

Chapter IV

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 school wide learning results?

To what extent are the expected school wide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

Current Educational Research and Thinking

The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Whitney High School is dedicated to developing and implementing multiple interventions to further student success at WHS using the Response to Intervention (RTI) model. RTI is a research based ideal that enables all students to succeed academically. Tier I interventions occur during the regular academic day through teacher availability for extra academic assistance, grade checks, teaching to multiple intelligences, advisory period, peer counseling, department correctives, online grades, TeleParent, online communication between parents/students and teachers, counseling, opportunities for bonus credit, and department Essential Skill Assessment (ESA) retake policies. Tier II instruction is provided by organizing groups by need. Examples of this level are the 20 minute intervention period, AVID, Correctives Advisory, CAHSEE preparatory courses for language arts and math, student study teams, math labs, co-teaching model, ELL classes, night school, and summer school. Tier III interventions include 504 accommodations and Special Education Assessments.

The 20 minute intervention period at the beginning of the 30 minute lunch period rewards students who have met class requirements to date. These students are awarded 20 minutes of additional lunch. Students who have not met all academic requirements remain with the instructor to work on missing assignments and/or receive additional instruction. Students are allowed to move between classes during intervention to seek personal assistance with specific courses. This is an additional intervention strategy to assist students in being successful in standard based courses.(Talking, listening, writing, and questioning proficiency Self Reliance)

WHS teachers are striving to meet the needs of all EL students by attending trainings. As a result of training and curriculum study, a decision was made to create a magnet school for ELD instruction. In order to ensure rigorous and supportive curriculum and instruction for ELD students, a teacher and administrative committee recommended grouping the eighty RUSD secondary ELD students together. In the fall of 2008, the majority of level one through three students were moved to Rocklin High School where the program is now housed. Level four students within Whitney boundaries are housed at WHS. We continue to have one study skills type course to support these students who are

RTI Rubric located in section B1 of the Curriculum Binder
Correctives polices are located on each courses syllabus

A copy of the Student Planner is located in section B1 of the Curriculum Binder

PTC and SST Meetings paper work can be found in section B1 of the Curriculum Binder

Intervention Period material can be found in the Curriculum Binder in section B1

Correctives Advisory materials can be found in section B1 of the Curriculum Binder.

District confirmation that WHS teachers attended trainings are located in the Curriculum Binder

A copy of the Master Schedule is located in section

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on campus taking college prep academic classes. We have a CLAD certified English teacher who case manages these students. All WHS EL students are served by being placed in core classes with CLAD or SADIE certified instructors. (Academic Literacy)

Advancement Via Individual Determination (AVID) classes support 1st generation college attendees, under-represented groups at 4 year university, and socio-economically disadvantaged students. AVID is a Level II RTI. It is a support class that focuses on writing, inquiry, collaboration, reading and organization. It is designed to help students go directly from high school to a four-year university. Currently WHS has two 9th grade, two 10th grade, one 11th grade and one 12th grade AVID sections. Whitney has been identified as a Certified AVID School.

Whitney High School has embraced the research and application of teaching practices related to Professional Learning Communities (PLC). The work of Richard Du Four and others can be seen in the professional grouping by departments, grade or subjects within a department and to a lesser extent cross-curricular areas. The creation of Essential Skills requirements and other course expectations demonstrates this approach. Evaluation of course department and school data as discussed throughout this WASC document is evidence of this research based professional practice. (Complex thinking, Academic literacy, Talking, listening, writing, and questioning proficiency)

High achieving students are being supported by the 15 Advanced Placement (AP) courses along with the Distinguished Scholar Pathway offered on this campus. The Honors Pathway was established to ensure maximum potential for AP success. All Advanced Placement instructors have attended one or more week long AP trainings workshops during summer to make sure that the class is allied to all AP requirements.

Academic Standards for Each Area

The school has defined academic standards for each subject area, course and/or program.

Most of the courses at WHS have summative assessments of Essential Skills, but regardless of whether a summative assessment is used, all courses have embedded Essential Skills required to pass each class. Essential Skills are the concepts or skills for which all students must demonstrate mastery in order to earn passing credit in the course. The Essential Skills are based on the state/national standards for each course. These standards help drive creation of the Essential Skills curriculum used in all classes. Teachers who instruct like classes (E.G. LA1, Geography, etc.) design the common ESA curriculum and assessments. Essential Skills Assessments are offered throughout the semester and often again at the end of each unit. Students have multiple opportunities to demonstrate mastery by the end of each semester. Essential Skills Assessments ensure teachers relate multiple opportunities for re-teaching/mastering of the key concepts of each course. Teachers identify these standards for students by placing

B1 of the Curriculum Binder

AVID applications and recruitment profile sheets are located in the AVID Curriculum Binder

The agenda from a district wide workshop on August 15, 2009 is located in section one of the Curriculum Binder

AP/Honors/Advanced Class information can be found in section 2 of the Curriculum Binder

Essential Skills are listed on all course syllabi located in department Curriculum Binders

Pacing Guides indicated the time line of the ESA testing are located in the course Curriculum Binders

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standards on assignments, syllabi or others handouts outlining the tested standards for the unit. In most courses, retake tests are built around the essential skills, and, therefore, may not include a retake of the entire test.

