

# Mt. Whitney High School WASC Accreditation



Focus on Learning  
March 18, 19, 20, 1996

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**Cover Photo Illustration:**  
**Mt. Whitney Advanced Photography Class, 1995-1996**

## PREFACE

The Mt. Whitney High School staff entered the Focus on Learning process with many preconceived notions about accreditation, but experience with the new process changed many of those notions. Overwhelmingly, this process has been seen as a positive one. In many cases teachers have commented on the positive results of meeting on a regular basis with other teachers from all other departments.

Mt. Whitney High School began the accreditation process in the spring of 1995. An overview of the entire process was given to the entire staff by the WASC Coordinator. Focus groups were formed which included members from each department, students, parents, and classified staff. On an inservice day in April, the staff met by Focus Groups to clarify the Expected Schoolwide Learning Results (ESLRs) which had been previously developed. In addition, each department was given the task of evaluating student work in each of our courses with respect to the ESLRs.

Focus Groups began meeting in September on a weekly basis to discuss the WASC criteria. At the same time, departments also met on a weekly basis to discuss student work, frameworks, and programs for students. The focus in discussions revolved around the questions "What should be, what exists, and where we want to be" (WASC). Schoolwide Focus Groups continued to meet on a regular basis so that members could share the information discussed in departmental meetings. This loop of information from departments to Focus Groups and back again allowed us to gain a great deal of information about programs, student work, instructional methods, student activities, counseling, discipline, and every other aspect of the school.

Today we feel empowered to chart our own course for additional improvement. We have gained a greater understanding of where we have been and where we are going. The Schoolwide Action Plan will serve as a living document that will guide our efforts to improve. Our goals are clear and the staff is eager to continue to address these goals. Instead of simply reacting to a Visiting Committee's recommendations, we feel that we may proactively improve our programs in the areas we have identified.

Staff has been very supportive of the ESLRs we developed. We have come to understand that the ESLRs are the ultimate goals for all students as they graduate. The staff has realized that the ESLRs serve as a beacon that guides every subject we teach, every student activity, and every disciplinary procedure. We understand the ultimate goal of our instruction; to produce graduates who will have all the skills necessary to function in our society.

The Focus on Learning process has been worthwhile for our staff both as a tool for discovery and as a guide for improvement. We have gained greater understanding of where we are and where we want to go, and we are eager to continue this process toward the accomplishment of our goals.

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***MT. WHITNEY HIGH SCHOOL PHILOSOPHY***

***MT. WHITNEY HIGH SCHOOL RECOGNIZES THE CONTRIBUTION WE ALL MAKE TO THE SCHOOL, TO SOCIETY, AND TO HUMANITY. WE MUST, AT ALL TIMES AND IN ALL ACTIVITIES, BE COMMITTED TO MAKING OUR SCHOOL A COMPASSIONATE COMMUNITY DEDICATED TO DEVELOPING THE WHOLE PERSON: SOMEONE WHO HAS THE SENSE OF SELF TO SUCCESSFULLY ACHIEVE INDIVIDUAL AND COLLECTIVE GOALS; THE ACADEMIC, PHYSICAL AND VOCATIONAL SKILLS TO EARN A LIVELIHOOD; THE CHARACTER TO MAKE STRONG MORAL DECISIONS; AND THE FORTITUDE AND CREATIVITY TO BE A LIFE-LONG LEARNER.***

***ADOPTED BY SCHOOL SITE COUNCIL ON MARCH 29, 1993***

# ***VISION STATEMENT***

***MT. WHITNEY HIGH SCHOOL WILL PROVIDE THE OPPORTUNITY FOR ALL STUDENTS TO BECOME KNOWLEDGEABLE, PRODUCTIVE MEMBERS OF SOCIETY. THEY WILL GRADUATE PREPARED TO ENTER THE WORKFORCE, CONTINUE WITH TECHNICAL PREPARATION, AND/OR ENROLL IN POST SECONDARY EDUCATION.***



# STUDENT/COMMUNITY PROFILE

## School/Community Profile

Mt. Whitney High School in Visalia, California, was established in 1950 to meet the needs of a growing student population. Named Visalia Union High School at its inception, Mt. Whitney is one of three traditional comprehensive high schools in the Visalia Unified School District. It draws its students mainly from the southern section of the city, and from Goshen, located along Highway 99 to the west of Visalia.

Visalia has tripled in size in the last 25 years, and will approach the 100,000 population mark before the year 2000. Located in the prime agricultural area of Tulare County, Visalia is by far the largest town between Fresno and Bakersfield. While agriculture continues to be very important, primary sources of employment are also generated in retail merchandising, service industries, light industry, utilities and government services. The Visalia Unified School District is the single largest employer in the city.

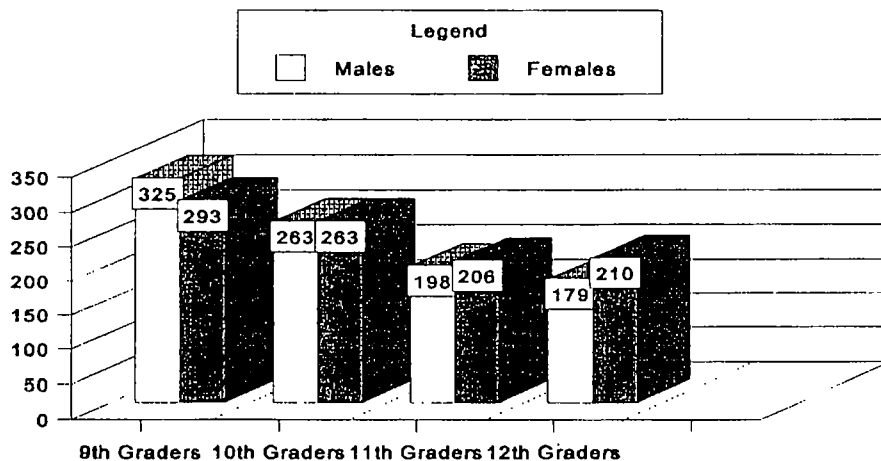
Visalia offers continuing education in the form of vocational/technical training and academic pursuits. Besides smaller, specific training sites, such as schools of cosmetology, schools of medical assistance, and the like, Visalia has two major career training possibilities in San Joaquin Valley College and Golden State Business College. Further, a fine community college, College of the Sequoias, is located in Visalia and offers both vocational and academic opportunities for Mt. Whitney students, including those who wish to transfer to four-year institutions. The vast majority of Mt. Whitney graduates have the chance to gain further skills beyond high school graduation. To this end, Mt. Whitney High School works to prepare all students to reach their goals, whether those be direct entry to the work force or entry into post-high school education and training.

## Student/Community Profile and Supporting Data

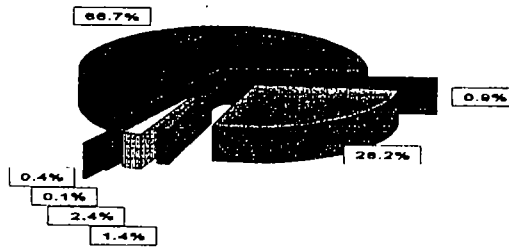
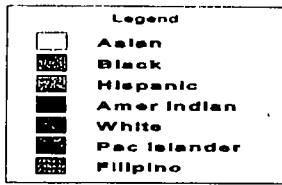
### #1. Student Indicators

Mt. Whitney High School has an end of the year enrollment of 1937 students. This has been consistent over the past three years. We anticipate a slight increase in enrollment, in part due to intra district transfers. 49.6% of the student population is male and 50.4% is female. The Mt. Whitney student body has an ethnic make-up that is 65.5% Anglo, 28.9% Hispanic, 2.45 Asian, 1.9% African American, .9% American Indian, and .5% Pacific Islander/Filipino. 150 students have been identified as LEP, and 84 migrant - numbers that are consistent with the past several years. We have 60 students in resource classes, and beginning in the 1995-1996 school year we will also have special day students. Due to the depressed nature of the Tulare County economy, 15% of our students are on the free lunch program. In 193-1994, we had 264 suspensions. That increased to 471 suspensions in the 1994-1995 school year, due to the district's newly adopted "zero tolerance" policy. During the past year there were 23 expulsions, a slight increase again due to "zero tolerance." No special health issues have come into focus.

### Enrollment Distribution



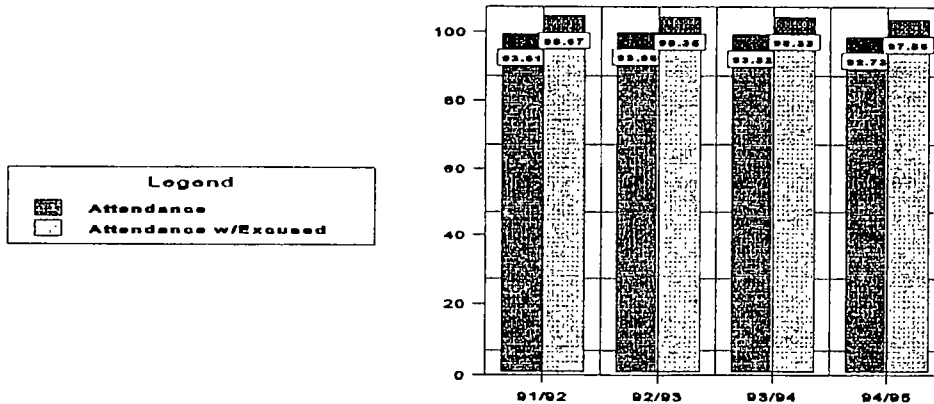
## Ethnic Distribution



### #2. Attendance Patterns

Mt. Whitney has continued to have excellent attendance rates over the past three years. During the 1993-1994 school year, Mt. Whitney 6.7% of its students absent on any given day, with the majority of those being excused absences. In 1992-1993 there were 91 dropouts from Mt. Whitney. That decreased to 46 dropouts in the 1993-1994 school year.

Percent of Actual Attendance & Actual Attendance with Excuse



### 3. School Surveys/Interviews

Student and parent groups convened in April and May of 1995 to develop questionnaires related to the school's performance. The student questionnaire

was administered at school during a special schedule so that every student present in second period class on that day might have the opportunity to complete the survey. As a result, 85% of the student body responded. Parent surveys were sent home with students. Surveys for Spanish speaking parents were translated into Spanish and mailed to their homes. Forty percent of parents responded to the survey. Both parents and the student body indicated that they believe the Mt. Whitney is preparing students for the future, regardless of their plans after high school. They also agreed that students are developing the skills of writing, speaking, listening, reading, problem solving and creative thinking, math and calculating, and studying. Students and parents feel that the teachers are fair, helpful, and that homework reinforces what is learned in class. Freshman orientation and the opportunity for participation in extracurricular activities were viewed as strengths, as were the acceptance of cultural diversity on campus, the safety of the campus, and the frequency with which the school notifies parents of academic progress. Student areas of concern included the dress code and a lack of familiarity with the school's new constitution, Vision Statement, and Expected Schoolwide Learning Results. In general, many students felt left out of important decision making processes. They also believe that counselors and teachers are unfamiliar with their future plans and career objectives. Students and parents agreed that counselors failed to notify them of scholarships or opportunities for academic advancement. They also agreed that school Health services are inadequate. Both groups believe that the community does not take an active enough role in the school.

#### **#4. Student Performance**

Our students continue to perform at or above district and state norms on such standardized tests as the ACT, CLAS, SAT, and AP. Mt. Whitney High School has a success rate of 42% of seniors completing A-F requirements. Our students have also qualified as National merit Scholars and have gained entrance to numerous prestigious universities such as Stanford, Harvard, Princeton, USC and the military academies. In the area of academic competitions, Mt. Whitney High School students have performed well. For the past several years, our Science Olympiad team has qualified to compete at the state level. The Music program has been repeatedly recognized for its excellence in statewide and national competition. This year's yearbook was chosen among the top ten books out of 12,000 printed by the Jostens Corporation in order to take part in an

international competition. Sub population data shows Hispanic students scoring below norms. In an attempt to improve these results, we are participating in the UC Academic Outreach Program, the Talent Search through CSU Fresno, and have begun to send staff for training with the AVID program.

SAT : National College Board Test

	1995	1994	1993	1992	1991	1990
Mt. Whitney / Verbal	426	409	432	419	423	421
Mt. Whitney / Math	485	467	483	477	483	494
California / Verbal	417	413	415	416	419	419
California / Math	485	482	478	484	482	484
Nation / Verbal	428	423	424	423	422	424
Nation / Math	482	479	484	476	474	476

Mt. Whitney ACT Scores for all Graduates

LOCAL	English	Math	Reading	Science Reason	Composite
1990	19.7	20.9	19.9	19.9	20.2
1991	19.4	20.0	20.7	20.0	20.1
1992	21.7	23.3	21.9	21.7	22.2
1993	21.9	22.3	22.3	22.9	22.5
1994	22.3	23.0	23.3	22.4	22.9

State ACT Scores

STATE	English	Math	Reading	Science Reading	Composite
1990	20.8	21.5	21.6	20.8	21.3
1991	20.6	21.4	21.4	20.8	21.2
1992	20.7	21.5	21.4	21.0	21.3
1993	20.4	21.3	21.4	20.9	21.1
1994	19.9	21.1	21.1	20.8	20.9

Nation ACT Scores

NATION	English	Math	Reading	Science Reading	Composite
1990	20.3	20.0	21.2	20.7	20.5
1991	20.2	20.0	21.1	20.7	20.6
1992	20.3	20.1	21.2	20.8	20.7
1993	20.3	20.2	21.2	20.9	20.8
1994	20.2	20.2	21.3	21.0	20.8

GOLDEN STATE EXAMINATION: MAY 1995 Golden State Scholars

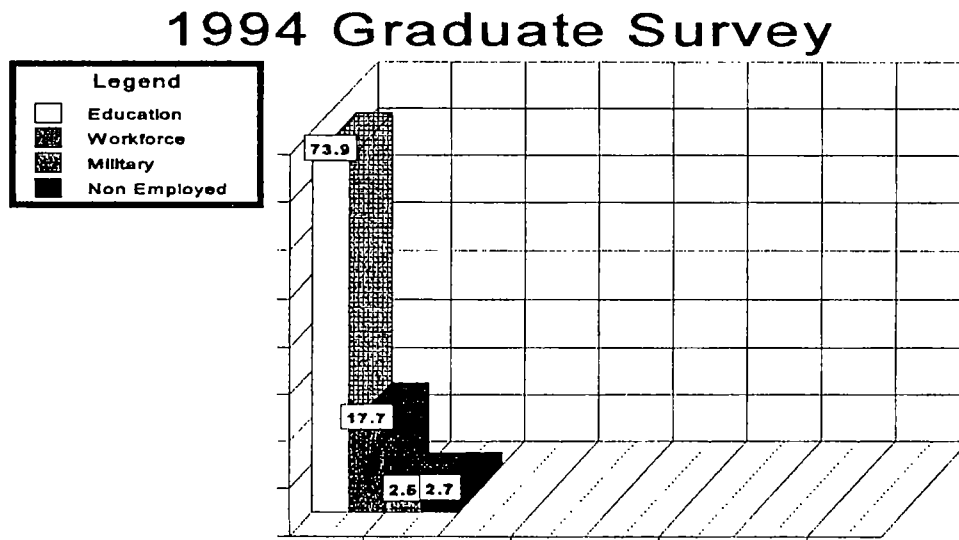
Mt. Whitney	School recognition	Honors	High Honors	Total Tested
First Year Algebra	9	5	1	147
Geometry	26	33	28	219

ADVANCED PLACEMENT PROGRAM: Candidate Grade Report

AP Grade	U.S. History	Chem	Comp Science	Eng Lang	Eng Lit	Latin	Calculus	Spanish Lang	Total Reported
5	0	0	1	1	1	0	0	11	14
4	1	0	0	3	1	0	1	9	15
3	2	0	1	10	2	1	2	5	23
2	12	0	0	18	9	0	1	5	45
1	8	1	0	1	0	0	2	1	13
Total	23	1	2	33	13	1	6	31	110

## #5. Trends of Student Performance After Graduation

The 1994 graduate survey indicates that 73.9% of our students went on to further their education, either to a community college, four year college or university, trade/technical school, or other post-secondary institution. 17.7% went straight into the workforce, 2.5% went into the military, and 2.7% were not employed. Because of the large number of students who must be ready with job skills at the conclusion of high school, the School-to-Career transition is becoming a focus for Mt. Whitney High School.



## #6. Staff

Mt. Whitney High School is composed of 93 certificated staff members. The ethnic breakdown is 89% white, 8% Hispanic, 2% Asian/Filipino and 1% Black. Ours is a very stable staff with a low transiency rate. Thirty-one of the faculty have been with the district for at least twenty years. Most of the faculty are certificated to teach in the subject areas to which they are assigned. Only nine are teaching outside of their certificated subject areas.



