finances, including credit, insurance, interest rates and taxes.

(Bulleted items are indicators of the student's achievement of the Expected Schoolwide Learning Result)

Comments on the School's Self-Study Process with Respect to the Expected of the Self-Study

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

All stakeholders, including staff, students, parents, and community members, were actively involved in analyzing data, assessing needs, and developing the action plan. The results were used to identify growth areas to be addressed. Regularly scheduled time was used to engage Staff in planning for the implementation of the school action plan. Evidence, including achievement data and student work was collected and analyzed. The structure used for implementation of the School Action Plan was based on the Effective Schools research.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.

The original expected schoolwide learning results (ESLRs), written in 1999 were reviewed and revised in 2004. The ESLRs were refined with input from all stakeholder groups. The ESLRs were rewritten so that they aligned with state standards and could be measured through such means as standardized tests scores, senior portfolios, progress reports and semester grades. The ESLRs were chosen because they reflect the identified critical academic needs based on the data analysis. In addition, these ESLRs focused attention on student performance areas measured by the state's standardized testing program.

3. The gathering and analyzing of data about students and student achievement.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria.

The school continually collects student data from internal and external courses. This data was disaggregated and provided the staff with a starting point for data analysis. Departmental team members collected student work to review and to analyze. Findings and analysis were shared within focus groups. The process was coordinated by a representative leadership team. From these discussions, areas of strength and relative weakness in the existing program were identified. These areas became the priority areas of the action plan.

It was clear that the stakeholders spent a great deal of time reviewing the entire school's program in relation to the ESLRs, to the state standards and to the WASC/CDE criteria. The stakeholders used the self-study process as a methodology for the development and implementation of a school improvement plan. The clarity is evidenced in a review of the self-study timeline.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.

Using the self-study methodology described above, the focus groups analyzed the areas of Strength and relative weakness and identified three major areas for growth as follows:

1. Student performance in mathematics
2. Student writing skills
3. Student concerns relating to bullying and drug and alcohol use.

The leadership Team formulated a draft action plan based upon these growth areas. The draft Plan was reviewed by the focus groups and minor revisions were made. The final plan was approved by the Leadership Team. The Leadership Team will monitor the accomplishment of the plan.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

The school has a clearly stated vision consistent with the high school district vision statement, Expected School Wide Learning Results (ESLRs) and annual goals derived from the Single Plan for Student Achievement. The newly formed unified school district will review and develop a district mission and vision. ESLRs and standards are posted in most classrooms and administrative offices. ESLRs are included in many course syllabi. The school vision undergoes a process of annual review and is modified when necessary to support student achievement. There is evidence of collaboration by stakeholders through the self-study process to examine student work and achievement data to clarify and define goals of the school. The school's vision and instructional program are consistent with visionary documents such as *Second to None* and *Aiming High*, WASC criteria, and educational research such as effective schools research. The school has defined exemplary performance through indicators tied to the ESLRs. The school vision and goals are consistent with the California Content Standards and are designed to prepare students to pursue post-secondary education or to enter the workforce.

The process of review and revision of the ESLRs and vision is done with the involvement of all stakeholders including the school board, management team, site council, and steering committee. The steering committee meets regularly and is open to input in the school improvement process.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

The Yosemite High School Board of Trustees has had policies in place that support the academic achievement of students through attainment of the content standards and the ESLRs. In the process of district reorganization, a complete review and adoption of new board policies is being completed with the assistance of the California School Boards Association (CSBA) to insure compliance with legal requirements and that they are up to date.

The board regularly reviews student achievement data and monitors the Single Plan for Student

Achievement and its relationship to the Local Education Agency Plan. Two Trustees participated on WASC Focus Committees. The board regularly reviews and adopts the school plan and goals.

A3 To what extent based on student achievement data does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

The Single Plan for Student Achievement is developed and refined by the steering committee with input and approval of the School Site Council. The plan is annually updated and submitted to the board for final approval. Several defined groups within the school are involved in decision making with specific responsibilities. The school management team meets weekly and addresses operational issues. Department Chairs meet monthly and address issues of curriculum and staffing and provide input on the development of the master schedule and the site instructional budget. The School Site Council is responsible for approving the Single Plan for Student Achievement, the categorical spending plan, and the School Improvement Plan budget. The Steering committee is responsible for reviewing student data, making recommendation for annual goals and revisions of the school plan, monitoring and implementation of the school plan, and development of the staff development plan. The roles of various decision-making bodies are defined, but may be need to more clearly articulated to all stakeholders.