Furthermore, main courses being taught by multiple teachers (including, biology, chemistry, Algebra I, geometry, Algebra II, pre-calculus, world history, US history, Health Education, English and geography) are aligned in that all teachers teach the same lessons on a common calendar. This is possible through collaborative curriculum planning and shared curriculum expectations which take place during department planning meetings. Again, evidence of the site's commitment to PLC practices. (Academic Literacy, Self Reliance)

In order for students with specific learning disabilities (and Individualized Education Plans) to participate in relevant, rigorous curriculum, WHS provides a variety of supports including: co-taught classes, modified grades and Basic Course Grades based on the standards. The Special Education Study Skills classes provide opportunities for students to practice new skills and receive additional instruction on essential skills. This intervention strategy helps students reach high expectations in the classroom by ensuring that they are held to the same standard as the Grade Level courses.

To ensure that students with Individualized Education Plans have access to a rigorous standards driven curriculum that mirrors the general education classes, co-taught classes are offered in the core programs (biology, all four levels of language arts and Algebra I). Special Education (RSP) students are clustered in these rooms. Therefore, a collaborative decision was made to support these mainstream students by having a special educator teach and support students alongside a content specialist teacher. This allows for instant support for all students within the classroom. In addition to offering co-taught classes, the Special Education department also sends Para-professionals to support students in various core courses. These Special Education support services provide students with access to up-to-date knowledge of the course, assignments, and expectations.

In addition to providing support in general education classes, the Special Education Department offers basic life science, basic physical science, basic social studies, reading mastery, Algebra A/B and transitional living skills classes. Students enrolled in these basic courses are exposed to the same units, texts, assignment sheets, modified exams, labs, activities, and exercises, as the corresponding general education courses. Course expectations are standards aligned but the required mastery does not match the standards mastery held in the mainstream classes. Students in these classes have been identified as needing specialized core classes. Fortunately, due to WHS' eight period schedule, these students also receive elective instruction in regular education classrooms. (Complex thinking, Talking, listening, writing, and questioning proficiency, Academic literacy, Self Reliance)

Essential Skill Assessments/
Assignments are located in
course Curriculum Binders

Modified Grades/Basic
Grade handout is located in
section one of the
Curriculum Binder
Special Education
Curriculum Binders provide
information of study skills
classes and are located in the
J-building

Special Education Basic
Course Curriculum Binders
located in the J-building

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In order to ensure that all students, parents, and staff are aware of the expected California State Content Standards covered in each respective course, standards are listed on most syllabi, major assignments, and/or assessments. For example the Math standards are posted on the unit assignment sheets. Biology and Chemistry teachers post standards on the Essential Skills Check-off Sheet that is given to each student. AVID, Language Arts, foreign language, & VAPA post standards on all rubrics. Special Day core classes are following the state standards, and standards are listed on daily logs and the syllabi. Health education posts standards on the course syllabus, all unit packets, and on every assignment. In some courses, progress or mastery of essential skills for each student is included in the online grade report. The parent survey indicates student progress toward ESA mastery is an area parents would like to see reported in a more structured form. (Academic Literacy)

Math lab (shadow classes) courses are available for students who need support in reaching proficiency. Freshman are enrolled in Algebra 1 Math Lab if they scored a below basic or far below basic on the previous year's CST. Sophomores enrolled in Algebra 1 may be teacher recommended to be enrolled in the parallel Math Lab. Juniors and seniors are enrolled in Geometry Math Lab and Algebra 2 Math Lab shadow classes upon teacher recommendation.

Teachers collaboratively design the math lab curriculum to shadow the core math course in order to target lower level students. Math lab curriculum is standards based and developed to be a proactive intervention strategy. Core teachers and lab teachers are in constant communication to ensure success for all students. The math department feels that the alignment between the math labs and the math class has shown great improvement among students. In the 2007-2008 school year, 79% of students in Algebra I Math Lab passed Algebra I. Seventy-seven of the students enrolled in Geometry Math Lab passed geometry. 92% of students in Algebra II math lab passed Algebra II.

This year the math department has changed from the original College Preparatory Mathematics (CPM) Algebra 1 and Geometry textbook to CPM Connections. Thus, the lab curriculums are being revised.

(Academic Literacy)

Congruence

There is congruence between the actual concepts and skills taught, the academic standards and the expected school wide learning results.

Annually each department studies a blueprint of the California Standards measured on the CST and CAHSEE tests. By using this guide alongside additional department standards, departments create essential skill projects and assessments. Courses which do not have a corresponding CST test are asked to review, at minimum, Language Arts and math standards to see if any are applicable to another

Department Curriculum Binders

A copy of the Parent Meeting Notes is located in section 1 of the Curriculum Binder

Math Lab Curriculum binders located in the E-building (#1)

Passing rates of math lab students can be found in the Distinguished High School Application located in section 1 of the Curriculum Binder

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department. Most courses that are not tested by the state use the state, national, or professional (CTE) standards to help drive the investigation of essential skills. For instance, in foreign language the teachers have reviewed national standards and have collectively agreed upon language acquisition curriculum and performance standards needed for students to progress from Spanish or French I to Spanish or French II etc. In this way, all courses are standards aligned. Skills taught in all classes are agreed upon by each department so students' skills result in being able to pass the standards based essential skill assignments and assessments. Staff has deliberately linked all these assignments and assessments to both standards and the ESLRs. There are bulleted indicators for each ESLR which link to specific course projects and or school activities. Since essential skills are linked to standards and ESLRs, and passing the essential skills is require to pass the classes, WHS has created a strong congruence among the three and a way to measure achievement of standards and ESLRs. When a student passes a course, he/she has demonstrated a minimum mastery of the essential skills linked to standards and ESLRs. Consequently, WHS knows that graduates who complete graduation requirements have mastered standards and ESLRs.