### Certificated Staff

	White	Hispanic	Asian/Filipino	Black
Percent	89.0	8.0	2.0	1.0

Years of Service	Teachers	Counselors	Administration	Total
1	1	0	0	1
2	2	0	0	2
3	1	0	0	1
4	2	0	0	2
5-9	12	1	0	13
10-14	11	0	0	11
15-19	14	1	1	16
20+ more	40	4	4	48
Master Degree	30	5	5	40

#### #7. Staff/Pupil Ratio

Our average class size is 31 students per teacher. For the past four years we have participated in class size reduction which lowered class size in Freshman English to a ratio of 20:1. In the 1995-1996 school year we will lose this funding because of the lack of classroom space at another high school in the district.

## Class Offerings

Department	No. Of Student Contacts	No. Of Periods	Average No. Of Student / Periods	FTE
Agriculture	285	12	23.8	2.4
Business	556	25	22.2	5
English	1940	69	28.1	13.8
Foreign Lang	940	33	28.5	6.6
Home Econ	186	6	31	1.2
Ind. Arts	502	19	26.4	3.8
Math	1663	58	28.7	11.6
P.E.	883	23	38.4	4.6
Science	1107	38	29.1	7.6
Soc. Studies	1345	45	29.9	9
VAPA/Art	619	20	31	4
VAPA/Music	622	10	62.2	2
Special Ed.	243	22	11	4.4
ROP	22	8	4	1.6

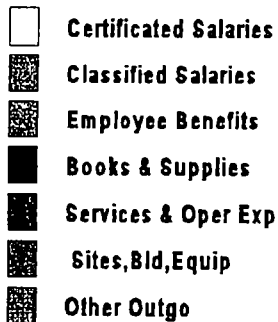
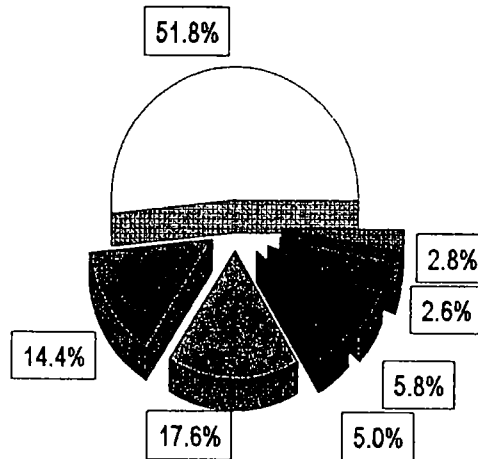
### #8. School/District Growth Needs

Visalia Unified School District is in a period of steady growth which was preceded by years of rapid growth. As a result, a very large population of students is beginning to reach the district's high schools, creating an increase in class size. The school district is in need of a fourth high school campus to deal with the problem.

## #9. District Policies/School Financial Support

Like all school districts in California, Visalia Unified School District has had to make major financial adjustments over the past several years. As a result of decreasing funds, we have experienced reductions in teaching, administrative, custodial, clerical, instructional assistant and extra-duty staffing. Other reductions have also taken place in general fund expenditures. The VUSD has continued to take a firm stand in the area of discipline and has adopted a "zero tolerance" policy for serious violations of the Education Code. Although this results in a higher suspension and expulsion rate, it provides a safe, orderly environment that is conducive to learning.

### General Fund Actual Expense



## **#10. External Factors**

Our participation in the California High School Network Partnership, and the California League of High Schools has provided opportunities to work with other schools who are focused on the concepts of Second to None. New programs introduced in the last 3 years include CSLA, partnership with the Workforce Coalition and Private Industry Council of Tulare County, the Business Certificate Program, and partnership in the Governor's forum on the School-to-Career initiative. Each of these programs promotes ties to the business community.

# RESPONSE TO PREVIOUS RECOMMENDATIONS

## Response to Previous Recommendations

### Major Recommendations

- #1. That the administration and staff aggressively address major school wide and departmental recommendations made by the previous visiting committee. (School Report, pgs. 35, 37, 38, 41, 42, 43, 44, 47, 49, 50, 51, 52, 93, 179, 195, 247, 276, 363; Conferences with Parent, Program, Process, Steering and various Departmental Committees, and Administration)**

(The major recommendations of the previous visiting committee were addressed; what follows is the mid-term report done in the fall of 1989. When the 1993 report was finalized these responses were inadvertently left out, so that the "progress reports" listed in 1993 was very inadequate. Since the 1993 Committee did not see these responses it gave a major recommendation to respond to the previous WASC visiting committee majors).

Major recommendations from the previous WASC visiting committee:

- A. That the administration, teachers, support staff, students and parents seek ways to establish a broad based, collaborative process to ensure development, implementation, and assessment of schoolwide yearly goals.
1. Better methods of communication with the total school community have been developed in an effort to achieve this goal.
    - a. The Pioneer All-School Study Skills (PASS) Program, implemented in the 1989-1990 school year, enables students and parents to stay informed of students' assignments, tests, etc., for all classes.
    - b. Composition of the school mission statement, which involved parent and staff input presents the school goals.

c. Information available to parents:

- (1) The "Whitney Scene," a bulletin mailed to parents four times a year, informs parents of current school programs and activities.
- (2) The High School Accountability report card is also mailed to parents.
- (3) A syllabus of courses is presented to students and parents through the Counseling Department.
- (4) The Parent-Teacher-Student Association (PTSA) offers regular programs and information to parents.

2. The School Site Council was developed as a direct result of the recommendations. Although it needs further development and improvement, it was designed to provide an outlet for staff members and a forum for discussion of various problems.
3. Committee members feel the administration needs a more structured method of obtaining information from students, staff, and parents, and more frequent communications from the administration to the staff.

B. That the administration, counselors, teachers, parents and students review the criteria for collaborative program planning and guidance to ensure correct student placement throughout the four years of high school.

1. The sophomore parent/student counseling program involves parents in planning each student's total program and has resulted in better student placement. This has been helped by year-long scheduling and the counseling staff working more closely with teachers (through meetings with departments, etc.) and students to ensure correct placement. (Three of the five counselors on the staff are new to the staff since the 1986-1987 study.)

2. Improve course descriptions and better articulation with middle schools have also improved student placement.
  3. Students' opinions reflect the efforts of the counseling staff. Most of the Student Committee members feel they have been placed in the correct classes.
  4. A suggestion was made to schedule on-site orientation for incoming freshmen during the spring semester while Mt. Whitney students are present. This would make for a more realistic look at campus life.
- C. That the administration, department heads, and teachers develop and implement a formalized process whereby staff members who have learned new instructional strategies can share them with colleagues and provide peer support in order to promote instruction with more student involvement.
1. The administration and staff are developing more effective formal methods of communicating training and instructional strategies among staff members.
    - a. Involvement in the district-wide mentor teacher program has improved communication and increased openness to peer mentoring in the areas of instructional methods and curriculum. The "Mentor News" publication lists projects and proposals in the program.
    - b. In-service programs (PASS, Harvey Silver, professional growth workshops, etc.) Have been developed to share new ideas and techniques schoolwide. In addition, there have been a number of in-service programs within departments.
    - c. New funding for professional development under SB 1882 has been approved. Consequently, a three-year staff development plan has been developed. Specific targeted areas for improvement are: the continuation of the PASS



Program, improvement of sheltered instruction, improvement of student reading abilities, and increased use of computerized instruction.

2. The Student Committee estimates that in academic classes they spend approximately two-thirds of the time involved in group activity (writing, discussing, etc.) as opposed to passively listening. Most of the committee members feel that the role of the teacher in these classes is that of "facilitator/advisor" rather than strictly one of "information-giver."
  3. The committee feels a need for improved communications to new teachers in the forms of listing assistance available through mentor programs, district in-services.
- D. That the administration, department heads, and teachers develop an intra- and interdepartmental communication process to ensure ongoing staff knowledge and appropriate action regarding curricular and instructional concerns that maximize to program for students.
1. Intra-departmental programs were deemed to be fairly effective in communication. They include Joint Curriculum/Department Chairmen/Department meetings which effectively communicate information both ways.
  2. The PASS and CAP in-service programs promote interdepartmental communication.
  3. Planning-period faculty meetings give staff members an opportunity to actually discuss problems within a small group setting. It is felt that a published summary of all meetings would help share information with staff in other period meetings.
  4. There is a need for more direct informal communication as a method of diffusing problems before they develop. This is addressed somewhat by planning-period faculty meetings and the School Site Council.

- E. That department members and specialist staff develop ways to improve communications in order to enhance appropriate learning opportunities for students with special needs.
1. A system of early communication about special needs (resource) and “at-risk” students has helped alert teachers to potential problems. The “at-risk” program has increased student learning opportunities. Teachers feel this information program should expand to include physically handicapped, mentally disabled students and others. Teachers should be advised of special needs prior to the beginning of the semester in order to make appropriate preparations.
- #2. That the Board of Trustees, district, school administration and staff initiate a vigorous plan to establish better articulation not only within the departments and the school, but also with the feeder schools within the district. (School Report, pgs. 93, 145, 146, 150, 157, 160, 163, 188, 192, 194, 248, 278, 284; Conferences with Administration, Parent, Program, English, Foreign Language, History/Social Science, Science and VPA Departments)**

In the past three years our staff has become increasingly aware of the need for better articulation among all stakeholders. As a result, efforts have been made to increase communication with feeder schools, within departments, and among the departments of the school. All department chairs have met with department chairs at Divisadero and La Joya Middle Schools, the primary feeder schools to Mt. Whitney. In addition, groups of teachers from the English Department have met with teachers from both schools and have shared course objectives and discussed student needs. Foreign language teachers visited the feeder school to insure proper placement of students. Counselors spent three days at feeder schools to ensure proper placement of students. A mentor teacher has been assigned to facilitate articulation primarily in the area of social studies. A formal system of regular articulation with feeder schools is yet to be set up.

Articulation within departments and among departments has greatly improved. An increase in the number of inservice days has provided the time needed to increased communication. Most departments meet monthly, with an

administrator assigned to each department. Department chair meetings with administrators have occurred twice a month. This enables the administration to become aware of the goals and the needs of departments. A full in-service day was devoted to cross-curricular articulation. A "planning wheel" model was used by the facilitator (a member of our own staff) to allow cross-curricular planning to take place. The School Leadership Team comprised of representatives from every department, members of the school's site council, students, parents, a business representative, and classified staff meet quarterly to analyze and establish the school plan.

- #3. That the district, school administration and staff design a plan to implement school wide career paths based on students' aptitudes, abilities, interests and career objectives and that these paths be accessible to all students as outlined in SECOND TO NONE. (School Report, Business pg. 360, Home Economics pg. 367, Industrial Education pg. 416, Agriculture pg. 301, Quality Indicator: Science pg. 248, Visual Performing Arts pgs. 277, Program pgs. 56, 58, Student Paths pg. 103, English pg. 145, Math pg. 212; WASC Criterion: Curriculum, C-VE: Curriculum pg. 203; CD Career Guidance pg. 217; Conferences)**

Mt. Whitney's school administration and staff have taken several steps towards research and implementation of career paths. In addition to the existing Eureka System, the counseling office has acquired a new computerized system, the InfoTracker, in order to assist students with career information and gathering student data that relates to students' aptitudes, interests, and career objectives. The information gathered and available to students by the two computer systems is housed in the career center and used by the both the career technician and the counselors in guiding students in career exploration.

A group of teachers and administrators have attended CSLA workshops which explored the possibilities for career paths in search of information and models. Groups of teachers have visited schools throughout the state where career paths have been successfully implemented.

The career technician, a full-time position at Mt. Whitney, assists students with career exploration through the computer system, job shadowing, connecting

classrooms and local businesses, speaker visitations to classes, the annual Career Fair, and the like.

The business department is following the state model for career paths. The business department and the marketing program here at Mt. Whitney have just been re-certified as Programs of Excellence by the State. Under this certification our programs must follow the suggested curriculum which includes structuring for pathways. The pathway culmination includes certificates for completers. These pathways are industry related and have been validated by industry representatives. Pathways include Accounting and Finance, Computer Science and Information Processing, and Marketing.

Last year, an inservice day was devoted to the study of Second to None. Teachers worked in collaborative groups where they experienced planning a unit with a cross-curricular approach and a focus on a career path.

- #4. The Board of Trustees, district and school administration, faculty, staff, parents and students collaboratively implement a process to: (1) develop and implement a school philosophy with goals and objectives; (2) determine the schoolwide body that will have responsibility for overseeing school progress toward meeting its goals and objectives; (3) regularly evaluate the schoolwide progress toward meeting the school goals and objectives. (School Report, pgs. 35, 41, 43, 47; Conference with Process Committee; WASC Criteria: Philosophy, Goals and Objectives; CD Criteria: Improvement Process)**

The School Site Council, School Leadership Team, Department Chairs, and the entire staff through inservice days and prep period meetings, have worked collaboratively to develop a school philosophy, a Vision Statement, and the Expected Schoolwide Learning Results. A structure for leadership has been developed which allows for input and collaboration by all concerned (Appendix).

Through the WASC process, "Focus on Learning," an assessment and evaluation system has been developed which allows for evaluation of all courses of study offered at Mt. Whitney and citation of evidence as indicators that the courses

meet the ESLRs (Appendix).

- #5. That the administration and teachers develop and implement school wide policies and departmental plans to ensure that the integrated skills of thinking, learning, listening, speaking, writing, reading, and calculating are developed by all students regardless of the student path to enable students to master the course content. (School Report, pg. 50, 59-61; WASC Criteria: Curricular Program; CD Criteria: Integrated Skills, par. 1,2,; Student Paths, par. 2, 8; Improved Process, par. 3)**

An inservice day was dedicated to the evaluation of the extent to which students are involved in the integrated skills of thinking, learning, listening, speaking, reading, writing, and calculating in all departments at Mt. Whitney. Departments met to evaluate the extent to which these skills were being developed within each course. Presentations were made by departments to the entire staff showing evidence that activities were taking place that allowed students to develop these skills. The result was a greater awareness of the need for the integration of skills in all subjects. Specific curricular changes have taken place as a result:

The Science Department has initiated journal writing in science classrooms. Students write about the processes they use to conduct experiments, they reflect upon the theories studied, and they react to various learning activities.

The Physical Education Department has initiated the Sportfolio. Students keep track of assignments, activities, and their involvements with personal fitness and physical activity.

The English Department has implemented Portfolio Day for all freshman. The freshmen portfolio consisted of seven items which demonstrated a written essay, evidence of research into a career possibility, evidence of an oral presentation, and evidence of involvement with literature. Three additional items were included in the portfolio. These items represented student work in other curricular areas or areas of interests. Each student presented his portfolio to a member of the community. Over 100 members of the community volunteered their time to interview 560 students. This process allowed the students to

demonstrate communication skills, and poise, and to build self-esteem and confidence.

**#6. That the administration and faculty focus attention and services on the non-college bound students in order to raise their expectations, increase their motivation and maximize their potential. (School Report, pg. 53, 57-59, 64; WASC Criteria: Student Support Services; CD Criteria: Student Services-Guidance Curriculum, Student Paths par. 1-4, 8; Special Needs par. 1,3)**

Additional focus has been placed on the non-college bound students. At-risk programs for freshmen, Freshman Core Curriculum (FCC), and sophomores, Sophomore Core Curriculum (SCC), are in place. Teams of teachers share the same students in order to provide emotional support, integrated instruction, counseling, and enrichment activities which motivate students to learn. Such activities include trips to San Francisco, breakfast with school personnel as rewards for good work, a mock trial at the Tulare County Court House based on the novel To Kill a Mockingbird, etc. Teachers meet weekly to plan and to discuss student needs.

A summer program of instruction connected with job placement has been held at Mt. Whitney for the past three summers. This has been accomplished in conjunction with the Services for Educational Employment, (SEE) program sponsored by the county office.

Four evening tutoring centers are available to students throughout the community. They are staffed by a teacher, instructional aides, and student tutors. The goal is to help every student, but those who are struggling academically are especially encouraged to seek assistance there. Also, the Science Department holds tutoring and study sessions on a weekly basis to assist all students.

Mt. Whitney is in the process of establishing the AVID program to encourage and support students who have the potential to be college bound. The training of the AVID coordinator, a teacher, and the assistant principal has taken place in the summer of 1995. The recruitment of students for the program will take place this spring. The first AVID class will be in place in the fall of 1996.

Connections are in place with the College of the Sequoias in the area of 2 plus 2 and tech prep, and further connections are being sought to develop a partnership which will lead to possible opportunities for the non-college bound student to connect with apprenticeships sponsored through COS. Mt. Whitney is dedicated to “provide the opportunity for all students to become knowledgeable, productive members of society. They will graduate prepared to enter the workforce, continue with technical preparation, and/or enroll in post secondary education” (Vision Statement).