The steering committee conducts an annual review of school-wide achievement data and makes recommendations regarding the Single Plan for Student Achievement revisions. This review includes student achievement data, and staff, student and parent surveys. The school indicates that the highest priority of the school improvement process is continued refinement of the standards-based education program and addressing such issues as assessment tools and curriculum development.

A4. To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Yosemite High School has a highly qualified staff that focuses on facilitating mastery of the content standards for all students. All teachers are fully credentialed. With the exception of one teacher, all core teachers are teaching in their major subject area. The school reports that 93.4% of teachers have met the No Child Left Behind highly qualified teacher requirements.

The district provides support for new teachers through an induction program. All new staff members participate in a two-day orientation program prior to the beginning of the school year. Beginning teachers are assigned a Beginning Teacher Support and Assessment (BTSA) provider who observes classes and works with them to complete the induction program requirements. Administration makes regular visits to classrooms to monitor instruction. Brief informal visits to classrooms are conducted to observe instruction and students at work. Some administrators periodically collect data on instruction utilizing the *Walkabout* software program which allows the administrator to collect and categorize data about instruction. Use of a *Standard Finder* allows administrators to correlate lessons to the content standard to validate that standard-based instruction is taking place. Formal observation and evaluation of staff are completed to ensure that they are satisfactorily achieving the California Standards for the Teacher Profession and teaching to the content standards takes place on a regular basis. Such data may be used to assist teachers in the development of their individual professional growth plans. Resources and time are allocated for teaching staff to develop and analyze assessments of student learning and develop instructional plans that address identified learning needs. Friday morning staff meetings provide some opportunities for teachers to share effective instructional practices and for other professional development. A staff development calendar outlines staff development activities that take place at Friday morning meetings and during the beginning of the year in-service days. As part of the self study process, all teaching staff observed each other teach, both within their own departments and in other departments. There is an expressed desire among staff to devote more time to the sharing of best teaching practices. There also an expressed desire to have more access to disaggregated achievement data. The implementation of new software should provide teachers with access to a variety of disaggregated data to guide instruction. The school will need to continue to provide release time and training for staff to more fully utilize the system.

A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

Staff members are provided time and resources to pursue professional development and collaborate with colleagues in order to achieve student-learning goals. The steering committee develops an annual staff development plan which is guided by the Single Plan for Student Achievement. Teachers are engaged in a number of other professional growth activities that are supported by the district through participation in conferences workshops and other professional growth activities. All staff members have a personal professional growth plan to address areas of growth that will enhance their ability to assist students achieve subject area standards and

ESLRs. A template for the professional development plans is provided by the school administration. The school indicates that the development and monitoring of individual professional growth plans needs continued refinement in order to connect to student learning and mastery of the content standards and the ESLRs.

District sponsored staff development activities take place during Friday morning staff meetings, on in-service days prior to the start of the school year, during the school day through release time, and during paid summer curriculum days. Some teachers are provided with release time and additional days during the summer to work together to analyze student achievement data, develop new instructional strategies, and align curriculum standards.

Staff members participate in a number of other professional growth activities which are supported by the district. The school indicates that more than 80% of the staff participated in out-of-school training in the previous year. Every year IB teachers attend summer training sessions with new teachers. The district recently sponsored a Cross-cultural Language and Academic Development (CLAD) certification class. Two teachers are actively involved as coaches with the San Joaquin Valley Writing Project and are currently leading ongoing, school-wide literacy training.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

The site instructional budget is developed in a collaborative process involving department chairs and administrators and is consistent with district and school goals. Resources are clearly focused on the needs identified in the school plan and are used to address the standards and the ESLRs. Decisions on allocation of categorical and general funds are directed toward improvement of student performance. The School Site Council requires that all budgetary requests reference how the needs identified in the school plan are addressed. Department chairs collaborate on staffing assignments in order to best meet student needs.