WHS teachers are developing articulation agreements with local community colleges in Culinary Arts (in progress), Accounting (established in the fall of 2007), Computer Studies (established in Fall of 2006) and Photography (in progress with Sierra College).

We have also had an Accelerated College Entrance (ACE) presentation from CSUS. Currently, we are working on ACE agreements in some domains with CSUS. Our Career Technician Education (CTE) grant is also being shared with Sierra College, and we are working on additional CTE course articulation. (Global responsibility and understanding)

WHS offers California High School Exit Exam (CASHEE) preparation classes for juniors and seniors who have not yet passed either the language arts and/or math portions of the exam. These classes have curriculum to support the needs of the individual student in order to address the missing concepts. In 2008, the graduating class had a 100% passing rate in CASHEE, due, in large part to the additional support students received in the CASHEE exit courses. (Complex thinking, Academic literacy, Talking, listening, writing, and questioning proficiency)

The math department chair, the counseling department, STARS (Students Teaching and Reaching Standards), and the AVID chair have meetings with the feeder schools of Whitney High at least once a semester to discuss the pacing of courses and the scheduling of incoming students. The Special Education department meets with feeder schools each February to schedule the incoming Special Education freshman. This is designed to ensure that students will have met grade level requirements before reaching the high school level. This is one of the intervention strategies implemented to assist students in being successful at the high school level.

Rubrics, assignment sheets, pacing guides are all located in department Curriculum Binders

A copy of the ESLRs are in section 1 of the Curriculum Binder

Articulation Agreements can be found within the CTE Pathways document in section 2 of the Curriculum Binder

CTE Course Articulation can be found in section 2 of the Curriculum Binder

Math CAHSEE Curriculum Binder
E-building #1

English CAHSEE Curriculum Binder

CAHSEE passing rate are in chapter 10 of the WASC report

Meeting minutes can be found section 1 of the Curriculum Binder

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At the district level, monthly Secondary Management meetings are held for all 7-12 principals. The Deputy Superintendent chairs these meetings. All 7-12 articulation topics come through this group. Everything from sports to academics are discussed to ensure smooth transitions between grades. Department Chairs in Math, English and Science have been asked to accompany the principals for further transition information. These meetings have been the most successful in the area of math articulation.

The Academic Planning Guide is provided to every incoming ninth grade student. This guide provides a general overview of the learning process at Whitney High School and includes information on the WHS graduation requirements, grading policies, Career Technical Education Pathways, Regional Occupational Program (ROP) courses and higher education admission requirements. All courses offered at WHS, including ROP courses, are described thoroughly, including required prerequisites, scope and sequence and UC course approval. This information is utilized by both students and parents and is extremely useful in completing the six-year plan when making course selections and planning for graduation and post-secondary options. In addition, the Academic Planning Guide is available on-line for student and parent access. (Academic Literacy)

Academic Planning Guide

Student Work-Engagement in Learning

The school's examination of representative samples of student work and snapshots of student engagement of learning demonstrates the implementations of a standards-based curriculum and the school wide student goals.

Both on a formal and informal basis, teachers review student performance on essential skill assignments and assessments. WHS teachers use data on a regular basis from CST scores, formative and summative assessments, and DataWise to drive, direct, and modify curriculum and pacing. Teachers within departments collaborate by reviewing CST scores and essential skill assignments/assessments. They compare test results to improve teaching strategies and curriculum design. If students do not appear to be performing at the required level, teachers requested "pull out" days to revise the curriculum to support the needs of students. For instance, in the math department the review of tests, graded assignments, group quizzes, and CST scores led to the reorganization of the curriculum in geometry and algebra as well as stronger math lab curriculums. In Social Science, ninth grade geography teachers met to review students ESA and determined that the specific questions needed to be revised because they were worded unfairly. In 2007/2008, Language Arts determined that the vocabulary program currently in use was not preparing students for the SATs. Thus, in 2008/2009 the department adopted a new program. Since the change, students feel the new program better prepares them for the PSATs, and they have reported they are more confident with vocabulary based questions. This type of curriculum revision is common across academic domains. However, time is always a concern as departments constantly struggle to find a set time during

CST Results are in chapter 1 of the WASC report

Pacing guides are located in the Department Curriculum Binders

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each testing period to analyze the assignments/assessments. The creation of this set time for data analysis is a common goal for both teachers and administration. (Academic Literacy)

Forty-eight percent (48.6) of WHS last graduating 2007-2008 seniors met the A-G requirements. Forty percent (39.6%) of our 2007-2008 seniors were accepted to at least one 4 year college. Forty-eight percent (48.3%) of our 2007-2008 seniors were planning to go to a community college/trade school after graduation. Approximately 12% of our seniors pursued employment or the military after graduation.

Chapter 1 (see chapter 1 to confirm)

The School Profile is located in section 1 of the Curriculum Binder

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?

At WHS, students have access to any course. While there are prerequisites for some advanced courses which include prior grades, CST scores, and/or teacher approval, waiver forms can be obtained in counseling for all prerequisites. Students whose parents agree they should be placed in advanced courses come to the counseling offices, meet with the counselor, become familiar with the rigor and expectations of an advanced academic course, sign a waiver of understanding and are then placed in the course. If the request is for accelerated placement in a performance based class such as graphics, music, art, or dance, a student may request an audition and be granted the right to "skip" to another level of a course.