**#7. That the administration and staff incorporate additional teaching strategies and methodologies as reflected in the state frameworks to ensure that students are actively engaged in their learning. (School Report, pg. 59; Conference with Program Committee; Observation of Instructors’ Classes; CD Criteria: Instructional Practices, par. 2, 4, 5; Integrated Skills, par. 6; Improvement Processes, par. 6)**

Several Mt. Whitney teachers have been involved in San Joaquin Valley Writing Project, the San Joaquin Valley Literature project, the California Arts Project, and The San Joaquin Valley Foreign Language Project. Teaching strategies acquired through involvement with the projects have been shared. In addition, ongoing training is available through the district for teachers in the CLAD and SDAIE strategies. Social studies teachers have attended the TCI Institute, and the Institute for Social Science and Language Arts to further acquire instructional strategies to help the second language learner. Four teachers are scheduled to attend AP workshops in order to acquire improved strategies in teaching AP students. The Math Department is fully involved in framework sequencing and has pioneered the use of CPM methodology in the district.

## Response to Previous Recommendations

### Process Committee

- #1. The Board of Trustees, district and school administration, faculty, staff, parents, and students, collaboratively implement a process to: (1) develop and implement a school philosophy with goals and objectives; (2) determine the schoolwide body that will have responsibility for overseeing school progress toward meeting its goals and objectives; (3) regularly evaluate the schoolwide progress toward meeting the school goals and objectives. (School Report, pgs. 35, 41, 43, 47; Conference with Process Committee; WASC Criteria: Philosophy, Goals and Objectives; CDE Criteria: Improvement Process).**

The School Site Council, School Leadership Team, Department Chairs, and the entire staff, through inservice days and prep period meetings, have worked collaboratively to develop a school philosophy, a Vision Statement, and the Expected Schoolwide Learning Results. Structure for leadership has been developed which allows for input and collaboration by all concerned (Appendix).

Through the WASC process, "Focus on Learning," an assessment and evaluation system has been developed which allows for the evaluation of all courses of study offered at Mt. Whitney and citation of evidence as indicators that the courses meet the ESLRs (Appendix).

- #2. The administration, faculty, staff, parents, and students, established a leadership team (School Site Council) representing all demographic and curriculum areas, which meets regularly, at a time that is convenient to all concerned, and is able to respond to the concerns of the entire school community. (School Report, pgs. 38, 39; Conference with Process Committee; WASC Criteria: Philosophy, Goals and Objectives; CDE Criteria: Improvement Process)**

A School Site Council has been established according to the California State Department of Education guidelines for School Site Councils. It is composed



of parents, students, administration, counseling, classified personnel, a business representative and teachers. It meets on a regular basis at a time agreed upon by the members, with meeting time and place publicly announced. The agendas and minutes of the School Site Council meetings reflect that the Council responds to the concerns of the school community.

**#3. That the administration and faculty develop and implement schoolwide policies and departmental plans to ensure that the integrated skills of thinking, learning, listening, speaking, writing, reading, and calculating are developed by all students, regardless of the student path, to enable students to master the course content. (School Report, pgs. 50, 59-61; WASC Criteria; Curricular Program: CDE Criteria: Integrated Skills, par. 1, 2,; Student Paths, par. 2, 8: Improve Process, par. 3)**

An inservice day was dedicated to the evaluation of the extent to which students are involved in the integrated skills of thinking, learning, listening, speaking,, reading, writing, and calculating in all departments at Mt. Whitney. Departments met to evaluate the extent to which these skills were being developed within each course. Presentations were made by departments to the entire staff showing evidence that activities were taking place that allowed students to develop these skills. The result was a greater awareness of the need for the integration of skills in all subjects. Specific curricular changes have taken place as a result:

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included in the portfolio. These items represented student work in other curricular fields or areas of interest. Each student presented his portfolio to a member of the community. Over 100 members of the community volunteered their time to interview 560 students. This process allowed the students to demonstrate communication skills and poise, and to build self-esteem and confidence.

- #4. That the administration and faculty focus attention and services on the non-college bound students in order to raise their expectation, increase their motivation and maximize their potential. (School Report, pgs. 53, 57-59, 64; WASC Criteria: Student Support Services: CDE Criteria: Student Services - Guidance Curriculum, Student Paths par. 1-4, 8; Special Needs par. 1, 3)**

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A summer program of instruction connected with job placement has been held at Mt. Whitney for the past three summers. This has been accomplished in conjunction with the Services for Education Employment, (SEE) program sponsored by the county office.

Four evening tutoring centers are available to students throughout the community. They are staffed by a teacher, instructional aides, and student tutors. The goal is to help every student, but those who are struggling academically are especially encouraged to seek assistance there. Also, the Science Department holds tutoring and study sessions on a weekly basis to assist all students.

Mt. Whitney is in the process of establishing the AVID program to encourage

and support students who have the potential to be college bound. The training of the AVID Coordinator, a teacher, and the assistant principal has taken place in the summer of 1995. The recruitment of students for the program will take place this spring. The first AVID class will be in place in the fall of 1996.

Connections are in place with the College of the Sequoias in the area of 2 plus 2 and tech prep, and further connections are being sought to develop a partnership which will lead to possible opportunities for the non-college bound student to connect with apprenticeships sponsored through COS. Mt. Whitney is dedicated to "provide the opportunity for all students to become knowledgeable, productive members of society. They will graduate prepared to enter the workforce, continue with technical preparation, and/or enroll in post secondary education" (Vision Statement).

- #5. The district and school administration, faculty and staff develop a team to mitigate the "adversarial relationship" between district and school personnel to improve collaboration on issues of curricular, program, and instructional improvement. (School Report, pgs. 43, 45, par. 5; Conference with Process Committee: CDE Improvement Process, par. 5)**

The issue of an "adversarial relationship" between the district and school personnel during the previous WASC visit dealt solely with contract bargaining tensions. There was a perceived lack of communication which has been resolved through the use of Collaborative Bargaining.

- #6. The district and school administration thoroughly examine articulation with feeder schools for students from Linnell Camp with particular attention to connection with the Freshman core Curriculum program, separation from their K-8 peers, busing fees and schedules which preclude participation in after school activities. (Conference with Process Committee Conference)**

Linnell Camp students have access to the Freshman Core Curriculum program. Linnell Camp students continue to attend Mt. Whitney High School while other Valley Oak students attend Golden West High School. This is a district boundary issue which is being studied. Grants, jobs for students, and other

forms of financial assistance are provided to students who cannot afford the transportation fee for athletics. No student is excluded from participation because of financial need.

## Response to Previous Recommendations

### Program Committee

- #1. That the administration and teachers develop and implement schoolwide policies and departmental plans to ensure that the integrated skills of thinking, learning, listening, speaking, writing, reading, and calculating are developed by all students regardless of the student path to enable students to master the course content.(School Report, pgs.50, 50-61; WASC Criteria: Curricular Program; CDE Criteria: Integrated Skills, par 1,2,; Student Paths, par 2, 8; Improved Process, Par 3)**

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community volunteered their time to interview 560 students. This process allowed the students to demonstrate communication skills and poise, and to build self-esteem and confidence.

**#2. That the administration and faculty focus attention and services on the non-college bound students in order to raise their expectations, increase their motivation and maximize their potential.(School Report, pgs. 53, 57-59, 64; WASC Criteria: Student Support Services: CDE Criteria: Student Services- Guidance Curriculum, Student Paths par. 1-4, 8; Special needs par. 1,3)**

Additional focus has been placed on the non-college bound students. An at-risk program for freshmen, Freshman Core Curriculum (FCC), and for sophomores, (SCC), is in place. Teams of teachers share the same students in order to provide emotional support, integrated instruction, counseling, and enrichment activities which motivate students to learn. Such activities include trips to San Francisco, breakfast with school personnel as rewards for good work, a mock trial at the Tulare County Court House based on the novel To Kill a Mockingbird, etc. Teachers meet weekly to plan and to discuss student needs.

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Four evening tutoring centers are available to help students throughout the community. They are staffed by a teacher, instructional aides and student tutors. The goal is to help every student, but those who are struggling academically are especially encouraged to seek additional assistance there. Also, the Science Department holds tutoring and study sessions on a weekly basis to assist all students.

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Connections are in place with the College of the Sequoias in the areas of 2 plus 2 and tech prep, and further connections are being sought to develop a partnership which will lead to possible opportunities for the non-college bound student to connect with apprenticeships sponsored through COS.

Mt. Whitney has applied for a planning grant through the Department of Education for the establishment of an Agribusiness Partnership Academy. If this grant is funded further educational and partnership opportunities will be provided for at-risk students in the vocational areas of agriculture and business. Mt. Whitney is dedicated to "to provide the opportunity for all students to become knowledgeable productive members of society. They will graduate prepared to enter the workforce, continue with technical preparation, and/or enroll in post secondary education" (Vision Statement).

- #3. The administration, faculty, parents, and students, with assistance of district and county representatives, develop new approaches to student paths through high school that take into account the needs of both the college and the non-college bound that results in less reliance on standardized tests for placement and de-emphasize ability tracking.(School Report, pgs. 58,59; WASC Program Criteria; CDE Integrated Skills Criteria)**

Since the last visit the administration and faculty have researched school-to-work opportunities for students by attending the governor's School-to Work public hearings. We have received a grant from the Tulare County Workforce Coalition which allows for further developed of school-to-work opportunities and business partnerships. The counseling department has installed a new computer program, the InfoTracker, which assists counselors in developing an individualized learning plan for each student.

- #4. That the staff encourage student achievement by promoting a student recognition program that would recognize a variety of students for their many different accomplishments. (School Report, pgs. 57; CDE Criterion: Student Services Program Support)**

A variety of recognition programs exist at Mt. Whitney. In addition to an active CSF chapter, students who receive a 3.87 grade point average each semester

receive an academic letter and a certificate for that semester. The Board of Education recognizes two students each month for exemplary citizenship and achievement within a department. At-risk students in the FCC program are treated to breakfast with their teachers and the administration when they achieve a 3.0 grade point average for the semester. Awards are presented in athletic to deserving students both at the end of each sport's season and also at the end of the school year at an assembly for the entire student body. The music programs issue various awards throughout the year to deserving students. Among the many awards given to musicians are music letters to all students who have participated in the program for four semesters, merit awards, and the John Philip Sousa and Louis Armstrong Awards.

- #5. That the administration and staff design an in-service program to help teachers develop instructional strategies which address the diverse cultural and ethnic background of their changing population of students. (School Report, pg.60; CDE Criterion: Special Needs, par. 3; Student Services, Program Support)**

The district has provided training, available on a regular basis about teaching the ELD student and in being aware of the diverse cultural background of students in the district. Five teachers have a CLAD credential. A Second Language Advisory Counsel is in place at Mt. Whitney and a Second Language Learner Leadership Team has been established. The function of this team of teachers, administrators, and counselors is to organize a plan of instruction for LEP students.

- #6. That the district and the school administration review the operation of the GATE program as recommended by the previous visiting committee, in order to insure the best possible program for gifted and talented students. (school Report, pg. 52; CDE Criteria: Special Needs, pg. 2; WASC Criterion: Student Support Services)**

A group of teachers has met with the district GATE Coordinator in order to discuss improvement of the program for gifted and talented students. Training has been given to several teachers on Howard Gardner's "Seven Intelligences Theory" and on methods to diversify curriculum in the regular classroom. Honors and AP classes are offered in the curricular areas of English, Social



Sciences, Foreign Language and math. GATE funds support the purchase of additional textbooks and materials for GATE students and field trips to museums in the Los Angeles area.

- #7. That the Special Education department provide in-service for staff so that all teachers of students with special needs provide instruction, assignments, and curriculum materials appropriate to students' needs and abilities. (School Report, pg. 263; CDE Criterion: Special Needs, par. 3)**

A staff inservice day was devoted to the needs of students in Special Education. The film "Fat City" was shown to the staff and a presentation and discussion sessions were facilitated by district staff from the Special Education Department. All staff had been instructed on 504 requirements, and a team of teachers and administrators has been trained in 504 identification of students and strategies available to deal with 504 students.

- #8. That the administration, counseling department, staff and students implement a procedure to minimize the number of students who have Unscheduled class periods in order that students learn to use their time in a more constructive manner. (School report, pg. 56; Conference with Program Committee; Observation; WASC Criteria: Student Support Services; CDE Criteria: School Culture, par. 1)**

The Counseling and Guidance Department has developed a policy whereby students are not unscheduled in the ninth or tenth grades unless there is a reason to validate the unscheduling of a student. A reason may be that a student has a medical problem and must be dropped from Physical Education or cannot carry a full schedule. New courses have been added to broaden the elective program and Entrepreneurship, Entrepreneurship Co-Op, and Computer Assisted Drafting are now offered for two periods. The expansion of the elective program helps prevent unscheduling.

The scope and function of the Career Center has been expanded to make sure students are aware of what is needed to succeed in school, at work, and to succeed in post-secondary education.

- #9. That the administration and staff incorporate additional teaching strategies and methodologies as reflected in the state frameworks to ensure that students are actively engaged in their learning. (School Report, pg. 59; Conference with Program Committee; Observations of Instructors' Classes; CDE Criteria: Instructional Practices, par 2,4,5; Integrated Skills, par 6; Improvement Process, par 6)**

The Mt. Whitney High School staff has been actively involved in training and inservice in order to acquire additional teaching strategies to ensure that students are actively engaged in their learning. Members of our staff are involved in the San Joaquin Valley Literature Project, the California Arts Project, and the San Joaquin Valley Foreign Language Project. Teaching strategies acquired through involvement with the projects have been shared. In addition, ongoing training is available through the district for teachers in the CLAD and SDAIE strategies. Social studies teachers have attended the TCI Institute, and the Institute for Social Science and Language Arts to further acquire instructional strategies to help the second language learner. Four teachers are scheduled to attend AP workshops in order to acquire improve strategies for teaching AP students. The Math Department is fully involved in framework sequencing and has pioneered the use of CPM methodology in the district.

- #10. That the district, school administration, and student services (counselors, psychologists, career technician and nurse) review and follow the district's comprehensive guidance and counseling master plan. The plan should include the description of the processes, responsibilities, timelines and methods on ongoing evaluation of the plan. This master plan would improve assistance to students in their personal, social, educational and career development. (School Report, pgs. 53, 54, 56, 61; Conference with Program Committee; WASC Criteria: Student Support Services; CDE Criteria: Student Services)**

This recommendation has been addressed by the district in the development of a master plan for guidance and counseling. The Counseling and Guidance Department is following this plan to the extent that any constraints beyond our control keep us from following it.

The Counseling and Guidance Department has developed a series of Mini

Conferences to continually upgrade our skills and understanding of a variety of areas that improve our services to students. These areas include: Introducing the Southeast Asian Student, ADD and ADHD students and how to work with them, and SAT and ACT testing. All areas are designed to help the counselor deal more effectively with students.

We are in the process of remodeling some of our procedures, such as sophomore counseling, to be in line with our new computer system and to be more time efficient.

The Career Center is reaching more students and is helping to develop individualized educational plans with help from the new InfoTracker program. This program allows counselors to have more access to information about each student, facilitating the counseling process.

Our student-counselor ratio is still high, however, we are still trying to meet the needs of all students:

Sheltered Instruction classes have been developed to meet the needs of LEP students and ensure their success and graduation. Under-represented students are being scheduled into college prep classes in greater number to allow for their matriculation into college. The new math program that is being put in place is more challenging to all students. We are presently trying to develop a freshman program to more effectively work with freshmen and turn the failure trend of freshmen around. These and many more activities are being developed to support the Expected Schoolwide Learning Results.

## Response to Previous Recommendations

### Resource Committee

- #1. That the district and school administration explore opportunities to encourage additional school ownership and responsibility through increased site based management and school-based shared decision-making. (School Report, pgs. 67-68, 71, 81, 83, 124-125, 127-128, 131, 133-136, 137-138, 140, 145-146; Conference with Resource Committee, Support Personnel Departments; WASC Criteria: Organization, Staff, Curricular Program; CDE Criteria: Improvement Process, par. 1, 3-6)**

Mt. Whitney has implemented a school site council and leadership teams whose membership now includes parents, teachers, and classified employees. Through visitations, Dr. Tucker has shared in school-based decision making. Department representatives obtain input from department members before final decisions are made on campus.

- #2. That the administration and staff include support personnel, parents, students and members of the community at large on the school site council to ensure that it is integral to the schools decision making process and plays a central part in the decisions made to improve the school. (School Report, pg. 71; Conference with Resource Committee, Support Personnel; WASC Criteria: Curricular Program; CDE Criteria: Improvement Process, par. 1)**

This has been accomplished. The council is now in place with an established membership which meets on a regular basis. The District has provided training per the Education Code.