The completion of a \$30 million building project has provided students with a variety of new and renovated facilities. All teachers have their own classrooms, and the facilities adequately meet the needs of students. Adequate budgets are available for textbooks and instructional materials.

The school has placed computers in every classroom and there are six computer labs available for student use. Classroom computers are networked and have access to the Internet and teacher use the school computer network to take daily attendance and submit grades. Much of the computer equipment, particularly teacher workstations, are outdated. Use of technology is emphasized, but outdated equipment, lack of video projectors, and other issues can limit the use of technology in classroom instruction.

District maintenance staff insures that the repairs necessary to keep the school in good condition and working order are completed in a timely manner. A work order process is used to ensure

efficient service and that emergency repairs are given the highest priority. Some certificated and classified staff have expressed concern that there may not be adequate maintenance and custodial staff to service the newly constructed buildings.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- **The administration's focus on effective management of the school improvement process.**
- **A knowledgeable, dedicated and qualified faculty and staff that focuses on student achievement and student development.**
- A nurturing school climate that puts focus on the development of the individual student.
- The administration and district support of on-going professional development.
- **Attractive and functional new facilities which enhance the instructional program for students and create a center for community.**

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- The leadership develop a process to clarify roles and responsibilities of school decision-making committees and communicate the structures to all stakeholders.
- The leadership increase the accessibility of desegregated student achievement data to teachers and that such data be given to teachers in a timely manner to guide instruction.
- **The district develop a plan and process to update, replace, and maintain computer and technology equipment.**
- The district study the issues and expressed concerns of sufficient custodial and maintenance staff to service new facilities.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-Study, pp. 33-42
- Conference with School Administration
- Conference with Focus Group A: Organization
- Conference with Parents and Community Members
- Discussion with Students
- Conference with District Administration

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1 To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

Yosemite High School's curriculum is relevant and all inclusive, that is, including and giving access to all represented students. Their curriculum is based upon the California State Framework, California Standards, blueprints for the STAR and CAHSEE, and WASC criteria.

The standards used to define and assess student progress are tied to academic standards for each subject and the ESLR's. They are initiating benchmark assessments and expect to do more using Edusoft software. Departments have collaborated on curriculum within and outside of their departments. Yosemite High has embedded the ESLR's with the state and district content based standards. All course descriptions and syllabi are aligned with the standards. Most ESLR's are assessed or addressed through mastery of the content standards and a senior project; others may need another assessment identification such as the use of rubrics.

The content standards are imbedded in course outlines, noted in lesson plans, and posted in the classroom. Teacher evaluation is aligned with state standards for the Teaching Profession and focuses on student progress of standard based learning. Textbook selection is done with the help of student and parents to insure alignment with the standards. Backwards mapping as a means of extensive curriculum planning was established in 2002. The Blueprint for STAR and CAHSEE also are used to identify key standards.

Articulation at Yosemite High takes place in many areas, although the self-study indicates a need for improvement in this area. Articulation between department members takes place at Friday morning meetings and release days to align curriculum with student work. English and History teachers integrate by aligning period study with period literature. Biology and Chemistry collaborate through a "Group 4 Project" in IB classes. The math department and the feeder schools have revised math curriculum which has led to better alignment with the standards at both levels. The Performing Arts department has a broad articulation program with the feeder schools and performs community concerts. The Avid students are involved in a Literacy program with a feeder school. Counselors do math placement testing and establish groundwork for support programs both in English and Math for incoming freshmen. Teachers at Yosemite High were involved in a training session (EAP) to better understand the requirements for the UC system. Local community college intervention takes place on Yosemite campus with testing. Yosemite High School students have the opportunity to participate in the 2 + 2 program.

Analysis of data indicates that all students have access to a rigorous curriculum. Open enrollment for AP and IB coursework is encouraged for all students. Even though Hispanic and Native American are not statistically significant subgroups, the school carefully monitors their access to a rigorous curriculum. An Even Start Grant was used to start an AVID program. This program has grown significantly in the past three years.