AP/Honors/Advanced Class information can be found in section 2 of the Curriculum Binder

There are only two strands of general education classes in English, Math, Science, Social Science, and Foreign Language: College prep and Honors/AP. Every student is enrolled in college prep core classes unless he/she has an IEP requiring self-contained special education class. Since all students have access to placement in college prep classes, WHS has designed co-taught classes, shadow math classes, and other interventions that support students in acquiring the skills to pass these classes. (See prior sections of this report for elaboration of these strategies for support). When students, despite the best collaborative effort, curriculum design and support strategies, fall behind in passing classes, summer school and night school provide opportunities for students to regain credit to keep them on track for graduation. However, these courses do not meet A-G requirements.

Master Schedule is located in section 1 of the Curriculum Binder

Counselors and administrators work as a team to track students' academic progress beyond that which the teachers provide. If a student falls too far behind and summer school and night school are not enough to recover lost credits, the student is referred to the RUSD alternative education center. Here students may enroll in an alternative education high school or alternative independent study high school. It is our united goal that every student masters curriculum and earns a high school diploma. Collectively, sites travel

Alternative Education paperwork can be located in section 2 of the Curriculum Binder

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any avenue necessary to achieve this goal.

However, to better ensure success when students are in the 7th grade, counselors work with the middle school counselor to create a vision for high school achievement by using the “6 year plan” for successful navigation of the high school curriculum. Keeping the student’s college and career goals in mind, students, parents, and counselors create a tentative schedule of classes 7-12. In this way, the expectation for high achievement, high school graduation, and post high school work can be established for students. The student and his or her counselor revise this document annually according to the student’s individual career goals and personal interests. (The 6-year plan reflects the WHS ESLRs: global responsibility and understanding, optimal technological literacy; complex thinking; academic literacy; talking, listening, writing, & questioning proficiency; self-reliance.)

The Academic Planning Guide on the WHS website lists and describes the variety of courses available to students and allows them to evaluate and modify the student’s 6 year plan with the exception of special education classes. This document is also distributed to all 8th grade students when the Counseling Department visits the middle schools to enroll them in classes for their freshman year. (This connects to all WHS ESLRs)

Annually each grade level counselor holds parent information nights to advise them about academic and adolescent issues about which parents should be aware. Counselors are also available for student appointments and/or student, parent, counselor appointments. Likewise, there is a Career Center open to both parents and students for additional high school and past high school information.

The expanded WHS 8-period block schedule allows for students to take 8 courses in one school year; the student is offered many opportunities to take a wide variety of classes. This gives students the chance to earn more than the required 250 credits for graduation (320 credits possible). The extra units allow students to experience other areas of learning beyond the minimum graduation requirements. This may include AP courses, CTE courses, ROP and other areas of interest. (This schedule develops all of the ESLRs in WHS students.)

Teachers have developed a grade level advisory program which gives students information about classes and other pertinent information needed to make informed academic and personal decisions. A site committee revises the advisory assignment binders annually. Freshmen lessons focus on how to be successful in high school. Sophomore lessons focus on study skills. Junior lessons focus on goal setting and college. Senior advisory which is used for senior activities, announcements, cap and gown, etc. Every other advisory period is designated as “Correctives Advisory.” This is a time where students are able to travel between classes to correct essential skills as needed. Advisory is also used to assist ASB in communicating with all students about school activities and elections. Because of intervention, teachers believed that correctives advisory will need to be revised and perhaps

A copy of the 6-year-plan is located in section 2 of the Curriculum Binder

WHS website
<http://whs.rocklin.k12.ca.us/>
Academic Planning Guide
located section 2 of the Curriculum Binder

Master Schedule is located in section 1 of the Curriculum Binder

Advisory Curriculum
Correctives Advisory information is located in section 1 of the Curriculum Binder

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eliminated. Advisory lessons will be revised for next year to ensure that the lessons meet students' academic, career, and personal needs. (Self Reliance)

WHS is currently offering a wide range of courses to meet students' interests. WHS currently offers 15 Advanced Placement courses on campus. There are 27 Regional Occupational Programs courses offered. Some of them are taught on campus, while others are offered off campus. There are also 63 Elective Courses offered across all departments. 39 of these elective courses meet the UC A-G requirements. (This connects to all WHS ESLRs.)

WHS is cognizant of the fact some students will choose to enter the work force immediately after high school instead of pursuing higher education. As a WHS graduation requirement, all students are required to take one year of technology. The WHS campus as well as ROP and CTE Pathways offer a variety of classes that prepare students for certain careers which can be found both on and off campus. Some of these are taken through ROP (Regional Occupational Programs). A certificate is issued upon completion of the necessary requirements of the program which allows students to enter directly into the workforce. All ROP students are required to complete an employment portfolio.

- ROP Courses
 - Animal/ Veterinary Careers
 - Automotive Services & Technology
 - Accounting
 - Business Entrepreneurship/Virtual Enterprise
 - Business Finance and Accounting
 - Business Technology
 - Careers with Children
 - Computer Studies
 - Computer Technology
 - Cosmetology
 - Culinary Arts/Baking & Pastry Careers
 - Fashion Merchandising Careers
 - Financial Services Careers
 - Marketing Careers
 - Sports and Entertainment Marketing
 - Sports Medicine
 - Computer Animation
 - Dental Careers
 - Fire Science Careers
 - Forestry and Natural Resources
 - Forensics
 - Health Careers/Medical Assistant
 - Law Enforcement Careers

A copy of the staff survey is located in section 2 of the Curriculum Binder

Academic Planning Guide can be found in section 2 of the Curriculum Binder

Academic Planning Guide can be found in section 2 of the Curriculum Binder

ROP information is located in section 2 of the Curriculum Binder

Enrollment rates for ROP courses are located in section

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- Art and Animation
- Construction Technology
- Graphic Communication Arts
- Masonry
- Video Production

There are 140 students currently enrolled in various ROP classes. Of these classes, Baking and Pastry, Fashion Merchandising, Sports Medicine, and forensics are the most popular.