- #3. That the district and school administration explore ways to improve and expand existing storage facilities in such areas as library, custodial rooms, ASB bookkeeper department, workrooms, and music areas so that staff has adequate, convenient access to plant facilities to effectively implement the school program. (School Report, pgs. 70, 73-75, 121, 135; WASC Criteria: School Plan)**

Because of limited District financial resources, space is limited. However, we have expanded the ASB bookkeeper department work area and additional portable classrooms have been added to the campus.

- #4. That the district administration explore the reinstatement of a full-time school nurse to ensure a comprehensive student health care program. (School Report, pgs. 76, 84, & 114; Conference with Resource Committee, Support Personnel, WASC Criteria: Student Service; Student Support Needs)**

Because of limited District financial resources, the nurse's schedule has not changed. However, the District has implemented emergency procedures for the nurse's off-day schedule.

- #5. That the district administration re-evaluate the current level and management of custodial/grounds personnel at the site and determine whether there is a significant need to increase the level of site management and participation in the allocation of these resources. (School Report, pgs. 73, 83, 133-134; Conference with Resource Committee)**

The District has taken steps in this area. The team concept of cleaning and alternating schedules for backup crews has been implemented. Until further funding by the District is available the current level of service will be maintained.

- #6. That the district and school administration improve site coordination of support personnel as a means of improving staff development and communication, and insuring a vehicle for articulation of concerns. (School Report, pgs. 71, 127-128, 133-138, 140; Conference with Resource Committee, Support Personnel;; WASC Criteria: Organization; staff; CDE Criteria: Improvement Process, par. 6; Culture of the School, par. 5; Integrated Skills, par. 6)**

Each department now has an assigned administrator for representative meetings thus insuring a vehicle for staff articulation of concerns.

## Response to Previous Recommendations

### STUDENT COMMITTEE

- #1. That the Board of Trustees, district, and school administration and staff develop and implement a school site plan for the prevention of drug and alcohol use and the control of gang activity to ensure that students have an educational environment which is safe, orderly and conducive to learning. (School Report, pg. 98; Conference with Student Committee; WASC Criterion: Student Support Services; CDE Criteria: The Culture of the School, par. 3)**

To help prevent drug and alcohol use Mt. Whitney has a student hot line, zero tolerance, drug sniffing dogs, Parent Awareness, Students Against Substance, but there is not a school site plan. The prevention of Gang Activity has been addressed by the Dress Code, campus cops, and elimination of Safe Schools Plan. Recent community involvement has risen due to the accidental death of a community member in a drive-by shooting.

- #2. That the administration and departments coordinate instruction with the feeder schools, other high schools, and community colleges in the district to facilitate articulation of assigned textbooks and assignments to ensure that students are engaged in a challenging sequence of courses. (School Report, pgs. 93, 146; WASC Criterion: Curricular Program; CDE Criteria: Students' Paths Through School, par. 1; Instruction Practices, par. 3)**

Most students find transition easy from middle school to Mt. Whitney High. The district has adopted a policy of retaining eight graders who are not ready to go on to high school. Students are allowed to take classes at College of School but there are scheduling conflicts sometimes.

- #3. That the administration and staff develop a process for helping students to understand, internalize and apply "How to Learn" skills so each student may succeed in a more demanding curriculum commensurate with his/her abilities. (School Report, pg. 96; WASC**

**Criterion: Curricular Program; CDE Criteria: Integrating Skills, par. 1)**

Many teachers follow the Pioneer All-School Study Skills Program (PASS). This is a study skills program begun a few years ago at Mt. Whitney. All students are required to have a binder and use calendars to keep track of assignments. Note taking and study strategies are taught by many teachers. The PASS program has helped many students to be better organized. However, not all teachers follow the program.

- #4. That the administration and staff develop and implement a plan to create student awareness of, and an appreciation for, the rich cultural diversity of the student population so that students have a shared respect for each other and high self-esteem. (School Report, pgs. 60, 79-81, 168; Conference with Student Committee; WASC Criterion: Student Support Services; CDE Criteria: The Culture of the School, par. 2)**

Mt. Whitney's constitution states that we have a Commissioner of Diversity. Because of the Mt. Whitney philosophy statement, Multi-Cultural Council on ASB, BSU, MECHA, and the International Food Faire, multi-cultural extracurricular activities are wide in number. We also have a Special Education Program.

While many extra-curricular activities address cultural diversity, in the classroom multi-cultural curriculum has been left up to the teachers. The English Department facilitates the use of multi-cultural literature.

The Mt. Whitney Association Student Body Constitution went through a recent revision process. A portion of these revisions dealt directly with the need to address multi-cultural awareness and cooperation on our campus. An A.S.B. position, Commissioner of Diversity, was established. The Commissioner is responsible to chair a Multi-Cultural Council comprised of individuals whose ethnic origins are representative of our student population. The Council plans and conducts cultural activities such as demonstrations, exhibits, speakers and food fairs. Another purpose of the Council is to discuss problems among the cultural and ethnic groups on campus and possible solutions to them. In addition

to the newly formed Multi-Cultural Council, there are many established clubs on campus such as the Black Student Union, MECHA, French Club, Pioneros Hispanos, and German Club that contribute to cultural understanding and awareness.



## Response to Previous Recommendations

### PARENT/COMMUNITY COMMITTEE

- #1. That the administration, together with the PTA and other support groups, develop strategies that will foster greater participation of minority parents in school activities and decision making processes of the school. (School Report, pg. 49; Conference with Parent Committee, Observation.)**

Two parents who volunteer in the attendance office, each working a different morning, have been a tremendous help in communication with Spanish-speaking parents. In addition, an Hispanic parent has been elected to the School Site Council and the District Bilingual Advisory Committee. A site Bilingual Committee has been established. This committee meets to discuss decisions concerning bilingual and LEP student needs.

For the past three years a Bilingual Parent Night has been held at Mt. Whitney. School buses were used to transport parents to and from Goshen and Linell Camp in order to encourage and facilitate parent participation. Parents of LEP students were informed in Spanish about a variety of school issues from extra-curricular activities, to academics, to college entrance. Question and answer sessions with teachers, counselors, and administrators participating were part of the evening's activities.

The Band Boosters Club has a strong Hispanic representation. A Black Student Union has been established, and an Intercultural Committee was formed to create awareness, appreciation, and tolerance of other cultures. In March, intercultural activities were held for a week. Music, foods, and various exhibitions from a variety of cultures were brought to students during the lunch hour. Cinco de Mayo was celebrated for one week with Mexican music, folk dances, and food.

- #2. That the administration and PTA work cooperatively to reinstate the quarterly newsletter to keep parents informed and aware of upcoming events, changes in policy, student successes, and other pertinent school happenings. (Conference with Parent Committee:)**

The quarterly newsletter had been reinstated. Articles are printed in both Spanish and English.

**#3. That the administration involve both students and parents on the school site council to provide a means for these groups to have input to the school organization. (School Report, pg. 50; Conference with Parent Committee.)**

This has been accomplished. A School Site Council is now in place according to the State Education Code. It meets on a regular basis and has an established membership of parents, teachers, classified employees, parents, and students.

## Response to Previous Recommendations

### AGRICULTURE

- #1. That the administration, counseling department and agriculture staff develop a systematic process to ensure that the program is accessible to all interested students based on their aptitudes, abilities, and career path goals. Conference with department, WASC Criteria: Student Support Services; CDE Criterion: C-VE: Career Guidance, Student Services; Guidance and Counseling, Individual Student Planning)**

There is a need for a process to provide accessibility to interested students. Progress is being made, annual meetings with the counseling department, participation in Parent/8th grade night, career fairs, and other activities of this nature, are providing accessibility. The Agriculture department is also offering presentations to 8th grade students on their campus.

- #2. That the department give a high priority to the acquisition of scientific equipment to enhance instruction and meet stated program objectives. (School Report, pg. 326; Conference with Department; CDE Criteria: C-VE: Curriculum and Instruction 1.6)**

Agriculture Incentive Grant money is providing some action to purchase science equipment. A five year plan for the purchase of equipment is on file with the State Departments Bureau of Agriculture Education. For the school year 95-96 a mini cam projection unit is being purchased.

- #3. That the department re-organize and expand their advisory committee and that the committee meet at least twice per year. (School Report, pg. 327; Conference with Department; CDE Criteria: C-VE: Community and Industry Involvement 6.1 & 6.5)**

Since 1971 the department has had an active Advisory Committee. It has served all high schools in the district. As a result of this accreditation, the department has reorganized the Advisory Committee. The new committee will serve only the needs of this school. Meetings have taken place and the committee was

actively involved in the Agriculture Incentive Grant review. (The review is an evaluation of the department)

**#4. That the department design and implement a recruitment program for students with special needs. (School Report, pg. 328; Conference with Department; CDE Criteria: C-VE: Program Promotions 8.4)**

The Agriculture Department has completely redesigned our recruitment materials to enforce the opportunities that the agriculture education and the agriculture industry has to offer to all students, including special education students.

## Response to Previous Recommendations

### BUSINESS

- #1. That the administration and department include in the business program curriculum standards and integrated performance activities which will ensure that students are provided with career path information, planning strategies, and career performance skills so that students are equipped with employability skills and are able to make informed career choices. (School Report, pg. 333, WASC Criterion: Student Support Services; CDE Criterion: Career-Vocational Education -- Curriculum and Instruction, Student Services: Guidance and Counseling -- Individualized Student Planning)**

The Mt. Whitney High School Business Department has developed an action plan so that entry level core classes will meet guidelines set forth by the State Business Education Framework. Business Technology Core curriculum includes: (1) business calculations, (2) business communications, (3) business systems and environment, (4) career preparation and acquisition, (5) computer technology operations, (6) economics of business, (7) functions of business, and (8) human resource technology of business. This core is aligned and consistent with national business curriculum standards and California industry-validated curriculum frameworks. We are also implementing restructuring at the ninth and tenth grade levels in 1994-95 school year.

The business staff will evaluate the implementation of the Business Technology Core at the close of the 1994-95 school year. Where necessary, the staff will update and revise the curriculum.

- #2. That the administration, counseling and department develop a systematic process to ensure that enrollment in business education programs is consistent with students' aptitudes, abilities, and career paths goals. (School Report, pg. 351; WASC Criterion: Student Support Services; CDE Criterion: Career-Vocational Education -- Career Guidance, Student Services; Guidance and Counseling -- Individualized Student Planning)**

To meet the school's goal of providing students with vocational skills to earn a livelihood, the Business Department is maintaining close communications with administrators, counselors, and students. All of this helps the students determine appropriate career path choices so that they might achieve at their highest learning potential.

The Business Department is presently using a sequence of business education programs leading to certification for a specific business career choice. Career pathways need to be addressed and designed by the entire faculty to best utilize the students' overall abilities and aptitudes.

**#3. That the department implement, appropriate performance-based assessment systems throughout the curriculum to measure students' performance in the application of business and academic skills to insure that students have the knowledge, skills and attitudes required by industry for productive and satisfying employment or advanced training. (School Report, pg. 356; WASC Criterion: Curriculum Program; CDE Criterion: Career-Vocational Education -- Program Accountability and Planning)**

Where applicable, the Business Department is using state performance-based assessment exams. The department has also established a comprehensive assessment portfolio program based on student performance. The following action plan has been developed and implemented during the 1993-94 school year:

Portfolios will be created in the following courses: Office and Merchandising skills, Computer Applications, and Record keeping. Each student will be responsible for completing:

- A. A typed letter of introduction.
- B. An employment application printed in black ink.
- C. A typed resume including references.
- D. Work samples, if appropriate.
- E. Certificates--work related skills/competency certificates and/or program completion certificates.

Each year the Business Department staff will be held responsible for the implementation of the portfolio program, and it will evaluate the program at the close of each school year. When necessary, the staff will update and revise the program.

- #4. That the administration and department develop a plan with time lines and options for the repair and replacement of equipment so that instruction is consistent with industry requirements and meets program objectives and student needs. (Conference with department; WASC Criteria: Curricular Program; CDE Criteria: Career - Vocational Education - Facilities, Equipment and Materials)**

During the 1993-94 school year, Mt. Whitney began participatory management. Repair and replacement of equipment is a mutual concern across the departments. There is a great need in our department for upgrading technological equipment. With no increase in state or local funding, our first priority must be audio-visual and computer maintenance.

- #5. That the department review its curriculum to clearly define a business core curriculum consistent with CDE model curriculum standards and frameworks to ensure that each student gains the knowledge, skills and understandings to succeed through career path sequences. (Conference with department; WASC Criteria: CDE Criteria: Career - Vocational Education - Curriculum 7 Instruction)**

As per response to recommendation #1, our department action plan will implement the State Technology Core during the 1994-95 school year.

## Response to Previous Recommendations

### CONSUMER AND FAMILY STUDIES

- #1. That the administration and department work to develop and implement articulation agreements with the feeder schools, other secondary district schools and post secondary/advanced training education agencies, leading students to pursue advanced training for employment and educational experiences that prepare them for the "real world." (School Report, pg. 391; Conference with department; WASC Criteria; Organization; CDE Criteria: Home Economics Program Promotion.**

During the past three years we have articulated with our feeder schools, other schools within our district, other school districts, and post secondary schools by having joint meetings to discuss the following; increasing enrollment; curriculum; job skills for advanced training; articulation agreement with C.O.S. 2+2+2 (Child Development and Sewing); increasing activities to promote Consumer Home Economics and F.H.A. at feeder schools.

- #2. That the administration and department form a subject matter advisory committee of individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies and labor to provide guidance in the design, development, operation, evaluation and support of each program area. (School Report, pgs. 370, 379, 388-89, 392; Conference with department; WASC Criteria: Organization, Student Support Services, Finance; CDE Criteria: Home Economics, par. 3; Home Economics Quality Criteria)**

For the past three years we have had advisory committee meetings held on a semi annual basis. As set up by the Advisory Committee Handbook, our Advisory Committee: assists in developing and reviewing long and short range plans; provide advice, support, counsel, written recommendations and verification pertaining to our department; consider special populations when making decisions concerning our department; annually assess our program based on Quality Criteria for High Schools Career Vocational Education.



- #3. That the administration, vocational and academic staff, develop a collaborative process of inter-disciplinary career paths sequenced to support the occupational clusters which prepare students for employment, advancement of academic skills and achievement of career goals. (School Report, pgs. 366-369; Conference with department; WASC Criteria; Curricular Programs; CDE Criteria: Integrated Skills, par. 1, Instructional practices, par. 1; Home Economics Quality Criteria)**

Over the past three years the staff has been working collaboratively to develop inter-disciplinary career paths to support the occupational clusters which prepare students for employment advancement of academic skills and achievement of career goals. Career paths in Consumer Home Economics (through the cooperation with R.O.P.) Are in Child Development and Foods and nutrition. Students from all four schools have the opportunity to enroll in these courses. Plans exist to implement other career pathways. Courses are sequentially organized in 9th through 12th grade. A comprehensive core class is offered at the 9th and 10th grade level, then an introductory and advanced level classes are offered for the 11th and 12th grade.

- #4. That the district, school administration and department continue to implement professional development activities in compliance with the Carl D. Perkins (VEA) Funding Act, which are designed to enhance the quality of instruction. (School Report, pg. 374; Conference with department; WASC Criteria: Curricular Program, Finance; CDE Criteria: Integrated Skills, par. 6; Home Economics Quality Criteria)**

For the past three years we have been in compliance with the Carl D. Perkins Funding Act. Through such means as: each teacher attends at least one California Department of Education sponsored Home Economics subject matter project workshop or conference; providing release time for curriculum development and sequencing of courses, and academics and articulation with C.O.S.; funding is also used to expand F.H.A.-H.E.R.O. activities in the classroom, community and through competition and leadership development.

## Response to Previous Recommendations

### ENGLISH

- #1. The visiting committee recommends that the district and school administration support and compensate the department in staff development and conference attendance to stimulate creativity and keep abreast of changing instructional strategies to enhance their teaching skills. (School Report, pgs. 151, 156; Conference with the Department and Program Committee; WASC Criteria: 6; CDE Criteria: English - Language Arts, Staff Development)**

During the past three years, members of the English Department have attended CATE conferences, writing workshops, literature project conferences, an agricultural conference, LDS training and examinations, school visitations, staff inservices, and subject A examination conferences.

- #2. The visiting committee recommends that district maintenance, school administration and department develop a plan for the repair and maintenance of department computers in order to avoid disruption of student learning. (School Report, pgs. 70, 77, 78, 146; Conference and Department and Resource Committee)**

During the past three years, the district has hired two new computer technicians. Thirty-two computers were upgraded and serviced prior to the opening of school.

- #3. The visiting committee recommends the district, school administration and staff review the operation of the Gifted and Talented Education Program in order to ensure a quality program for GATE students as recommended by the previous visiting committee. (School Report, pgs. 52, 60; Conference with Department and Program Committee; WASC Criteria: Student Support Services; CDE Criteria: Special Needs, par. 2)**

During the past three years, the English Department has met with the district administrators, school administrators, and staff to upgrade the GATE program.