The distribution of students throughout the classes closely correlates with the demographic distribution. In the past three years the under-represented minorities have participated in higher level math, science, AP, and IB coursework.

Services for Special Education students are extensive. Although the population is small, the students are monitored closely. They are included in the core program with paraprofessional intervention. They have access to Title I math and English labs if needed. Data indicates that Special Ed students do extremely well in core classes. Yosemite has a very small ELL population yet individualized plans are constructed for these students. Gifted students have access to IB and AP classes. Cornell Notes has been established to increase Literacy across the school. Math and language labs offer help for students who have not passed CAHSEE or need extra credits in mathematics.

80% of students indicated an intention to go to college. A follow up graduate study indicate that 70% of students actually attended college. Gathering of this data is done through the senior project.

B2 To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

Yosemite High and it's Guidance Department take appropriate steps to insure that all students graduate high school and have the ability to pursue their academic, personal and school-to-career goals. Each student prepares a 5-year Learning plan in middle school which defines high school and post-high school plans. It is revised on a yearly basis with a counselor in order to inform and monitor students' fulfillment of all graduation requirements and the requirements for any post-secondary education. Counselors have their own goal to increase the number of college bound students.

The guidance department provides many opportunities to learn about post-high school plans. A planning night includes workshops on college applications, financial planning. Yosemite High students have access to \$100,000 worth of scholarships. Financial Aid nights for parents are held and community colleges help with counseling, application, and registration.

Students are constantly monitored and parents are kept informed to ensure students are progressing towards graduation. Yosemite has a SST (Student Study Team) providing intervention when academic work is not matching school and career goals. There is a referring process. Parents are advised of all behavior, academic, or attendance issues.

All students are required to have a personal career plan. A 30-unit sequence of coursework to meet vocational and high school graduation is articulated upon entry to high school and monitored throughout the 4-year course of study. A technician who monitors and offers a wide range of career support staffs a career center. Workshops to assist seniors in transition to college and/or the workforce are given in Senior English classes. Interest inventories, workshops for college, job fairs, job shadowing, etc. all assist students in their career choices.

A staff/school commitment to increase the under-represented in a college bound sequence of study has resulted in the establishment of the AVID program in 2002. There has been a five-fold increase in the number of students (13 to 61) over the past three years. Performance goals each year encourage participation in taking the PSAT, SAT or ACT test. This has led to an increase in participation. There also has been an increase in the number of students finishing the a-g requirements of the UC system.

B3 To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Students at Yosemite High have access to a rich curriculum and/or programs through a 7-period day. Students are required to have 260 units of coursework to graduate. This includes a 4-year English requirement, 2 years of Math (including Algebra), 2 years of Physical Education, 2 years of science, 1 year of health, 3 years of social science, 3 years of career education, and one year of fine arts. Seniors are also required to complete a senior project.

The master schedule is examined and determined by the needs of the students. Yosemite has reported a 100% graduation rate for the last three years. Open access to all coursework is encouraged. Students are encouraged to explore college-bound coursework, technical/vocational offerings and advance placement/IB offerings. The curriculum is standards-based with collaboration between students, staff, parents, and with community input. Inclusion of special education students in mainstream curriculum with paraprofessional help is apparent and students are very successful.

Yosemite notes areas of strength in their rigorous curriculum, in their wide range of course offerings including extensive vocational education, advanced placement, and IB coursework. Their 7-period day with small class size provides flexibility for students and opportunity to engage in their own personal learning plan and the school community collaboration to develop curriculum is apparent.

Yosemite High School also notes areas of growth needed in articulation beyond their immediate staff. Yosemite wants to expand articulation with their feeder schools, colleges and universities, and the local business community. Yosemite also wants to continue to evaluate math and English interventions to ensure all students can perform with proficiency.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- Yosemite High School provides a rigorous, standards-based curriculum for all students
- **Yosemite High School provides a wide range of course offerings for its students including International Baccalaureate and Advanced Placement courses, and an**

exemplary Career Technical Education Program

- All students have a personal learning plan to prepare them to achieve their educational and school to career goals
- The school community uses collaborative processes to expand course offerings, develop curriculum, and select instructional materials which are aligned to content standards.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- There is a need to develop strategies that expand articulation with feeder schools, colleges and universities, the local business community, and within and across curricular areas.
- There is a need for Yosemite High School to systematically evaluate, reflect, and revise the math and English interventions in order to ensure that all students can perform proficiently.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study, pp. 43-48
- Classroom Observation
- Conference with Student Committee
- Conference with Parents and Community Members
- Conference with Focus Group B
- Conference with Counseling Staff

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1 To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results.