CTE Pathways

- Media and Design Arts
- Performing Arts
- Production and Managerial Arts
- Residential and Commercial Construction
- Education
- Architectural and Structural Engineering
- Engineering Design
- Business and Financial Management
- Food Service and Hospitality (Culinary Arts)
- Media Support and Services
- Graphic Arts Technology
- Integrated Graphics Technology
- Machine and forming Technology
- Vehicle Maintenance, Service and Repair

Courses are offered at WHS that provide the sequence required for the CTE pathways include Broadcasting, Photo, Photo/Journalism, Publications, STARS, Graphic Communication, Culinary Arts, Webmaster, Accounting, Small Engines, Dance, Theatre, Basic Technical Drawing, Construction Management, Peer Teaching.

These CTE Pathways have been established during the last two years. Thus, the number of students who have completed the three-year sequence is continuing to grow. Overall, during the past two years, 56 students have completed or will complete the sequence in the following areas:

	2007-08	2008-09
Performing Arts:	6	18
Production and Managerial Arts:	5	11
Graphic Arts Technology:	2	3
Integrated Graphics Technology:	3	0
Vehicle Maintenance, Service, Repair:	0	1
Business, Financial Mgmt:	1	0
Food Service and Hospitality:	4	0
Media Support and Services	2	0

2 of the Curriculum Binder

A copy of the Local Plan for Career Technical Education – Carl D. Perkins is in section 2 of the Curriculum Binder

Master Schedule Listing (2007-08 and 2008-09) is located in section 1 of the curriculum binder

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This is the first year to offer Mass Media, and there are approximately 120 students enrolled in the course. All of these students will have the opportunity to continue in the Media and Design Arts or Media Support and Services Pathways with Computer Art and Animation or Webmaster II or Graphics II offered as the capstone courses. As WHS continues to grow and offer additional courses, the site anticipates the numbers of students completing a CTE pathway will increase.

It is important to note that often students must make a choice between completing courses to meet the A-G eligibility for entrance into a UC or CSU campus and selecting courses that would complete a CTE pathway. Students meet with their counselor at a minimum of once per year to discuss courses that will meet their post-secondary goals. (All ESLRs apply)

In order to meet the academic needs of high achieving students, a Distinguished Scholar Pathway was implemented with the class of 2012. During the 9-12 grades, students must follow a rigorous curriculum involving advanced, honor, and AP courses in Language Arts, Social Studies, Science, math and some electives. In order for students to qualify for this pathway, they must achieve advanced scores on their California State Tests (CST) or have earned an A or B in the previous course, and received approval from the previous year teacher.

Students do not have to be freshmen to begin this program. Any student may participate in this pathway after submitting a completed honors/AP approval form. The parents and students will be counseled about the rigor of the course work. If the criterion is met, students will earn a special seal on their diploma. These students are grouped together for Advisory period. It is anticipated that this grouping and Advisory support will increase the number of students remaining in an honors/AP pathway. (Complex Thinking, Academic Literacy, Self Reliance, Talking Listening Writing and Questioning Proficiency)

The College and Career Center is available to all students and parents to help them access information regarding:

- College Admission Requirements
- College representatives
- Military Recruiters
- Career Technical school representatives
- Work Permits
- Interview Skill Techniques
 - Scholarships/Financial Aid
 - College Admission Testing
 - College Fairs

In addition, parents are informed about college and career information through e-blasts, an automatic email message system. Students are informed via announcements and flyers posted outside the College and Career Center. The possibility of opening the career center to middle

A copy of the Distinguished Scholar Pathway can be found in section 2 of the Curriculum Binder

College and Career Center information and fliers are located in section 2 of the Curriculum binder

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school students has been considered. (Self-Reliance)

As stated above, all WHS students have access to (except some special education students based on individual needs) and are expected to take UC approved A-G courses. These courses include: math, language arts, social studies, science, visual and performing arts, foreign language, and college prep electives. The graduating class of 2008 had 48.6% meeting A-G requirements compared with a state wide average of 35.5%. Rocklin Unified School District is working towards a goal of 60%. (Academic Literacy)

A copy of the CDE.gov Dataquest statewide graduation requirement is located in section 2 of the Curriculum Binder

Some departments use a variety of speakers, and field trips to clarify career options available to students. These departments include communications studies, culinary, ROTC, Science, ROP, and the Career Center. (Global Responsibility)

Teacher interview

Another program that supports students in curriculum achievement is AVID. The goal of the AVID program is to prepare students for entrance into a 4-year university. To participate in the AVID program, students must meet one of the following requirements: individual determination, high test scores with low grades, first generation to attend college, low socio-economic status. AVID takes students on field trips to explore college opportunities. The program also relates to school-to-career guest speakers. Tutors in this program from the AAUW also provide students with excellent career information. (Academic Literacy, Self-Reliance)

AVID portfolio is located in the AVID Curriculum Binder

STARS (Students Teaching And Reaching Standards) is a service learning program that places students in elementary schools to assist in elementary site's remediation programs. This exposes students to the teaching profession and giving back to the community. Students become fully aware of state standards as they tutor at-risk elementary students in mastering these standards. Students apply to take part in this program by either self-identification or are invited through staff identification. (Global responsibility and understanding, Self-reliance)