GATE shared the cost of the freshman GATE field trip to Los Angeles museums to augment classical and Renaissance studies.

- #4. The visiting committee recommends that the district, school administration and department develop an ongoing process to enable department members to meet regularly and articulate with feeder schools, local institutions of higher learning, administration and district and to collaborate in the examination and development, evaluation and revision of the overall curricular program in order to enhance academic success and facilitate student achievement. (School Report, pgs. 145-146, 150, 155-157; Conference with Department; WAS Criteria: Curricular Program, Improvement Process, par. 4-7; CDE Criteria: English - Language Arts, Department Activities, Evaluation; Integrated Skills, par. 6)**

During the past three years, the English Department has regularly met as a department and by course title. We have articulated with La Joya and Divisadero middle schools to coordinate curriculum. A meeting has also been held with the local community college. We are in the process of meeting with the other high school English Departments to examine the over-all curricular program. Regular contact is maintained with district and administrative personnel.

- #5. The visiting committee recommends that the department seek ways to develop, expand and upgrade curriculum and teaching strategies so as to provide a comprehensive, balanced and demanding core curriculum to vocational oriented, LEP, and other at-risk students. (School Report, pgs. 145, 150-151, 154-155, 157; WASC Criteria: Curricular Program, Improvement Process, par. 4; CDE Criteria: English - Language Arts; Instructional Practices, par. 3-4; Integrated Skills, par. 1-3, 6; Special Needs, par. 1-3, 5)**

During the past three years the English Department has upgraded the freshman class career unit by coordinating with the career technician for the implementation of a career day where students may visit local businesses. A career committee was formed and updated the career unit to reflect a literature-based and multi-cultural curriculum. A showcase portfolio is now required of

all freshman students. On Portfolio Day each freshman presents his/her portfolio to community members who evaluate, comment, and encourage.

## Response to Previous Recommendations

### ESL

- #1. That the district and school administrators develop and implement a plan for inservice training for all teachers in the latest methods and techniques of shelter English instruction to assist the LEP students to gain access to the core curriculum. (School report pgs. 168, 171; Conference with department; WASC Criteria: Curricular Program; Finance; CDE Criteria: ESL par. 3; Integrated curriculum par. 3)**

The district has a program for teacher training in Shelter Instruction techniques as well as a program in Second-language acquisition leading to CLAD certification (see attached information).

- #2. That the district and school administrators and school site ESL teachers work toward developing the necessary strategies with the feeder schools to provide an articulated curriculum for LEP students which assures a smooth transition from ESL to the mainstream program as rapidly as possible. (School Report pgs. 166-167; WASC Criteria: Curricular Program; CDE Criteria: ESL par. 3-4; Special needs par. 5; Integrated Skills par. 3)**

ESL staff from Mt. Whitney test all LEP students who are in the eighth grade at the feeder junior high schools in order to facilitate the transition to high school. In addition, in the 1995-96 school year, we will adopt uniform ESL materials for the entire District which will provide an articulated curriculum for LEP students.

- #3. That the district and school administrators and ESL teachers develop a written description of the successive levels of language competency necessary for each LEP student to progress successfully from non-English proficiency to fluent-English proficiency. (School reports pgs. 165-167; Conference with department; WASC Criteria: Curricular Program; CDE Criteria: ESL par. 4-5; Integrated Skills par.1)**

In the summer of 1995 a committee composed of English Department personnel and ESL personnel from grades seventh through twelfth will

meet to develop written descriptions of the successive levels of language competency. The committee will develop courses of study for each of these levels so that staff can better assess students' needs and progress.

- #4. That the district and school administrators develop an assessment procedure to assist school site staff to (1) correctly place in-coming students and (2) develop and implement a redesignation procedure as per state requirement in order to redesignate students from LEP to FEP. (School Report pgs. 170-171; Conference with department; WASC Criteria: Curricular Program; CDE Criteria: ESL Evaluation and Assessment; Special Needs par. 5)**

The District has a very comprehensive assessment procedure to determine students primary and secondary language needs (see attached information).

## Response to Previous Recommendations

### FOREIGN LANGUAGE

- #1. That the department establish a regular meeting time to provide an opportunity to discuss instructional strategies and curriculum issues which will enhance student learning. (Conference: with department; WASC Criteria: Organization; CDE Criteria: Foreign Language - par. 4, Integrated Skills - par. 6, Improvement Process - par. 6)**

Since the fall of 1993, Foreign Language and ESL teachers have been meeting the first Tuesday of each month. Additional meetings are held when needed.

- #2. That the administration and department collaborate to establish staff development opportunities that provide time for peer observation as well as professional growth to facilitate student second language acquisition. (School Report; pgs. 179-190; Conference with department; WASC Criteria: Curricular Program; CDE Criteria: Foreign Language - par. 6, Integrated Skills - par. 6, Improvement Process - par. 6)**

In the past year, department members attended the State Language Teachers' Conference in San Francisco as well as in-services sponsored by various professional organizations such as the San Joaquin Valley Foreign Language Project, the Alliance Franchise, the Central Valley Foreign Language Teachers Association, and the California Language Teachers Association.

Department members have agreed to cover classes of colleagues so that peer observations can be made.

- #3. That the administration and department seek ways to improve the articulation with feeder schools and local colleges to ensure smooth transition for all students in foreign language classes. (School Report: pg. 188; CDE Criteria: Foreign Language - par. 4)**

Meetings were held with the staff of the community college foreign language department to determine the competencies required for college credit. On March 3, 1993, an agreement was reached for Spanish I, II and III.

- #4. That district and school administration give high priority to the purchase of appropriate, up-to-date textbooks, and/or instructional materials for all students studying foreign languages so they can have the greatest possible opportunity to develop competency in target language.**

The district has purchased appropriate and updated materials for all languages and levels.



## Response to Previous Recommendations

### HISTORY-SOCIAL SCIENCE

- #1. That the department renew its efforts to connect with feeder middle schools on a regular basis so that high curriculum standards, consistent with the History/Social Science Framework are consistently reinforced throughout each student's education. (School Report: pg. 192, Conference: with department, WASC Criteria: Curricular Program, CDE Criteria: Integrated Program, par. 1)**

The Social Science Department head and some department members met with staff from La Joya and Divisadero middle schools to exchange information about their respective curricula. Information was also exchanged about how the History/Social Science Framework is/should be implemented and how to ensure that its transition from middle school to high school will be consistent. One department member through his mentor teacher project conducted mail correspondence between La Joya and Mt. Whitney Social Studies Department. Future articulation is planned.

- #2. That the department collectively explore and take advantage of staff development opportunities to explore the use of a variety of teaching methods and strategies that will stimulate more student interest and in-depth understanding of the discipline. (School Report, pg. 197, Conference: with department, Observation of classrooms; CDE Criteria: Instructional Practices, par. 2, 3, 4, & 7)**

The Social Science Department has participated in various staff development opportunities to enhance and broaden its teaching methods and strategies. Department members have attended the following inservices and/or workshops:

- a. History Alive
- b. Sheltered Instruction Strategies
- c. The use of computers and CD's in the classroom
- d. AVID
- e. A.P. Workshop
- f. Harvey Silver Teaching Strategies Workshop

## Response to Previous Recommendations

### INDUSTRIAL TECHNOLOGY

- #1. **The administration and department will implement a functioning subject area advisory committee to provide advice on the design, development, operation, evaluation, and support of each program area to ensure that each student will exit the program with the relevant knowledge, skills, and attitudes required by industry for employment, and/or advanced training. (School Report, pg. 407, 431, 459; WASC Criterion; Curricular Program; CDE Criterion; Career - Vocational Education – Community, Business, and Industry Involvement)**

During the 1993-94 school year, the Mt. Whitney High School Industrial Technology Department developed and implemented a subject area advisory committee. The purpose of this committee is to provide advice on the design, development, operation, evaluation, and support of each program area with the goal of providing students with the relevant knowledge, skills, and attitudes required by industry for employment and/or advanced training.

For this advisory committee, departmental instructors contacted and recruited many local businesspeople whose business interests overlap with the individual subject areas taught in the department (automotive, drafting, metal, and wood). Many of these advisory committee members have businesses which cross into multiple subject areas. Additionally, members of local community college programs articulated with Mt. Whitney Industrial Technology programs were asked to participate.

This committee met for the first time on February 24, 1994, at which time the goals of the committee were discussed as was a preliminary questionnaire which addresses the needs of local businesses with regard to our graduates. It was agreed that the advisory committee would meet at least twice a year, once in fall, when it will provide feedback on the Department's plans for the upcoming year, and again in spring, when it will review the Department's activities.

The Advisory Council met on September 28, 1994, at Mt. Whitney to discuss

plans for the 1994-95 school year. An agreement was reached regarding shadowing for all students in advanced classes. In addition, each staff member has initiated a two-way communication process with his council members wherein instructors visit the work sites of council members and council members visit classrooms where they work directly with students.

A follow up Advisory Council meeting is planned for spring 1995.

Additionally, it was felt that a mid-year newsletter would help keep the lines of communication open. Therefore, we composed and sent a newsletter to our Advisory Council members in the early spring of 1995.

- #2. The administration and department will develop and implement an annual program assessment process using input from instructors, administrators, students, other staff, and the advisory committee to develop a program improvement plan for the short- and long-range administration and operation of the Industrial Arts programs. (School Report, pg. 414, 438, 466; WASC Criterion; Curricular Program; CDE Criterion: Improvement Processes, par. 2, 3; Career - Vocational Education -- Program Accountability and Planning)**

In the spring of the 1993-94 school year, the Industrial Technology staff collaboratively composed assessment questionnaires for each group, as indicated. These questionnaires are administered at the end of the school year. The results are compiled and distributed to the entire department. Instructors are then able to plan accordingly to improve their classes as indicated. Changes that are of a large global scale or require course outline modification will be reviewed as required by the department, administration, and appropriate curriculum committees.

- #3. The department will change the identification of its course structure beginning with the title of Industrial Technology Education and reorganize the individual clusters to the structure used by the California Department of Education. (School Report, pg. 393, 395; CDE Criteria: C-VE Curriculum and Instruction, Quality Indicators 1.2)**

The name change has been completed via the counseling department renaming our department and course offerings in the catalog of classes. We now also use "Industrial Technology" for all written and verbal communication.

The realignment of our clusters of technology to the March 1994 Framework Draft alignment is complete as we have shown in our course outlines. Each course is addressing the suggested material as our facilities will allow. We are able to offer programs in Construction Technology, Drafting Technology, Manufacturing Technology, and Transportation Technology. The core program is offered at the pre-secondary level.

- #4. The department will design and implement a recruitment program for students with potential vocational skills, with provisions made to include students with special needs. (School Report, pg. 328; Conference with department; CDE Criteria: CV-E Program Promotion 8.4)**

The Industrial Technology Department has compiled a multi-layered recruitment program. This program has evolved over the past three years and includes (1) a video presentation of the program for our junior high feeder schools, (2) a parent night for the incoming eighth graders (this includes displays and handouts), (3) a high school visitation day from our feeder schools, (4) an instructor visitation day of the feeder schools, including displays of projects and photos, handouts, and videos, (5) a technology club, the Model Builder's Club, that promotes our program through scale modeling, flying aircraft modeling (U-control gas powered), creative plastic modeling, and CO2 dragster modeling competition, (6) an Automotive Club which is building and displaying a hot rod Model A Ford automobile, and (7) the Game Club, which pursues board and strategy-oriented games.

These many activities keep the Industrial Technology Department in a high profile throughout the junior and senior high schools. We feel that it creates a positive atmosphere and attracts good students to our programs.

## Response to Previous Recommendations

### MATHEMATICS

- #1. The administration, counselor, and department work together to improve the plan for proper placement of incoming and continuing mathematics students in order to better enhance academic success. (School Report pgs. 212, 220; Conference with department, counselor; WASC Criteria: Curricular Program, Student Support Services; CDE Criteria; Mathematics par. 8-10, Special Needs par. 4)**

Since the last visit, we have (1) been meeting with the middle schools to help with the placement of their students at the high school, (2) created a flow chart and course descriptions to help with course placement, (3) met with counselors at the local and district level to explain course offerings, and (4) counseled our current students as to where they are headed in their future course work.

- #2. That the department work to increase the frequency of in-class writing and the use of open-ended questions in all classes to assist students to better discern math relationships, reason logically and use mathematic techniques effectively. (School Report pgs. 215, 217-218; Conference with department; Observation of classes; WASC Criteria; Curricular Program: CDE Criteria: Integrated Skills par. 1-2, Instructional Practices par. 2, Mathematics par. 1-2)**

Since the last visit, we have (1) participated each year in a faculty exchange program with UC Santa Cruz to discuss open-ended questioning and we have implemented them in our program, (2) attended a local workshop on open-ended questions for the CLAS test, (3) implemented CPM materials in the Algebra I, Geometry and Algebra II courses which included open-ended questioning and writing in mathematics, (4) begun using projects and portfolios as assessment tools which encourage writing, and (5) made extensive use of note-taking at all levels.

- #3. That the department increase the opportunities for career connections in all courses in order to provide examples of real life**

**mathematics applications for the students. (School Report pgs. 210, 220; Conference with department; WASC Criteria: Curricular Program; CDE Criteria: Special Needs par. 2)**

Since the last visit, we have (1) implemented Freshman and Sophomore Core Curriculum programs which connect mathematics to real-life application through career counseling and job placement, (2) brought in numerous guest speakers from the community and colleges to speak with students about the application of mathematics in various fields, (3) used Futures, Project Mathematics, and Landscape of Geometry videos to bring career connections into the classroom,

(4) sent students to participate in the on-campus Career Faire, which includes one-hundred and three exhibitors from the community, and (5) created projects relating mathematics to real-life situations.

**#4. The district, school administration and department investigate and establish a plan to minimize the movement of teachers from room to room in order to provide students access to needed concrete materials. (School Report pg. 212, Conference with department; Observation of classes; WASC Criteria: Curricular Program: CDE Criteria: Mathematics par. 6, Special Needs, par. 2-3; Mathematics framework)**

Since the last visit, we have (1) worked with administration to make available additional classrooms to minimize the movement of teachers and (2) reduced the number of out-of-department/part-time instructors.

**#5. The administration and department examine and revise course offerings as needed, and seek new resources to implement courses which will provide heterogeneous grouping of students and reduce the proliferation of classes in order to enhance and strengthen student skills. (School Report, pg. 29-33; Conference with department; Observation of classes; WASC Criteria: Student Support Services; CDE Criteria: Student Paths, par. 1, 2; Integrated Skills, par. 1, Mathematics, par. 1, 2; CDE Mathematics framework)**

Since the last visit, we have (1) streamlined the course offerings to reflect changes in the California Mathematics Framework and to promote heterogeneous grouping of students, (2) implemented Course 1, 2 and 3 in order to further integrate students of all levels, and (3) revised Math A and Math B and created a comprehensive math class to encourage students to move into higher level math classes.

- #6. The department together with the counseling department seek ways to recruit and to increase the enrollment of under-represented groups, specifically females and minorities, in the advanced mathematics program in order to increase their participation in the school's total program and to fulfill their greatest potential. (School Report, pg. 56; Observation of classes; WASC Criteria - Student Support Services; CDE - Student Services: Guidance and Counseling, Student Paths, Special Needs)**

Since the last visit, we have (1) conducted surveys to document the numbers of minority and female students and found that the numbers were not consistent with the findings of the visiting committee in 1993, (2) found that the number of minority and females students continues to be in line with school demographics, and (3) a number of our minority students are participating in the Early Academic Outreach Program.

## Response to Previous Recommendations

### PHYSICAL EDUCATION

- #1. That the district, school administration and department re-evaluate and explore means to reinstate an adaptive physical education class for students with physical disabilities so that special needs students can realize their potential in the physical education program. (School Report, pg. 234-235, 240; Conference with Department; WASC Criteria; Curricular Program, Improvement Process - par. 2, 4; CDE; Physical Education, par. 3; Special Needs, par. 1-3, 5)**

We have made contact with Lori Hudleston, the Adaptive Physical Education specialist in Visalia Unified School District (Riverbend School). Assessment was made on one student and no adaptive means were necessary. We will pursue reinstating an adaptive physical education class pending financial support from the district.

- #2. That the district, school administration and department review the system used to coordinate the use of physical education facilities by outside agencies and schools to avoid disruption of program as recommended by previous visiting committee. (School Report, pg. 229; Previous WASC recommendation; Conference with Department)**

We have attained an onsite coordinator for facility use and planning. The gym custodian reviews all requests and alerts the staff to any upcoming conflicts. We now have an agreement with the City Recreation Department that allows the school to have priority on facility use.



## Response to Previous Recommendations

### SCIENCE

- #1. That the administration give high priority to the need for additional resources in the department to provide, upgrade, and improve textbooks, instructional reference books, charts and equipment which are needed to maintain a high-quality program. (School Report, pgs. 248 & 249, Conference with department, Observation of classrooms, CDE Criterion: Science, CDE Science framework, pg. 178)**

The department has dealt with the allocation of funds with the administration and no new monies have been forthcoming.