70% of Yosemite High School students are aware that there are academic standards and know how they are connected to classroom instruction. In the student survey, students indicate that only 41% of them see a clear connection between instruction and the ESLR's. Also, the student survey indicates that students generally believe that Yosemite High School provides them challenging learning experiences. Approximately 40% reported that they have regular opportunities to demonstrate their knowledge beyond the traditional tests. Students report that teachers consider their learning style when presenting a lesson. In general students believe that Yosemite High School provides them with rigorous and challenging curriculum and that they know what is expected of them. Students in the upper level International Baccalaureate program

will receive courses tailored to their individual needs. For example, Students needing French five will be placed with French 4 students and taught using a higher level. In addition, students needing another course to complete their IB degree will be allowed to complete that course using an Independent study program. Students needing extra help can go to the library for formal tutoring. Students can also receive extra help from their teacher. There is a general feeling amongst students and the community that teachers go above and beyond their normal instructional day.

Course outlines and syllabi are aligned with the standards and ESLR's in all core subjects. Staff utilizes their Friday Morning meetings to gain information to improve their program school wide. For example staff utilizes their meetings for information and collegiality building. They have discussions to improve culture and climate issues. The staff development calendar indicates that topics on drug awareness and hazing are conducted at Friday mornings. Staff also said they use the time to work cross curricularly. The staff believes that 82% of their instructional time is devoted to challenging and rigorous curriculum. They also stated that 97% utilize strategies that are tailored to different learning modalities. English, Social Science, Math and Science teachers are beginning to use Edusoft to review their benchmark assessments. As of yet, it has not been fully implemented or reached its full potential. The staff recognizes the potential of the program to improve State testing scores.

Yosemite High School have met their API goal the last several years and over 90% of their students have passed the California High School Exit Exam. The high school implemented the AVID curriculum in their school. There are three AVID classes currently and the school believes that there will be enough students next year to fill two more classes. The school desires to be an AVID accredited school next year.

C2 To what extent do all teacher use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

There is evidence that students work independently and in groups in both student and teacher directed activities. Students participate in lectures and discussions as well as other learning activities. Faculty participate in cross curricular instruction especially in English and Social Science. An example is their Vietnam War "The Things They Carried" project, which is assigned during the 11th grade. A large number of their students participate in visual and performing arts.

Yosemite High School has implemented a school-wide AVID approach and students are using the Cornell note taking system to help them organize their lectures and identify key information. Students participate in Socratic seminars in their classes. All sophomores participate in a History day project in which they research a historical topic and present it in historical context.

Yosemite High School has numerous ROP classes that students participate in. They also have

several programs that place students with community members and give them real –world experiences. Some examples are The Future Business Leaders of America club job shadowing project and the ROP videography class. The videography class uses various learning approaches including public speaking and technical data. Students in career and technical programs apply Math and English concepts to real world tasks.

Yosemite High School has a library media center staffed with a full time credentialed librarian and library aide. The library is opened until 5pm Monday through Thursday for the community and students. The Center provides online resources for both staff and students. The library media center has scheduled use throughout the school day for all departments. Students utilize it to complete assignments using technology.

All Yosemite High School classrooms have computers and they have six computer labs for student use. They use a variety of computer software to enhance student learning. Students use the Library computer labs to create projects for their IB classes, History Day and their senior projects.

The school has made several advances in offering students a variety of learning experiences. The school offers several programs including International Baccalaureate, AVID, Advance Placement, and numerous ROP classes that enhance student learning through differentiated instruction. Several software programs have also been added to increase student learning.

YHS has implemented several strategies to showcase student learning. They have used the local Rotary Club to help implement their job shadowing program and the local Key Club for community service projects.