STARS Curriculum

WHS Special Education students have access to a workability counselor, who assists them with building a bridge from school goals to real world goals. A federal grant funds this program which helps Special Education students identify their interests through a variety of interest surveys and simulations such as "The Real Game." The workability coordinator also coordinates speakers from Sierra College, IT Tech and California Industrial Relations board. Each student receives roughly the equivalent of 90 minutes a year with a workability teacher. This intervention is put in place to provide Special Education students with career exploration and/or preparation for post secondary education. Time spent with each student is documented in a log that is kept in the individual special education binders, providing students and workability teachers with easy access. The workability program also makes follow-up inquiries with students after high school graduation to help evaluate the efficacy of the program. (Self reliance; Talking, listening, questioning, writing)

Special Education Course Curriculum Binders

Workability materials in J classroom hallway

WHS students are monitored and counseled as to the progress made in

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their class. Counselors at each grade level meet with their students through group meetings held in English classes and also individually. “At risk students” meet regularly with their counselors, in some cases as often as once a week. Freshmen with “No Marks” take part in Parent/Teacher conferences with their counselor. Counselors prioritize their students according to the number of “No Marks” and counsel with them to establish an intervention plan and talk to them about post secondary goals. Seniors are especially watched closely to ensure positive progress toward graduation. Interventions for all students are put in place and may consist of peer tutoring through the College and Career center, math tutoring after school in the math department, and athletic study tables held in the PE classroom. Senior contracts are created at the beginning of the senior year. It outlines behavior and attendance expectations for the senior year along with consequences for failure to meet expectations. A corresponding senior graduation petition is also completed. This document clearly identifies any “last minute” credit deficiencies and serves to remind students what must be passed during the senior year for graduation.

The teacher, parent, student connection for monitoring progress is provided through a variety of venues in the spring prior to the freshman year. Parents of incoming freshmen have the opportunity to attend an information night which provides information about programs and classes offered as well as extra-curricular opportunities. At WHS, this night is called “Showcase.” At Showcase night, teachers, coaches and club advisors are available at tables in the gym to provide information to incoming freshmen about programs, projects, and extracurricular activities. During the showcase, booths are set up describing and showcasing different programs, courses, departments, and clubs. Parents and students are able to talk with members of these respective groups in order to better understand their expectations and opportunities available. Sponsors and coaches are available for questions and sign-ups. Sample entertainment is provided by the cheer squad, dance team, flag teams, ROTC color guard, and the drama department.

Grade level parent nights for sophomores, juniors and seniors are held each spring to inform parents and students about updates on curriculum requirements and activities happening the following year.

(Academic Literacy)

The AVID program provides another venue for keeping students in rigorous courses and keeping parents informed. The AVID teachers “case manage” their students and offer parent information nights. By the end of an AVID students’ senior year, there is a plan for post-secondary work, and a plan to follow and analyze the student’s progress after graduation. This information assists the AVID program on how well students did and what needs to be modified in the curriculum in order to better suit AVID students’ secondary education needs.

(Optimal technological literacy, academic literacy)

At Risk Student paperwork is located in section 2 of the curriculum binder

A copy of all interventions used to insure seniors graduate is located in section 2 of the Curriculum Binder

A Showcase flier is located in section 2 of the Curriculum Binder

Grade level Parent Night power points are located in section 2 of the curriculum binder

www.avidonline.org

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Parents of Honors and AP students are invited to attend another information night which informs them of the high expectations and course requirements of Honors and AP courses at WHS. Honors and AP parent information nights educate parents about the expectations and course requirements, including what curriculum is being used in these classes/courses. This gives the parents a chance to be involved with their student's education and improves parent/teacher relationships. During this evening presentation, all honors/AP teachers provide a mini session. Over the two hour evening, parents can "sample" the courses and help the students make informed decisions. Also, in the spring during the school day, students are invited to attend lunch meetings with the honors/AP teachers to get more information about these courses. Course expectations are shared as well as summer reading expectations. In addition, these expectations are posted on the website. Summer reading assignments are available on the web site for not only WHS current student, but also for new students enrolling during the summer. (Complex Thinking, Academic Literacy, Self Reliance, Talking Listening Writing and Questioning Proficiency)

Tutoring is provided for all students who may need additional assistance in their classes. Opportunities are available through the College and Career Center, individual department tutoring, Athletics' study sessions and intervention time. Students are able to receive one-on-one intervention time and small group assistance in these settings. The College Career Center posts a schedule of tutoring availability and specific subjects where help is available. This year there are 30 student tutors for 16 subjects. Most departments are available during school days either before or after school and during lunch. These times are posted in the classrooms and shared with students and parents through email, SSTs and teacher websites. The Athletics' Program "study table" meets with students involved in after school sports such as football, baseball, and water polo to help students stay up-to-date with their studies while participating in sports. As mentioned in other sections of the report, the 20 minutes of daily intervention also allows for additional support. (Self reliance, Academic Literacy)

WHS's new online grade program provides students and parents the ability to track progress in classes. Parents and students can track all assignments, scores and some upcoming projects through one specific page. This allows parents to stay up-to-date with their students' progress at any time. With our new AERIES PAMs system, we would like the Aeries provider to create a system where all school faculty members can have easy access like the parents to all student grades. If parents are not able to access the internet, weekly grade checks are available though the counseling office and the WHS website.