- #2. That the department and administration review the scope and sequence of non-college prep science classes and develop an articulated strategy in order to provide effective instruction to students. (School Report, pg. 249, Conference with department, CDE Criteria: Science, CDE Science framework, pgs. 173-175)**

The department has met with the counseling department and for the entering class of 1995-1996, non-college bound students will take physical science at the ninth grade level. In looking at the sequencing of the earth and life sciences, we have found that we do not have the lab space to sequence at the present time. We are trying to have the district establish another room as a lab room.

- #3. That the department develop and implement a plan to include a balance of life, earth/space and physical science concepts for all students. (School Report, pg. 251, Conference with department; Committee, CDE Criteria: Science, Curriculum par. 2; CDE Science framework pg. 172)**

The department member who had a mentorship for this purpose lost it as the district dropped the mentor program for two years. He did develop a video tape of the Big Bang theory for the biology classes to help them understand the beginnings of the universe. All students have the option of taking a physical science class at the ninth grade level.

- #4. That the district, school administration and department coordinate articulation between the department and feeder schools to provide instructional continuity in order to insure that student learning is sequential and that basic concepts are repeated at increasingly higher cognitive levels. (School Report pg. 247, Conference with department, CDE Criteria: Science, CDE Science framework pg. 172)**

The department chair along with all other department chairs met with their counterparts at the main feeder middle schools. The department itself met as a whole with the science department of Divisadero Middle School in February of 1995. Discussion of their program and ours was very enlightening. They are also undergoing restructuring and their program is in flux. They anticipate more changes after teaching their program for their first year. We will have to meet again next year to discuss programs again.

- #5. That the district administration and Science department investigate the instructional effectiveness of Biology courses taught for advancement during the summer and determine whether students are learning expected skills and concepts. (School Report, pgs. 249, 250, 258, Conference - Science, Criteria - Science)**

The department chair meets with the district curriculum committee as a part of his regular duties. The district continues to offer biology for first time students in summer school. The chemistry teachers on our campus continue to say that because of time constraints, the summer school students do not receive as good a course as students during the regular year.

- #6. That the district, school administration and department cooperatively develop departmental goals and course expectations and design a system to evaluate whether goals are being met. (School Report 248, 258, Conference with department; CDE Science framework, pg. 172, CDE Criteria: Science)**

Departmental goals have been worked on but not completed at this time.

**#7. That the department and counselors develop a system by which to notify the science staff when Special Needs students are placed in the program. (School Report, pg. 255, Conference with department)**

This has been addressed by the counselors. Notification is to take place for those students who come from the middle school with special needs. This cannot take place for students who enroll as new students after school has started.

## Response to Previous Recommendations

### VISUAL AND PERFORMING ARTS

- #1. The administration, counselors, and department collaborate with the vocational departments to provide support and strengthen each curriculum area that meets an alternative graduation requirement in the Visual and Performing Arts Curriculum. (School Report pgs. 287, 290; CDE Visual/Performance Arts; Curriculum par. 1; Conference with department)**

To date, dialogue has begun over the concepts of alternate classes that meet graduation requirements. There has been discussion with the District Office Instructional Services Division as to the criteria necessary for any class that is approved for graduation (these criteria will be designed through the Joint Curriculum Committee in 1994-1995). As part of the discussion, there was agreement that any alternate class must also meet framework themes. This concept is not fully articulated with the entire secondary staff for consensus. It is expected that the concept will be fully addressed in the 1994-1996 school years.

To date, administrative collaboration through our liaison has begun with the Home Economics department, and collaboration with the rest of the in-lieu of classes has begun through the Vice-Principal in charge of Curriculum as to the Visalia Unified School District graduation requirements.

- #2. That the administration further address the ventilation problems existing in the Fine Arts classrooms, to insure safety, as recommended by the previous visiting committee. (School Report, pg. 276; Conference with department, Observation of classes)**

The Department Chairman has worked with the district on this problem and thought it was solved during reconstruction. However, vents were taken out (without fans in the K-8 art room) or blocked from roof and room access. All vents were unconnected, but power was restored to unconnected switches. The

head custodian has been informed of this and has submitted work requests to the district that are, to date, unanswered.

**EXPECTED SCHOOL WIDE  
LEARNING RESULTS**

## Expected Schoolwide Learning Results

### Process

The development of the Expected Schoolwide Learning Results (ESLRs) for Mt. Whitney High School began on January 19, 1993, when staff, student representatives, and parents gathered to address the question, "What should a high school graduate look like?" Ideas were generated and discussed. Further meetings were held on October 25, 1993 and on November 5, 1993, to further clarify the ESLRs, or as we then called this list of ideas, the Student Outcomes. On November 1993, the School Site Council approved the Student Outcomes and these ideas generated by all stakeholders of the school community became the ultimate goal for all seniors graduating from Mt. Whitney High School.

The Mt. Whitney staff continued to study and discuss ideas on how to assure that our curricular program allowed our students to meet the expected outcomes. Many members of the Mt. Whitney staff became actively involved in the research and exploration which followed the development of the Student Outcomes. Among many other activities, the School Leadership team attended seminars conducted by CSLA, an inservice on the curricular structure and concepts described in Second to None was conducted by a Mt. Whitney staff member for the entire faculty, and many teachers, counselors, and administrators traveled to other districts in search of curricular ideas.

At approximately the same time that the Mt. Whitney staff finalized its list of outcomes, the District office called a Community Forum in order to establish district wide outcomes, or, as it came to be called, the List of Agreements. On November 20, 1993, approximately 150 parents, students, teachers, classified employees, administrators, and community members met in the Mt. Whitney cafeteria to once again discuss what a graduating senior should look like. Mt. Whitney High School was represented at the Forum and our already-established outcomes were included in the ideas generated that day. By March 8, 1994, after a writing committee synthesized the ideas generated at the November 20 meeting, members of the Community Forum were notified of the final product, and the List of Agreements was presented to and approved by the Board of Education.

A group of Mt. Whitney teachers representing major departments met on December 7, 1993, to further define the List of Agreements. Descriptors were written that would help clarify what a graduating senior should know and be able to do. On December 17, the List of Agreements, with descriptors, was presented to staff and classified personnel at a faculty meeting for discussion and approval.

In the early spring of 1995, as Mt. Whitney prepared to begin the WASC process Focus on Learning, the List of Agreements, or ESLRs, were refined once again. In a full day of meetings, members of the WASC Focus Groups discussed the validity of the ESLRs and discussed ways to assess student progress in meeting the ESLRs. In the ensuing months time was spent by each department discussing the extent to which the ESLRs were being addressed in each course taught at Mt. Whitney. Student work was discussed, and teachers evaluated and rated each course on its success at meeting all of the ESLRs based on evidence of student work. The result was a beginning awareness of the degree to which every course and every student activity or assignment prepares our students to meet the ESLRs at graduation. (See Appendix)

Students and parents are becoming increasingly aware of the ESLRs. Posters with the ESLRs are present in every classroom. Student body officers have used various methods, from skits to discussion groups, to inform incoming freshmen of the ESLRs, what they must know and be able to demonstrate when they graduate. A student was inspired to draw caricatures of a what a graduating senior should look like based on the ESLRs and the Agriculture Department (FFA Club) has presented the school with an ESLR board, a 4' by 8' board with the ESLRs clearly printed. The ESLRs have been discussed with members of the Parent/Student/Teacher Organization and have been mailed home to all parents in information packets. The school newspaper, The Pioneer, has done feature stories on the WASC process, listing and explaining the ESLRs for all students.

The development of the ESLRs for Mt. Whitney High School involved all stakeholders over a period of several years. The WASC Focus on Learning process brought focus and direction to the ESLRs. For every student to meet the Expected Schoolwide Learning Results has become a conscious goal for the Mt. Whitney staff.



# Mt. Whitney High School

## Expected Schoolwide Learning Results

1. **Communicate effectively**
  - Demonstrate the ability to read, write, speak, and listen
  - Apply appropriate technology as a tool of communication
  - Demonstrate literacy in the students' curricular area
2. **Be respectful of self and others**
  - Demonstrate the ability to recognize personal strengths and weaknesses
  - Show honesty and integrity through their behavior
  - Demonstrate respect for the needs, ideas, opinions, and property of others
3. **Be life-long learners**
  - Demonstrate an understanding of the need for continuing physical, intellectual, and technical skills
  - Demonstrate the ability for self-assessment
  - Demonstrate personal growth (i.e., classroom, extra-curricular, and co-curricular activities)
4. **Be effective problem solvers and decision makers**
  - Demonstrate knowledge of problem-solving methods appropriate to subject matter
  - Demonstrate the ability to reason and to critically evaluate situations
  - Demonstrate the ability to integrate mathematics, where appropriate, as a problem-solving tool
5. **Be effective goal setters**
  - Acquire a knowledge base that allows for multiple goal-setting options
  - Construct both long and short term goals
  - Create, develop, and evaluate a career plan
6. **Demonstrate effective interpersonal skills**
  - Demonstrate the ability to present oneself in a manner acceptable to the workplace
  - Apply acceptable conflict resolution strategies
  - Demonstrate an open-minded and courteous approach when interacting with others
7. **Demonstrate personal, civic, and global responsibility**
  - Apply the life skills necessary to be self-supporting and successful in the workforce
  - Exhibit an awareness of environmental problems and solutions
  - Exhibit an awareness of world issues
  - Demonstrate and understand the rights and responsibilities of a contributing member of a democratic society

# SELF-STUDY REPORT

## **Focus on Learning**

### **Process**

The accreditation process begun by the Mt. Whitney staff in the spring of 1995 was approached with a certain amount of trepidation for two reasons: the staff had completed an arduous accreditation process just two years previously, and there was uncertainty as to which process to follow, Pursuing Excellence or Focus on Learning.

Once the decision was made to follow the Focus on Learning process, the staff began to look with optimism towards the months ahead. It began to trust the process as one that would allow Mt. Whitney to pursue cross-curricular exchange, that would be simpler and more easily understood than the Pursuing Excellence criteria, and that would allow the school to continue with improvements and curricular changes that were already begun. Much work had been done with student outcomes, so that the ESLRs were ideas with which we were comfortable, and the cross-curricular nature of the Focus Groups was welcomed by the staff. We had experienced staff inservice in cross-curricular planning and student work, and it had been a satisfactory and enjoyable experience for the staff. The focus on student work as evidence of learning was well received. The new process, Focus on Learning, was agreed upon because it would help to continue to unify the school in many ways, and because it allowed us to chart our own course based on research about good teaching and learning.

The staff was inserviced on the process by the WASC Coordinator, and in the spring of 1995, Focus Groups were formed with staff that represented each department in school, classified employees, support staff, students, parents and the district. Chairs and co-chairs of the Focus Groups represented every major department in the school. A parent committee was formed with volunteer parents and parents who were members of the School-Site Council. A student committee was formed with students representing a cross-section of the student population. In the spring, several tasks were accomplished. The student survey was written by the student committee and administered to every student in their English classes. The parent questionnaire was put together by the parent committee and sent home with every student. Approximately 40% of the questionnaires were

returned. The student/community profile was written by a sub-committee of students and parents. Major recommendations from the previous WASC visit were addressed by committee representatives and each department met to address its recommendations from the previous visit. In addition, departments met to assess course content and to analyze and discuss student work as it applied to the ESLRs and to the State Frameworks. Focus Groups met to discuss and to begin to understand the WASC Criteria.

By the time summer vacation arrived, the climate of the school was one of optimism. Focus on Learning had been the correct choice for Mt. Whitney. The staff felt that the time spent in meetings was actually devoted to a discussion of curriculum and student work, which was felt to be worthwhile. At this point, the work in the Focus Groups served to let the staff from the various departments and various roles in the school become acquainted with one another in this type of structure. The idea of looking at the school as a whole from the perspective of every stakeholder group and then synthesizing that information into one report was a novel idea that caused people to look beyond their own areas of school involvement.

In August of 1995, as the school reconvened, the self-study began in earnest. Meetings of Focus Groups, departments, support groups, students, parents, and classified employees took place every week. The looping of information also began to take place. Departments and stakeholder groups met on Thursdays, and as needed, to discuss essential questions and student work relevant to the group. On Tuesdays, the Focus Groups met to address the WASC criteria with the information contributed from all stakeholder groups. This process continued through the month of September. As rough drafts of the Focus Group reports were completed, they were submitted to all members of the groups for approval and revisions. New drafts were written and revised several times according to the Focus Group members' recommendations. The WASC Leadership Team met weekly on Fridays to share progress on the Focus Group reports, to work on revisions, and to share ideas.

Staff members had developed concerns that because of their involvement with only one Focus Group they were not fully aware of the content and quality of information contained in the other Focus Group reports. On October 30, a full-day inservice was devoted to the WASC process. The staff met in departments

and read the five Focus Group reports. Departments discussed the quality of information and evidence found in all the reports so that the entire staff had the opportunity to have a voice in the entire self-study. This additional step was very well received by the staff. Various opportunities were available for all to make this report an accurate representation of Mt. Whitney High School.

The staff has been inserviced on analyzing student work. A tag sheet which requires the teacher to identify the ESLR and the WASC criterion represented by each student activity is an ongoing process used by teachers as they analyze and display samples of student work throughout the year.

The Schoolwide Action Plan written by the WASC Leadership Team is directly derived from the needs identified by each Focus Group. The WASC Leadership looked for common themes and common concerns in all the groups and focused on ideas that were within site control assuming appropriate approval by the superintendent and the Board of Education. The Action Plan was studied and approved as a realistic plan that would improve every department as a whole, that would enhance student learning, and that would advance the restructuring efforts at Mt. Whitney. The Action Plan will become the primary goal for Mt. Whitney High School, and the Follow-up Process will ensure that it will progress according to the described timeline.

The WASC Focus on Learning process has been a positive experience for all concerned. It has brought us closer as a staff, getting to know others from departments that rarely met with one another. It allowed us to see the school as a whole, striving for common goals that focus on student achievement. It allowed us to focus on student work as evidence of achievement. It allowed us to develop an action plan that is exciting for us because we feel it emerged from real needs perceived by the staff as a whole. It is an action plan that will allow the staff to implement ideas that up to this point have only been talked about or dreamt of for several years. We feel more knowledgeable and empowered to be able to provide an even better opportunity for all students at Mt. Whitney High School.

# VISION, LEADERSHIP, AND CULTURE

## **VISION, LEADERSHIP, AND CULTURE**

### **STRUCTURE AND PROCESS**

Our focus group is composed of representatives from each department, administration, parents, students, and counseling and support staff. When we began work on the Focus on Learning accreditation report, WASC Focus Group chairs were selected; they became known as the WASC Leadership Team. Since our school has already written and formally adopted a vision statement and has a School Site Council and an active School Leadership Team, we had little difficulty addressing the first two criteria; however, the third criterion was more challenging. We waited for the results of the Student Survey, Parent Survey, departmental and focus group meetings and discussions to begin writing. Our written work is based on both the summary of results of these surveys and meetings held throughout the WASC process.

As we looked over the materials, we came to the conclusion that Mt. Whitney High School has generally done a good job meeting the ESLRs as well as the needs of our students and staff. Two groups of people have been responsible for providing school leadership over the past three years. These groups are the School Leadership Team and the School Site Council whose interrelationship is described later in this report. With a clear vision statement in place, an effective School Leadership Team, and a strong sense of community on our campus, we believe that we have taken the first important steps in making Mt. Whitney a model high school.

### **ELEMENTS OF SCHOOL/COMMUNITY PROFILE RELATED TO VISION, LEADERSHIP, AND CULTURE**

We at Mt. Whitney High School diligently seek to offer a safe, nurturing environment in which students can participate and be successful in a variety of activities and classes. Evidence of our accomplishments are reflected in a lower dropout rate, as shown in the Student/Community Profile and the student and parent responses to our surveys. Not only do Mt. Whitney students perform well in the classroom but such extracurricular activities as vocal music, instrumental music, yearbook, Distributive Education Clubs of American (DECA) and Future Farmers of America (FFA) have achieved national recognition. Fully 78% of

the students who responded to last year's questionnaire said they agreed or strongly agreed with the statement, "I have the opportunity to be involved in extracurricular activities." Mt. Whitney offers a wide range of clubs and activities to appeal to every student. Although some students choose not to participate, our goal is to make something available to everyone, and we are constantly creating new clubs and activities to appeal to students who have not yet been reached.

We also offer opportunities for parents and community members to be involved with the school. For example, a parent representative joined the School Leadership Team and attended the training offered through the California School Leadership Academy (CSLA). Parents also serve on advisory boards in Industrial Technology and Business.