Faculty and staff utilize the Friday morning meetings to dialogue and share data related to student learning. Friday morning meetings are used to gain information to improve their program school wide. For example, staff utilizes their meetings for information and collegiality building. They have discussions to improve culture and climate issues.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Students have access to technology
- A wide variety of quality programs have been implemented to enhance student learning.
- **A wide variety of projects and strategies are used to demonstrate student learning**
- A rigorous curriculum and instructional program is offered to students.

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- **Organization, coordination and focus of the very large number of programs, interventions, and strategies designed for a variety of purposes.**

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study, pp. 50-55
- Classroom observations
- Conference with Focus Group C
- Conference with Focus Group D
- Conference with Administration
- Conference with Counseling Staff

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Yosemite High School utilizes a steering committee that gathers data, disaggregates data, and disseminate it to staff. This information drives the staff development program for the coming year. The disseminated data includes standardized testing and reporting (STAR), International Baccalaureate (IB), and Advanced Placement exams. The results of these exams and others are communicated in the community newspaper, a quarterly school newsletter, and the district Web site. Test results are mailed yearly to parents. Student achievement data is reviewed by the board and at community/business roundtable forums. Parents have praised the school and staff's communication efforts. Individual student progress reports are mailed home at six-week intervals.

D2 To what extent do teachers employ a variety of strategies to evaluate student learning?

The teachers employ numerous strategies to evaluate student learning. Portfolios, rubrics, and senior projects are just a few of the research based assessment tools in place at Yosemite High School. Anchor papers and clearly defined models of proficient work illustrate to students what is expected. In courses such as art, welding, woodshop and drafting, students see and learn specific criteria in order to evaluate their own work and bring them along the continuum. In their sophomore year, Yosemite High School students participate in "History Day." This national competition encourages visual posters, plays and papers around a given theme. Exemplar student work can be seen throughout the campus. Effective higher-level reflection questioning strategies were observed in a special day class. In chemistry class students were conducting experiments and simultaneously charting their data on the computer. In the Ag department there is a senior project rescuing a mistreated horse. These projects are tailored to meet the needs of the student and in this case the horse as well.

D3 To what extent do students and teachers use assessment results to enhance the educational progress of every student?

The teachers use and analyze department wide end of course exams and school wide benchmark assessments to enhance the educational progress of every student. In a school wide writing process a rubric was developed and used to provide students and teachers a clear indication of what constitutes proficient and advanced levels of writing. Rewriting and revising are acceptable practices in many classes. The teachers have even used the resources of each others classes, specifically the psychology and math studies classes to create a statistical assessment. This analytical tool was used for a school wide writing sample. The school wide writing prompt was the created from results of surveys. In mathematics classes all assessments have been set to standards and all teachers use the same assessments in each course. For students who need additional support as identified by these assessments, Yosemite High School has Accelerated Math, math lab class, pull out tutoring program, algebra and geometry support class, peer tutoring, after school and lunch math tutoring intervention options. All of these programs were derived from assessment results. In English the intervention options include writing workshop, AVID, language lab and small group writing tutorials. Teachers teach multiple preparatory classes and most coach or advise clubs. Both teachers and students recognize the seven period day as an opportunity for more students to enjoy the high school experience and meet college or IB requirements.

D4 To what extent does the school with the support of the district, and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Yosemite High School has an extensive assessment and monitoring system in place to determine student progress towards achievement of the academic standards and ESLRs. The School Steering Committee is composed of volunteer members from administration, certificated and classified staff. This group meets in the summer and then monthly during the school year and is responsible for reviewing student achievement data, and based on this data, make recommendations for the annual goals reflected in the Single Plan for Student Achievement. The steering committee is also responsible for the annual staff development plan. The School Improvement Program Council oversees the categorical funding allocations and requires all proposals to reference the needs identified in the Single Plan for Student Achievement. The district funds all the AP and IB course assessments. Students taking these classes are required to take the exams.

Advisory committees meet regularly to shape curriculum in the career technical programs. Community/business forums are held in order to obtain feedback regarding needed student skills, job expectations and perceptions of school.