Twenty-five teachers maintain personal web pages. Notes, assignments and other information can be found on these pages. (Self Reliance, Optimal technological literacy)

During the first two weeks of each school year, WHS hosts a Back-to-School Night to inform parents and students of the curriculum

AP/Honors/Advanced Class information can be found in section 2 of the Curriculum Binder Parent Newsletter

Tutor Application and tutor offerings are in section 2 of the Curriculum Binder

Study Tables are supervised by coaches

Aries online grade reporting information is located in section 2 of the Curriculum Binder

A copy of a Weekly Grade Check is located in section 2 of the Curriculum binder
WHS website

Back-to-School night fliers are located in section two of

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requirements and activities that will be happening during that year in their students' individual classes. Course syllabi, course expectations, grading policies, materials needed as well as course objectives are discussed with parents. (Self Reliance, Academic literacy)

the curriculum binder

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

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

Real World Applications-Curriculum

All students have access to real world applications of their educational interest in relationship to a rigorous, standards-based curriculum.

Students at Whitney High School have many course offerings to fulfill the RUSD graduation requirements as well as a wide variety of electives. This allows students to differentiate their education to better align their course selections with educational interests, for example R.O.P., A.P. courses, V.A.P.A., and college prep electives. (Academic Literacy).

Academic planning guide is located in section 2 of the Curriculum Binder

Teachers at WHS strive to implement real world examples in their curriculum whenever possible. For example, math emphasizes problem solving and group work skills in their group quizzes, all ROP courses and English have a résumé unit, 3rd year science electives, culinary, and all ROP courses offer a career exploration unit. Many courses implement collaborative assignments and projects to enhance the student's ability to work as a team. For example, 11th grade English students are required to work as a team to find the basic facts about a particular time period in American literature. Students use class anthologies to create and present time lines that highlight pertinent events and people from their assigned time period. Algebra 1 and Geometry use the College Preparatory Mathematics curriculum which is based on a collaborative system and is laced with real world examples. In Culinary Arts, students are assigned to groups each semester in which they complete cooking labs. Culinary 2 students explore restaurant and hospitality careers through curriculum and by participating/working at the Wildcat Café.

Department Curriculum Binders

It is common to have teachers using real world situations and problems to illustrate curriculum points and to link current studies to real world applications. Projects, collaborations, problem solving, Socratic questioning, and other such activities create real world applications of the curriculum. Whether a class is exploring the play *The Crucible* for connection to teenage harassment behavior or the Holocaust lessons to examine current prejudices, WHS teachers look for ways to link curriculum to reality. Several departments are exploring service learning projects as a way to link curriculum to real world learning. In social science there are two outstanding examples. As an extension of 9th grade Geography and Cultures class, over 150 students participate in a "Schools for Schools" service learning project called "Invisible Children." Students study Africa

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and specifically countries like Uganda. They take a special interest in the plight of children conscripted into the military and deprived of education. From raising community awareness at Whitney and in the greater community to raising funds and supplies, this project has linked curriculum to the real world. Additionally, WHS now has an annual Global Cultures Faire where food, dance, clothing, and daily life of a variety of cultures is presented. Local food vendors participate and WHS students and families either present cultural experiences or get involved in understanding these cultural differences. Again, this project began and is sustained as a growth from the social science classes.

Practical application of curriculum is also clearly demonstrated through the CTE classes. Graphics, journalism, broadcasting, arts classes, dance classes, culinary, small engines all have real world components. From creating morning announcements and videos, to the creation of dance shows and selling wood projects, these classes use curriculum in every day application.

STARS can be viewed as a class with real world application because it gives students an opportunity to experience classroom teaching. Not all students who are part of the program wish to go into the teaching profession, but every student commits to the students with whom they work. Students have opportunities to do guided reading, spelling lessons, and math tutorials along with other areas for student support. Students must apply for these positions. Students are required to exhibit high quality school to career skills in behavior, attendance, dress and adherence to job guidelines. Students are evaluated by the WHS coordinator and elementary site lead teacher.

All core and elective courses offered within the science department seamlessly intertwine real-world applications with the corresponding state standards for Biology, Chemistry, Earth Science and Physics. Biology students learn about macromolecules with a direct application to diet. They learn about the immune system with a direct application to disease prevention. Cellular Respiration is linked to exercise, Photosynthesis to global warming, Evolution and Ecology to current world and local environmental concerns. Chemistry students research nuclear technology and present real-world uses for this technology as well as researching alternative fuels. These students also explain global warming by using their chemistry knowledge as well as perform labs emphasizing consumer awareness and product labeling. Physics concepts are consistently taught using real-world applications ranging from athletics, automobiles, exercise, electronics and music. Elective classes offered in the sciences include Anatomy & Physiology, Marine Biology, ROP Forensics, Small Engines as well as AP Biology and AP Physics. Real-world applications are a daily part of all of these courses ranging from current events, environmental studies, medical research, career opportunities or even crime scene simulations. The curriculum binders for each of the courses will give a clear picture of how the science curriculum at WHS gives students direct application of their learning. (all ESLRS apply)

Meeting Graduation Requirements

The school implements academic support programs to insure students are meeting all requirements, including the CAHSEE.