## **EVIDENCE WE EXAMINED**

Evidence collection for our focus group involved pulling together and organizing a copy of the vision statement, minutes from School Leadership Team and School Site Council meetings, lists of clubs, activities and services offered at Mt. Whitney. We then measured the evidence against the ESLRs and identified areas for growth. A condensed timeline of this development process can be found in the appendix.

## **RUBRIC PLACEMENT**

<p><b>CRITERION A1: The school has a clearly-stated vision or purpose based on its beliefs, students' needs, and current educational research. Supported by the governing authority and the central administration, the school's purpose is defined by schoolwide expected learning results: what all students should know and be able to do.</b></p>
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The evolution of our vision started in 1993, with a series of planning period meetings and staff inservices organized around the idea of getting students ready for the real world and the world of work. During this developmental process, several instructional themes were identified as critical attributes of the high school graduate. They included communication skills, work ethics, setting goals, problem solving abilities, vocational/salable skills, and self-



confidence/self-esteem. In addition, the staff believed discipline needed improvement and identified four areas of concern: litter, use of vulgar language, public display of affection, and inappropriate dress.

The philosophy of Mt. Whitney High School was revised during the previous accreditation process (Pursuing Excellence Self Study) and formally adopted by the staff on March 29, 1993. We then began work on our school goals. By the end of the 1993-94 school year, the information generated during our planning period meetings and staff inservices, through the guidance of our School Leadership Team, was refined into five skill areas of instructional focus: Basic Skills, Citizenship, Critical Thinking, Effective Communication, and Life Skills. (See appendix for specific text describing these attributes in detail.) These were considered to be critical attributes of our graduates so that students would be ready for post secondary education and the world of work. On November 18, 1993, the School Leadership Team selected staff members to work on each of the five skill areas identified by the total staff at planning period meetings.

As all of this was developing at Mt. Whitney, Visalia Unified School District, under the direction of our new superintendent, invited representatives of every school and from our community to participate in a day "to help create a plan for our children's future." On Saturday, November 20, 1993, that community forum was held in the Mt. Whitney cafeteria. The goal was stated as follows:

Our task for the day is to determine what every Visalia Unified School District graduate must be able to know, do, understand and value to be successful in the real world.

This work by the District and Mt. Whitney went almost hand in hand, although there had been no previous collaboration on the instructional direction of the District and school.

During the next months, the District finalized what became known as the District List of Agreements. Once these were adopted by the Board of Education, there was a need to rethink the five skill areas previously identified by the Mt. Whitney staff and expand them into the seven areas of the District List of Agreements. This step had the effect of validating the work of the staff.

The seven areas of the V.U.S.D. List of Agreements (Student Outcomes) include:

- Communicate Effectively
- Be Respectful of Self and Others
- Be Life-Long Learners
- Be Effective Problem Solvers and Decision Makers
- Be Effective Goal Setters
- Demonstrate Effective Interpersonal Skills
- Demonstrate Personal, Civic, and Global Responsibility

Once again, the School Leadership Team, working in concert with the School Site Council, led this process.

Our staff, under the guidance of the School Leadership Team, identified three supporting ideas for each of the seven areas of concentration. These evolved into our ESLRs, which were formally adopted during the spring of 1995.

During the 1994-95 school year, the School Leadership Team joined with other high schools in our district and participated in the California School Leadership Academy training. It was also during this year that the Vision Statement for Mt. Whitney was finalized and officially adopted by the School Leadership Team and School Site Council.

The evidence for the vision section of this report includes the Philosophy Statement, Vision Statement itself, ESLRs, the District List of Agreements, our Annual School Plan, Five Year Library Improvement Plan, and minutes and agendas for meetings of School Leadership Team, and School Site Council.

**CRITERION A2: The school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning results. The leadership empowers the staff and encourages commitment, participation and shared responsibility for student learning.**

Between September 28 and December 2, 1993, the School Site Council was reorganized in accordance with the suggested guidelines of the California State Department of Education. A decision-making flow chart and information on the

composition of School Site Council are available in the appendix.

On January 10, 1994, a School Leadership Team began to emerge through discussions in the School Site Council which believed that, in order to fully represent the staff in school planning, we needed a mechanism to effectively communicate with all staff. Each department was invited to select one representative to attend our initial meeting. Elected members of the School Site Council were automatically members of this body.

In CSLA training sessions the School Leadership Team designed our very effective staff inservice days and also guided the process of transforming our previous school mission into our present Philosophy, Vision, and Expected Schoolwide Learning Results (ESLRs) (see appendix). The ESLRs were formally adopted by the faculty on March 6, 1995. This was a powerful step in leading the school toward instructional improvement, because the ESLRs are aligned with the District List of Agreements. The Superintendent and Board of Education recently commended the school for its progress in implementing the V.U.S.D. List of Agreements (Learning Outcomes).

At the same time the ESLRs were identified, a process was developed by the School Leadership Team to take the next step toward instructional improvement. This involved each department assessing its unique instructional program according to the ESLRs, first by course and then by department. Once these elements were identified, the next step was to develop a schoolwide instructional profile.

Evidence of the commitment of the school and the entire staff to school improvement is seen in the write-ups and presentations of school visitations and the ongoing work toward implementation of such programs as AVID, senior projects, and improving the freshman year curriculum. At the same time, many staff members have initiated programs on their own. Our Freshman Portfolio Day came about through the interest of English teachers who spent their own time visiting schools and inviting a guest speaker to present the plan to the whole department. The librarian formed a site Library Improvement Plan and Committee and with the information gathered formulated a five year Library Improvement Plan to upgrade media services and to insure that resource based learning is available in the library. The Counseling Department is working to

move the school towards its stated vision through the career education program and the new Star Info Tracker Program that was initiated this year.

During the past two years the School Leadership Team, accompanied by other staff members, has been busy with visitations all over the state to look at programs that would enable us to reach more students and to serve all our students more effectively. These trips have been encouraged by both site and district administration through the allocation of S.B.1882 monies to pay for these visitations. As this document was being written members of the Counseling Department and various other departments of the school visited Del Oro High School in Loomis, California, to examine their Freshman House program for consideration as part our comprehensive effort to better serve our incoming freshman students. Other visitations by board members and high school staff are being planned both by the School Leadership Team and the district.

**CRITERION A3: The culture of the school is characterized by trust, professionalism, high expectations for all students, and a focus on continual school improvement. The school is a safe and orderly place which nurtures learning.**

Mt. Whitney provides a nurturing environment designed to offer all students an opportunity to participate in school activities for socialization, physical health, and self-esteem enhancement. Last year's Associated Student Body established a Multi-Cultural Council to develop an awareness of and appreciation for the panoply of racial and ethnic groups represented here. The highlight of their efforts is a Multi-Cultural Week which offers noontime activities featuring such things as Japanese ceremonial drummers, Mexican singers and dancers, Black spiritual singers, and more. The culmination of last year's week was a tremendously successful ethnic food fair. This year an entire month will be dedicated to cultural understanding.

In addition to these activities, Mt. Whitney offers countless other opportunities for students and staff members to take part in campus activities. To name just a few, Pioneer Partners is a service organization which pairs up regular students with the special education students on campus. This organization gives the special education students an opportunity to participate in activities they might

normally miss and gives their partners a great sense of accomplishment. Freshmen are welcomed to Mt. Whitney with a BBQ at Freshman Orientation, and seniors are served by their teachers at the Senior BBQ before they leave for Grad Night. We believe that Mt. Whitney does a good job addressing self-esteem enhancement, participation, and commitment in students and staff. A comprehensive list of activities and services offered to Mt. Whitney students and staff can be found in the appendix.

Mt. Whitney maintains a tradition of providing a safe and nurturing educational environment. The administration, site staff, and students are committed to upholding this tradition. Discipline is handled with professionalism by administrators and staff. Teachers and administrative staff continually upgrade and revise the existing discipline code to reflect staff concerns and higher expectations of student behavior.

Features at Mt. Whitney High School which make it a safe school include the use of “walkie-talkies” and golf carts by campus administrators. The Youth Development (police) Officer (YDO) and supervisors are able to reach far flung areas of the campus quickly and in large enough numbers to avert trouble in most cases. In response to reports of intruders on other campuses in Visalia and elsewhere, we have also instituted a lock-down procedure and have held drills to practice for emergencies. Our strict enforcement of a Zero Tolerance Policy (see appendix) established by the Board of Education also enables us to keep Mt. Whitney a safe school.

The day-to-day culture of Mt. Whitney High School is strongly influenced by a rich and vibrant history, as evidenced by a student body that reflects third and fourth-generation Pioneers. The staff is also committed to the Mt. Whitney tradition, as evidenced by the large number of teachers who have chosen to remain here throughout their careers along with several alumnae who have returned here to teach.

## **MAJOR GROWTH NEEDS:**

1. We need to provide support for staff in order to further enhance self-esteem, participation and commitment.
2. A list of ESLRs should be added to the yearly Mt. Whitney High School information packet mailed to all parents each August .
3. We should provide cross-curricular planning time.
4. All staff needs to become familiar with services offered to students.
5. Emergency team function needs to be clarified for all staff.
6. We need to rethink the concepts, requirements, and guidelines for Freshmen Core Curriculum & Sophomore Core Curriculum.
7. We need to restore attendance/discipline personnel in order to maintain a safe campus and guarantee a productive learning environment.

# CURRICULAR PATHS

## **CURRICULAR PATHS**

### **STRUCTURE AND PROCESS**

Our group is composed of representatives from each department, administration, counseling, students, parents, and support staff. We held roundtable discussions on each of the four criteria questions. Our group first met during the spring of the 1994-95 school year to make sure we understood the key concepts in the criteria. In addition, each member of the focus group met within his department numerous times to discuss and focus on the details of the criteria questions and identify curricular paths at Mt. Whitney High School. In the creation of this report, the members of this focus group were actively engaged in a circular process in which this report was repeatedly discussed in the focus group and in departments, edited, discussed again, and edited again.

The bulk of the discussion within the focus group was aimed at determining the current state of curricular pathways at Mt. Whitney High School through comparison of departmental frameworks, curricular approaches, student work and activities. Our consensus is heartening in that we discovered numerous connections with our individual programs and with the Expected Schoolwide Learning Results. In addition, we have formed concrete ideas with regard to realistic growth needs in the area of curricular paths.

### **Elements of School/Community Profile Related to Curricular Paths**

At Mt. Whitney High School we strive to attain rigorous, sequential curriculum for all students. Like many schools, we face the dilemma with involving all students in this process. We have many programs on campus which are aimed at developing strong fundamental skills in reading, writing, and mathematics. We believe that we are making solid efforts to engage all students in a curriculum sufficiently rigorous to challenge each student, yet flexible enough to have meaning for each student.

According to our most recent Mt. Whitney High School Student Questionnaire, the majority of students believe that their classes are helping them prepare for the future, and that they are learning skills which they can use in the job force. Most students believe that they compete evenly with students from other high



schools, and that adequate course options are available. Students are less certain that counselors and teachers are aware of their plans after high school, although in the most recent Mt. Whitney High School Parent Questionnaire, the majority of parents believe that our counselors are helpful in directing their children's selection of courses.

The Parent's Questionnaire also indicates that a majority of Mt. Whitney parents believe that courses taken by their children are preparing them for the future and are creating skills useful in the job force. A majority of parents also believe that a sufficient number of course options exist, and that Mt. Whitney students can compete on an equal level with students graduating from other schools.

Mt. Whitney High School staff members believe that while we continue to be strong in our college prep curriculum, including the presence of advanced placement and honors courses, we also have a very diverse, powerful vocational and elective curricula. We are addressing the needs of at-risk students through our Freshman Core Curriculum and Sophomore Core Curriculum. The special education program is involved in a movement toward engaging the diverse special education student population more completely in the general education environment. Our ESL program provides students with opportunities to learn English at the students' level and engages in many services for the bilingual students. Mt. Whitney High School is implementing an AVID program, which is aimed at those students from under-represented groups who need additional encouragement and support to succeed in a four-year college.

Survey results indicate clearly that our administration and staff are very supportive of professional development which addresses the school vision and the ESLRs in the form of collective staff inservice training, as well as department-oriented seminar-based training.

In the course of our study, our focus group identified three major areas for improvement at Mt. Whitney High School. These three areas are:

1. We need to develop a formal, comprehensive curricular paths framework. This framework would more clearly delineate the curricular and career pathways supported by course offerings at Mt. Whitney High School. It would allow a student more easily to identify and select a desired

curricular or career endpoint, identify the suggested course sequence, and compare his progress relative to the chosen path.

2. We need additional counselors and should explore alternative means of assisting our counselors.
3. We should expand our freshman portfolio to encompass a senior project.

### **Evidence We Examined**

In the course of analyzing the nature of curricular paths at Mt. Whitney High School, the vast majority of our discussion encompassed comparing curriculum and student work. Focus group members gathered a cross-section of representative evidence that reflected learning found in the traditional classroom and through projects. Through this evidence we found the students' ability to construct meaning, communicate effectively, and draw connections between school and the "real world". Interdepartmental discussion revealed that departments support each other in curricular paths at Mt. Whitney High School.

In support of these discussions the following data and information was made available for reference.

1. Teacher observations and reflections, as related in Focus Group discussions.
2. Written comments from staff members reflecting their approaches to attainment of the ESLRs within their programs, as reflected in the Mt. Whitney High School ESLR worksheets.
3. Student work which reflects the use of problem-solving and decision-making skills, and which demonstrates the use of technology.
4. Mt. Whitney High School School Plan  
The school plan outlines professional development activities for staff members. It is used here to determine the nature of professional development planning and activities related to instructional improvement.

5. Mt. Whitney Student/Community Profile  
This profile is the result of surveys of students and parents. It is used here to gauge the perceptions of these populations with regard to Mt. Whitney High School.
6. Mt. Whitney High School grade distribution chart  
This is a chart which indicates the distribution of grades for each instructor and course at Mt. Whitney. It is used here to evidence breadth of offerings at MWHS
7. California Learning Assessment System (CLAS) test results  
This is a state-wide test which measures the overall academic achievement of students. It is used here to measure the effectiveness of the academic programs at Mt. Whitney High School.
8. Accountability Report Card for Mt. Whitney High School  
This is an annual report from the Principal of Mt. Whitney High School which includes statistical information about the school. It is used here for general school population and achievement data.
9. California Basic Educational Data System (CBEDS) information  
This is an annual survey of high schools which determines teacher utilization, course populations, and gender and grade breakdowns per course. It is used here to determine course compositions.
10. VUSD 1994 Graduate Survey  
This is a follow-up survey, based on the responses of graduated students. It is used here to reflect the opinions of graduates about Mt. Whitney High School.
11. MWHS Advanced Placement Test Results  
These are the results of the AP tests taken by Mt. Whitney High School students engaged in AP courses. It is used here to determine the effectiveness and achievement of Mt. Whitney AP students.
12. Scholastic Aptitude Test (SAT) scores

13. Preliminary Scholastic Aptitude Test (PSAT)  
These are the classic, common exam-based "predictors" of success in college. It is used here to determine the effectiveness of our academic programs for the college-bound student.
14. Evidence of Articulation With Community College  
These are 2+2 agreements from those programs articulated with College of the Sequoias. They are used here to evidence the nature of Mt. Whitney's preparation of students to enter the workforce or technical programs upon leaving high school.
15. Portfolio Projects  
These are the Freshman Portfolio projects, as well as course-specific portfolios. They are used here as evidence of cross-curricular classroom activities and learning.
16. Armed Services Vocational Aptitude Battery (ASVAB)  
This is an aptitude test, offered with the assistance of the U.S. military. It is used here as evidence of a method of career exploration at Mt. Whitney High School.
17. Santa Barbara Test  
This is a college-level science and math exam. It is used here to measure the success of Mt. Whitney in challenging its highest achieving students.
18. American High School Math Exam (AHSME)  
This is an exam which measures high-level ability with mathematics. It is used here to measure the success of Mt. Whitney's mathematics instruction for its highest achieving students.

### **Rubric Placement**

**Criterion B1:**

**All students participate in a challenging, relevant, and coherent curriculum.**

Our investigation indicates that Mt. Whitney High School is immensely successful in engaging students in a challenging, relevant, and coherent curriculum. Most all the departments are aligned with state curricular frameworks, with the rest considering themselves to be closely aligned, and all departments are working on connecting curriculum with our ESLRs. Leaders in this area are our Business Department and Mathematics Department. Our Business Department has its career pathways implemented from entry level, tech prep level, to the professional career level. Within our District, our Mathematics Department is pioneering the state's College-Prep Mathematics (CPM) curriculum. The mathematics teachers agree that CPM is an academically valid, problem-based approach to mathematics which focuses on making math relevant to the student.

Students and staff agree that one of the great advantages of Mt. Whitney's curriculum is its flexibility. Students who determine that a course is too elementary may proceed to the next level, while students who discover a course too rigorous are permitted to make course schedule modifications which better suit the student's capabilities.