D5 To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

At Yosemite High School, assessment of student achievement guides the school's program. The steering committee does an annual review of assessment data and based on this data and analysis advises changes to the school plan and staff development. During the past three years English and math teachers have actively engaged in a variety of trainings in relation to the assessment of the student achievement. Some of these trainings include: accelerated math, CAHSEE remediation workshop, narrative writing for the Scholastic Aptitude Test and the California Standards Test and write to standards workshop.

Data-driven decisions and allocation of resources have resulted in the implementation of a double period geometry class, after-school math tutoring, and allocation of staff development resources based upon analysis of student achievement data. Other examples of change as a result of assessment of student achievement in relation to the academic standards and the ESLRs are a development of a two-year algebra course, geometry support courses, and the implementation of the AVID program.

The district sponsored Friday morning staff meetings are used to disseminate achievement data, collaborate, review curriculum, staff development and for teachers to communicate student progress to parents.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- There is strong communication of student progress between school and community.
- There are intervention programs for SAT/ACT interested students and programs for students who have not yet passed the CAHSEE exit exam by the senior year.
- District sponsored external assessment for students and support for staff.

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- All departments need to have in place, benchmarks and other data driven curricular tools.
- All departments need to have in place common end of course of exams.
- **More professional development is needed for the staff in the area of benchmark assessments and standards-based instruction.**

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study, pp. 33-41
- Observation of Technology
- Master Schedule Document
- Classroom Observation
- Conference with Parents and Community Members
- Conference with Focus Group D

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1 To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

There are numerous links between the parents and community with Yosemite High School. They include committees that meet to review textbooks, community members who work with students on senior projects, parents who participate in the WASC self study process, many ad hoc booster programs, and others that generally serve as mentors for students. Parents are kept involved with the students' progress and activities with programs like Edconnect, the school web page, a campus newspaper and the Homework Hotline.

The Yosemite Site School Site council meets regularly to develop and monitor the school plan and review the SIP budget. The Steering Committee, and the Departments Heads meet to assist the school with the decision making process.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all student, and a focus on continuous school improvement?

A survey stated that the vast majority of staff and parents felt the campus was a safe environment and a majority of the students also agreed. The school appears to be a safe, clean, and orderly place for students to attend school. The school has installed numerous safety features including a defibrillator, video monitoring of campus hot spot and now has four campus supervisors to assist. Newly remodeled classes features the latest in the state of the art safety features including emergency shower, chemical storage, and ocular flushing stations. All stakeholders believed that teachers go above and beyond what is expected to insure nurturing educational surroundings. In the student survey it was stated that bullying and harassment were campus problems. The district responded by hiring a campus facilitator to assist and host an annual Challenge Day to help resolve conflicts. The Link Crew program is limited to freshman orientation. Parents are very supportive of the new phone system that notifies parents about upcoming events, emergencies, incimate weather conditions and student attendance issues. Teachers are looking

forward to expanding the abilities that the new Edconnect will offer.

E3. To what extent do all students receive appropriate support along with and individualized learning plan to help ensure academic success?

The counseling staff puts in place a 5-year plan for all students so that the final year encompasses a post secondary plan. Test scores are monitored and parents notified about results. At risk students are identified and 504 accommodations are made when needed. Students are placed in college prep, IB, AP, GATE and ROP that enhance and expand their educational opportunity. Student's progress is constantly monitored and students encouraged to attend summer school when necessary. This effort is reflected by the 100% graduation rate.

E4. To what extent do students have access to a system of personal support services, activities and opportunity at the school and within the community?