Invisible Children
Fundraising information can be found in Section 3 of the Curriculum Binder

Department Curriculum Binders

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The district requires students to complete 250 units; however, students have the opportunity to take a total of 320 units throughout their high school career. This not only allows students to take a variety of courses, it also provides students a chance to make up course units if necessary. For students who are falling behind in course credits, RUSD secondary night school is offered each semester. Juniors and seniors can take 3 semesters during these sessions for a total of 6 semesters of make-up credit in English, Social Science, and Science. Additionally, students may attend summer school to make up two semesters of a given course each summer. Only core academic classes, P.E. and Health are offered during the summer session. Summer school is for remediation only, not enrichment. Students choosing a JROTC pathway may also replace one year of science, PE, and US History with a variety of JROTC offerings. For students who struggle with advanced math and science, the third year graduation requirement can also be met through site accounting and culinary classes and various ROP courses.

(Academic Literacy, Self-Reliance)

The Career Center posts announcements and distributes flyers to inform students of opportunities to complete community service hours to meet the graduation requirement of 25 hours. Community Service requirements aid in the global understanding of students and assists them in seeing the benefits of being socially active and supporting the community.

(Global responsibility and understanding)

One hundred percent of 2007-2008 Whitney High School seniors met the graduation requirements. In an effort to continue this trend, the following support is available to our students:

- Tenth grade students at Whitney High School receive *Preparing for the California High School Exit Examination* books in their current Mathematics and English classes. These books are designed to assist in the preparation of the mathematics and language arts sections of the CAHSEE. Some teachers use CAHSEE test prep formatted questions as a warm-up in their classes, which helps students get the necessary practice to successfully answer the test questions.

At Whitney High School the majority of 10th graders pass the CAHSEE the first time.

- In 2006, 92% passed English and 92% passed math.
 - In 2007, 93% passed English and 91% passed math.
 - In 2008, 94% passed English and 93% passed math.
- For students who fail the CAHSEE, there is a mandatory CAHSEE prep class for both math and English. The class is offered within

Master Schedule is located in the section 1 of the Curriculum binder

Summer School materials can be found in section 3 of the Curriculum binder
Night School materials can be found in section 3 of the Curriculum Binder

Community Service Fliers are located in the curriculum binder

Chapter 1 of the WASC report

A copy of Preparing for the California high School Exit Examination book can be found in section 3 of the Curriculum Binder

Senior Graduation Requirement Check-Up

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the school day and is taught by a WHS English or math teacher. Students exit the class after passing the exam. (Academic Literacy)

- Students who have trouble meeting the graduation requirements have a variety of additional opportunities available to help them meet these requirements. Interventions available to students during a typical school week include the intervention period (this is a 20 minute extra period before lunch designed to help students succeed), advisory class/correctives (33 minute period once a quarter after break where students can get additional help), peer tutoring through the Career Center, teachers are available for individual help before, after school, and other opportunities listed in this section. Again, there is summer school, night school, and if needed, RUSD alternative education programs.
(Academic Literacy)

Students receive academic planning support through the counseling center where students are able to review and update the 6-year plan that they created in seventh grade. This plan details requirements that need to be met in order for students to graduate from high school in four years. During the 9th grade, all students meet with counselors during Geography classes to review high school requirements and evaluate academic progress. During the 10th grade, students are brought to the Career, Center for sophomore counseling. Credits are reviewed, career options are discussed, and the 6 year plan is reviewed. During the 11th grade, transcripts are reviewed in US History classes. In the senior year, school counselors distribute individual senior graduation status forms to all senior teachers. The form allows for weekly updates on course progress toward course completion between teachers and the counseling department. Staff observation of individual students suggests that this intervention is effective. Based on transcript distribution, we have found that the class of 2008 had 39.6% of graduating seniors (spring 2008) enrolled in a 4 year colleges. The state average of California's high school graduates enrolled at four-year public and private universities after completing high school was 26% in 2005. 40% of WHS students enrolled in a 2 year college or technical college after graduation. The state average of California's high school graduates enrolled at 2 year colleges or technical colleges was approximately 33% in 2005. 30% of WHS students were undecided or did not indentify for us they would pursue higher education after graduation. The state average of California's high school graduates not pursuing higher education after graduation was 41% in 2005.

Sheet located in section 2 of the Curriculum Binder

California Postsecondary Education Commission's "College-Going Rates: A Performance Measure in California's Higher Education Accountability Framework" (March 2007) (Section 2 of the Curriculum Binder)

Areas of strength:

- Teachers provide a wide variety of instructional strategies to assist student in successfully learning the curriculum.
- WHS provides a wide variety of classes for students to choose from.
- Teachers hold students to high expectations inside the classroom as evidenced by standards driven curriculum and ESLRS. The high standards continue outside the classroom as evidenced by service learning and school sponsored activities, clubs and sports.
- WHS has a strong standards based curriculum.
- All standards based assignments and assessments are aligned to the curriculum
- ESLRs are linked to assignments and assessments
- Students are supported in a wide spectrum of ways to be successful in the standards based curriculum
- WHS has a growing focus on service learning
- WHS has a wide variety of curriculum offerings including a thriving ROP program
- WHS provides many support systems to ensure students meet all graduation requirements (6 year plan, etc).

Areas for Growth:

- In our drive to become an effective Professional Learning Community, teachers need more collaboration time within departments and among departments and specific protected times for staff evaluation of student ESA performance.
- The Career Center needs to distribute information to freshmen, sophomores and juniors in addition to seniors and parent, because not all students have equal access to information.
- WHS teachers are interested in revising the Advisory curriculum and advisory correctives.
- A user friendly student grade reporting system for teachers to track student progress in all classes. (Improved PAMS access for all staff.)
- A strategically used senior exit survey
- Stronger sharing of academic expectation with middle school students and families.