The school offers a student support facilitator, who is also acts as drug and alcohol counselor, that provides service to at-risk students. The school has a counseling department that addresses mental health issues. There are 3 EMTs on staff that can respond to emergency and a certified athletic trainer who assists athletes. There is a Title One tutoring coordinator that provides support to many students, including a peer-tutoring program. The school has begun to implement a Link Crew freshman support network program with orientation and career center services. Freshmen also can be placed in Learning Strategies class that assists them with organizational skills, computer skills and note taking. All students meet with counselors annually to review their school programs. Seniors are monitored closely. They are also encouraged to register for the SAT and ACT examinations. The school has a career center that allows students to research colleges and explore job options. Teachers offer academic support during lunch and after school. The local newspaper actively promotes Yosemite High's activities and distributes the high school newspaper to their customers.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- **The tremendous community support the school receives.**
- Financial support offered by the community
- Effective methods and strategies for keeping parents informed and involved.
- The variety of ways parents can be involved in school activities.
- **The collaborative approach and support offered by the administrative team and the opportunities for staff to give input into the school's decision-making process.**

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- The Link Crew lacks complete implementation of program as designed
- The AVID program needs further development
- An assessment of the effectiveness of schoolwide strategies in place to prevent bullying

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self Study, pp. 61-68
- Conference with Parents and Community Members
- Conference with Focus Group E
- Discussion with Students
- Conference with Student Committee

Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

The school and all stakeholders are commended for the thoroughness in the preparation of the *Focus on Learning* document and self-study. The stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The district and school administration provided direction, training and other resources to the school.

Schoolwide Areas of Strength:

1. The administration's focus on effective management of the school improvement process.
2. A knowledgeable, dedicated and qualified faculty and staff that focuses on student achievement and student development.
3. Attractive and functional new facilities which enhance the instructional program for students and create a center for community.
4. Yosemite High School provides a wide range of course offerings for its students including International Baccalaureate and Advanced Placement courses, and an exemplary Career Technical Education Program
5. A wide variety of projects and strategies are used to demonstrate student learning
6. The tremendous community support the school receives.
7. The collaborative approach and support offered by the administrative team and the opportunities for staff to give input into the school's decision making process.

The subsequent list of critical areas for follow-up is a synthesis of 1) growth areas addressed by the school in the action plan, 2) suggestions to strengthen these areas already identified in the action plan section, and 3) additional areas identified by the Visiting Committee.

Critical Areas for Follow-up:

1. The district develop a plan and process to update, replace, and maintain computer and technology equipment.
2. Organization, coordination and focus of the very large number of programs, interventions, and strategies designed for a variety of purposes.
3. More professional development is needed for the staff in the area of benchmark assessments and standards-based instruction.

Chapter V: Ongoing School Improvement

- **Summary of the Schoolwide Action Plan:**

The school's action plan was developed as a part of the self-study and focuses on three major components. These components and rationale for each are:

1. Improve student achievement. Rationale: The state and federal accountability models require schools to continue to improve student achievement as measured by API and AYP. The school needs to continue to align curriculum, instruction, and assessment with the content standards to ensure all students achieve proficiency. The school needs to continue to promote access to a rigorous academic program to ensure that all students meet their educational goals.
2. Continue to support a highly qualified staff through professional development. Rationale: NCLB requires schools to ensure that students are taught by highly qualified teachers. The California Standards for the teaching profession requires employees' development as a professional educator specially that teachers reflect on teaching practices and plan professional development, and establish professional goals and pursue opportunities to grow professionally.
3. Continue efforts to promote a positive school culture. Rationale: A positive school climate is one of the characteristics of an effective school. Parental involvement leads to improved student achievement.

- **Comments on School Improvement Issues:**

The Visiting Committee's concurrence with the action plan developed by the school represents a validation of the general direction of the change agenda being promoted at the school. The school will continue its plan of action to improve student achievement, support highly qualified staff through professional development, and continue efforts to promote a positive school culture. They will continue to examine student performance, assessment, and staff awareness to better understand the success of the student through an ongoing evaluation process. The Visiting Committee is confident that continuing this plan that includes the suggested areas to be strengthened is likely to lead to a higher assessment of the school performance in the future. There is a high degree of enthusiasm, support, and professional commitment by the leadership and the majority of the staff.

The follow-up process that the school intends to use for monitoring the accomplishment of the school-wide action plan appears to be adequate. The Leadership Team will be the central facilitating body. The school has demonstrated that they are committed to and involved in ongoing in-service and professional growth, which is focused on the improvement of the learning environment and increased student achievement.

In summary, the school is looking forward to an ongoing celebration of progress. The increased student learning with respect to the expected school-wide learning results will show the improvement of the educational program and services to the school's student population.