A fundamental strength of Mt. Whitney High School is our range and depth of course offerings. Students at all levels--special education, at-risk, ESL, vocational, and college prep--may combine elements from multiple programs. These programs offer our students the quality and breadth necessary to prepare for post-secondary education, tech prep, or workforce entry.

Examples of this wealth of course offerings include:

1. The scope of special education offered at Mt. Whitney includes special day classes for severely emotionally disturbed students, classes for the developmentally delayed and classes for the learning disabled which mainstream special education students into general education classes.

Occupational-vocational courses offered through TCOVE, which are available to all high school students, also offer special education students the opportunity to earn a certificate in a viable field of employment. In all areas of special education, life-long learning and the development of personal and civic responsibility are stressed.

2. The Physical Education Department has instituted a freshman core program. Physical education instruction will incorporate a personalized fitness unit which will reflect the current societal trend towards comprehensive fitness and which emphasizes personal growth of the student. All courses are co-educational as recommended by the State Framework.
3. The English, Mathematics, and Social Science and Science Departments are fundamentally involved in the operation of the Freshman Core Curriculum (FCC) and Sophomore Core Curriculum (SCC) projects. Sheltered instruction is also available for NES/LES students in geography, driver's education, world history, and US history, and health science. These curricula are an integrated attempt to instill basic academic skills in at-risk students. This project stresses effective communication, the building of effective interpersonal skills, and especially emphasizes the setting and short- and long-term goals. At the opposite academic spectrum, these departments also offer Advanced Placement courses to meet the demands of the highest level of college-prep students.
4. Vocational education at Mt. Whitney offers a broad diversity, from entry-level courses to the highly technical, job-ready, skill-developing TCOVE courses. We have an Agriculture Department, a Business Department, a Consumer and Family Studies Department, and an Industrial Technology Department, plus Mt. Whitney also houses TCOVE courses in police science and nursing, and we support enrollment in TCOVE courses offered at other sites in areas we are unable to offer due to facility limitations. The vocational education departments are sufficiently flexible to allow students to enroll in those courses they find most challenging and most appropriate for their career goals.

In support of our broad array of course offerings are the services offered by our school library, which has expanded its collection to include non-print electronic information technologies, laser discs, and CD-ROM's. The library has a newly-developed "Easy Reader" (grade level 1-3) print collection for special education students, has expanded the foreign language/ESL collection to meet the needs of our language diverse school population and it is also working with departments to ensure the integration of library skills throughout the curriculum. Our school library has been awarded a California School Library Protection

Fund grant, allowing the update of our 20,000+ volume print collection to better meet the needs of all Mt. Whitney students.

Within the realm of establishing relevant curricula for students, Mt. Whitney has taken a number of steps over and above the availability of choice in course selection to ensure that each student's course work has meaning in and out of school:

1. Mt. Whitney's English Department is pioneering a cross-curricular freshman portfolio project which seeks to make each student's course work more relevant by linking each student's personal goals and interests with his course work and potential career applications.

In the freshman English classes, each student is required to develop a portfolio which incorporates his English work with work from three other courses. The work selected for the portfolio is chosen by the student on the basis of his achievement and interest in the subject. This project is intended to allow the student to put on display the breadth of his studies, and to display those things he has done in school that he finds most interesting. This portfolio is presented by the student to a community member on a special Portfolio Day. The student discusses the nature of his portfolio and the representative course work, and how it meets his school, career, and life goals. One of the major goals of the portfolio is to make an organized, tangible link between school, career, and community.

2. Our ESLRs are imbued with the concept of work-place standards as the ultimate point of reference for relevance. Each department has developed an awareness of the ESLRs, and is implementing them into their courses in an increasingly high-profile manner.
3. Mt. Whitney leads the District in on-site TCOVE courses. These ROP courses, the epitome of relevance for the vocational student, are capstone courses that generate the most powerful problem-solving skills and make the strongest connection between education and the "real world."
4. Mt. Whitney's vocational education programs maintain relevance through the use of advisory councils, the members of which are recruited from local

businesses. These advisory councils are engaged in program review, sponsor student shadowing, job partnerships, interface with classroom activities, and other activities which help set course content standards and keep vocational programs relevant to local needs.

In addition, the Mt. Whitney Business, English and Mathematics Departments are involved in a summer enrichment program for at-risk students. This program combines an afternoon job program with classroom instruction in mathematics and reading skills, and responsibility and interpersonal skills, all with a focus on the work place.

5. Numerous clubs exist on campus which seek to tie schoolwork directly to the student's future plans and long-term interests, and which promote interpersonal skills and life-long learning. Mt. Whitney offers the following career-based clubs:

- Distributive Educational Clubs of America (DECA)
- Future Business Leaders of America (FBLA)
- Future Farmers of America (FFA)
- Future Homemakers of America (FHA/HERO)
- Medical Careers Club
- Vocational Industrial Clubs of America (VICA)

6. The Social Studies Department, in conjunction with the Career Center, provides a three-day lesson in job-hunting skills. The student learns to fill out an application, write a resume, and local businesses send representatives to conduct mock interviews with the students.

Also within the realm of relevance, Mt. Whitney seeks to instill an understanding of life-long learning in our students.

1. One of the best examples of this is our Visual and Performing Arts (VAPA) Department, which, in addition to providing the opportunity to explore career opportunities in the fine arts, actively encourages students to pursue and enhance their performance and artistic skills throughout their lifetimes.

Our VAPA Department consistently produces students who receive



superior ratings at performances and exhibitions locally, state-wide and nationally.

2. Another example of is the abundance of social and service clubs on campus, all of which seek to meld student extracurricular interests with future plans. All of Mt. Whitney's clubs reinforce effective interpersonal skills, respect for self and others, and personal, civic, and global responsibility. A list of these clubs can be found in the appendix.

**Criterion B2:**

**Upon graduation students are prepared to enter the work force or continue their education in either a technical or academic program.**

Mt. Whitney offers courses which will enable a student to enter the work force, continue their education at a technical or community college, or to continue their education at a four-year college or university. Our ESLRs fully support this process and are aimed directly at the development of students who have the personal skills and qualities which will allow them to make maximum use of their academic achievements in the "real world", regardless of their post-high school plans.

Examples of Mt. Whitney's efforts to prepare its students for their post-high school endeavors include:

1. The college-prep student at Mt. Whitney High School who plans on attending a four-year college or university can easily satisfy academic entry requirements, as is evident in the above-state-average SAT scores recorded by our students five of the last six years.
2. The Business, Foreign Language, and Industrial Technology departments have developed 2+2 articulation agreements with our local community college (College of the Sequoias), which facilitates smooth transition of students into technical programs offered at that location. This enables our students to bypass introductory level courses and go directly into more advanced courses at the community college.

3. Mt. Whitney offers solid TCOVE (ROP) programs in desktop publishing, entrepreneurship, merchandising, machine tool technology, nursing, and computer-aided drafting, and police science. Mt. Whitney supports and encourages student enrollment in off-campus TCOVE courses as well. These programs are instrumental in providing job-ready skills for students interested in entering these vocational areas directly from high school or in attending technical college.
4. Mt. Whitney High School provides special education students the opportunity to enter the work force, continue their education at a technical or community college, or to go on to a four-year university. This is accomplished through the Transition Program offered through the State Department of Rehabilitation. Transition begins in the junior year and offers assistance with tuition, books, driver's licenses, and placement tests; students may continue this support beyond high school. Counseling is offered for job interview and preparation, training and placement. Housing and transportation needs are also addressed. The goal is independence.

**Criterion B3:**

**All students have personal learning plans. These plans are an educational road map for accomplishing their post-high school goals.**

Each student at Mt. Whitney High School has a three-year personal learning plans. The process begins with a sophomore interview with a counselor, which may include the presence of a parent if desired. The plan continues into the junior year with a "junior review", facilitated by the counselor and career technician. The learning plan ends with a final contact during the senior year with the career technician. The learning plan is used to schedule the student into courses throughout the three-year time span, and considers the student's expressed interests and future plans. The plan is flexible, allowing modifications to be made to reflect the student's evolving concepts of his needs, goals, and future. The plan also includes the creation of a personal portfolio for the student which evolves as the student's interests and goals change. The portfolio contains the personal learning plan, all his career research data, shadowing experiences, and other pertinent information, the totality of which can be used by the student,

counselor, and career technician to assist in planning the student's path through high school and beyond.

Examples of Mt. Whitney's support for the development of the learning plan outlined above include:

1. Students have a number of programs available to them through the counseling office which assist students in clarifying high school plans and setting post-high school and career goals. Among these are the presence of a full-time career technician, the EUREKA program, aptitude exploration via instruments such as the ASVAB, and the just-installed Stardata and Infotracker programs. These programs allow both student and counselor to develop very flexible personal learning plans in both academic and vocational curricular pathways.
2. Special Education provides Individual Education Plans (IEP's) for students placed in special education courses. The IEP is evaluated and updated annually for each student, a process which includes specific academic, behavioral, and vocational goals.

**Criterion B4:**

**There is an organizational structure for, and the school and community are committed to, professional development. Staff utilization, monitoring and support facilitate greater achievement of the schoolwide expected learning results.**

Visalia Unified School District, and the Mt. Whitney High School administration and staff recognize the utility and advantages of professional development. Mt. Whitney has a formal school plan which outlines the goals and objectives of comprehensive staff development. The school plan is created through collaboration of site staff and administration members, and is approved and reviewed annually by our School Site Council.

Also relevant to the discussion of professional development opportunities available to staff members at Mt. Whitney are the following:

1. The staff development activities undertaken at Mt. Whitney, as outlined in the school plan, are driven by the perceived needs of both staff and administration. During the 1994-95 school year, the Mt. Whitney staff involved itself in addressing and refining our ESLRs, curricular design, and special needs. Plans for the 1995-96 staff development program include segments on assessment of student learning and use of assessment information.
2. There is strong administrative support both philosophically and financially for individualized staff development. Individual departments and staff members are able to participate in conferences and seminars pertinent to their subject matter. Multiple sources of funding for staff development are cultivated and used, including SB1882 funds, SIP funds, and Perkins funds.
3. The District supports professional development, as is evident in the existence of the Professional Development Program. This program is a series of seminars relating to teaching strategies and methodologies. District support is also evident in the availability of full- and half-day staff inservice days during the school year. In addition, a professional collection reading room has been established in our library to enable staff members to stay abreast of educational reforms and trends.

### **Major Growth Needs**

While we are attempting to meet the needs of all students, there is agreement within the focus group that there is room for improvement in three general areas.

We are in agreement that the rising student-to-counselor ratio dictates the need for additional counseling staff in order to maintain the quality of services rendered to students. There is some interest in developing alternative counseling methods. For example, within this focus group interest was expressed in a teacher-student counseling period one to two times per semester, during which teachers would work with students on their personal and career development, thus augmenting the services offered through the counseling office.

While Mt. Whitney High School provides all students the opportunity to enter the work force, continue their education at a technical or community college, or

continue their education at a four-year college or university, we are in agreement that this process could be significantly enhanced. Through the creation and implementation of a formal, comprehensive sequencing of courses around curricular paths, each student's academic needs and goals may be more explicitly discussed, defined, and better achieved.

While Mt. Whitney is pioneering a cross-curricular portfolio project which seeks to link each student's personal interests with his course work and potential career applications, there is support among staff members for the current senior review process to be enlarged and linked to the portfolio program in the form of a senior project in an attempt at making the portfolio project more meaningful to the exiting student.

# POWERFUL TEACHING AND LEARNING

## **POWERFUL TEACHING AND LEARNING**

### **STRUCTURE AND PROCESS**

Our group is composed of representatives from the administration, classified staff, students and parents, and the following departments: Counseling, English, Math, Science, Social Studies, Foreign Language, Business, Industrial Technology, Family and Consumer Studies, Physical Education, and Special Education, Visual and Performing Arts. Our group first met as a focus group in the spring of 1995, when we discussed the Expected School-wide Learning Results (ESLRs) and their relationship with Powerful Teaching and Learning (PT&L). In the fall of 1995, our focus group met to discuss the degree to which Mt. Whitney is meeting the three criteria pertaining to PT&L. It became obvious to us at that time that the departments had to meet for discussion so that information on the three criteria would be more complete. PT&L met again after the department meetings and began to share successful powerful teaching and learning experiences and to collect evidence that such was occurring. These were most meaningful meetings, and it was during these discussions that we concluded that powerful teaching and learning is taking place at Mt. Whitney High School.

### **ELEMENTS OF SCHOOL/COMMUNITY PROFILE RELATED TO POWERFUL TEACHING AND LEARNING**

According to the Student/Community Profile survey, a strong effort is being made to meet the needs of our student population. In order for PT and L to take place, an environment that is conducive to learning must be maintained. Both parents and students indicated that they believe Mt. Whitney is preparing students for their futures. Students are staying in school, as evidenced by the reduction in the dropout rate. Both parents and students agree that students are developing the skills of writing, speaking, listening, reading, problem solving, creative thinking, math, calculating, and studying. Students and parents feel that the teachers are fair and helpful. Faculty and support staff continue to advance their education through various workshops such as California Association of Teachers of English, subject matter projects, and others.

Mt. Whitney students perform at or above district and state norms on such

standardized tests as the ACT, CLAS, SAT, and AP examinations. Our students have also qualified as National Merit Scholars, and in 1994, we had one student who earned the highest score in the nation on the University of California Santa Barbara Biology Exam, and he was also one of the one hundred who received the nation-wide Tandy Math and Science Award. Our Science Olympiad Team continues to qualify and compete at the state level. We have been awarded a certificate of merit from the Mathematics Association of America which recognized Mt. Whitney as a National Math School. The Mt. Whitney Business Department has been recertified as a Program of Excellence by the State of California Department of Education Business Education Unit. One of our choral groups was one of three in the nation to perform in Washington D.C. at a National Music Educators convention. Our yearbook, The Oak, was among the top ten books from 12,000 printed by the Jostens Corporation to be nominated best yearbook internationally. We offer numerous club opportunities for our students. (See appendix). Our district supports training for California Language Acquisition Development (CLAD), the Bilingual CLAD, and Specially Designed Academic Instruction in English (SDAIE).

Our focus group noted, however, that according to the Student/Community Profile survey, there are areas for improvement:

1. We need to address the overcrowded classrooms resulting from increased enrollment.
2. We need to involve the parents of more of our students in order to improve their academic performance.
3. We need to work more closely through our Counseling Department to prepare our students for post-secondary education and/or career choices.
4. We need to explore more ways to involve the community in the education process.

## **EVIDENCE WE EXAMINED**

As we met with our focus group and our departments, we started collecting evidence which illustrates that the Mt. Whitney faculty successfully teaches



students by addressing the seven intelligences: logical/mathematical, verbal/linguistic, kinesthetic, visual/spatial, musical/rhythmic, intrapersonal/metacognitive, and interpersonal. This evidence came by way of discussion of the ESLRs and the three criteria questions for PT&L. The evidence collected represents all departments on campus in the following areas:

1. Student work that demonstrates the ability to read, write, speak, and listen effectively.
2. Student work that demonstrates collaborative and cooperative learning and activities that utilize both individual and group assignments.
3. Student work that reflects the use of the library.
4. Student work that shows training and use of available technology.
5. Student work that reflects information gained from guest speakers and field trips.
6. Student work that reflects a connection between school and the community.
7. Data that demonstrates improvement of teachers working with LEP students.
8. Student work that reflects teachers' knowledge of state frameworks.

## CONCLUSIONS AND RUBRIC PLACEMENT

**Criterion C1:**

**Teachers design learning experiences that involve students actively in rigorous learning and use diversified methods that enable more students to succeed at high levels. Teachers focus on active learning strategies such as enquiry, demonstration, collaborative learning, and effective use of technology.**

The PT&L focus group feels that Mt. Whitney teachers are facilitators who continue to grow in their knowledge of their subject areas and teaching practices. Most departments attempt to follow the state frameworks which demonstrate the strengths in most curriculum. Science is sequenced by math skills, an idea supported by the publication Bench Marks of Science which promotes learning from the concrete to the abstract.

For the most part, teachers at Mt. Whitney are using a variety of strategies that create challenging learning experiences for our students.

1. Students who are identified at middle school as "at-risk" are placed in Freshman Core Curriculum (FCC), a program designed to keep them in school and functioning successfully. This program continues for a second year in Sophomore Core Curriculum (SCC).
2. In our Business Department, as well as Industrial Technology and Family and Consumer Studies, simulations of "real life" situations are taught; for example, the stock market, manufacturing simulations, child rearing, and others.
3. English as a second language students are mainstreamed as soon as possible, and sheltered or modified sheltered instruction is offered to most students.
4. Writing is required at all levels and in all departments. Physical education is developing a "sportfolio" wherein students do research and write about the activities they are playing. The drama department classes require students to write critiques on plays read and seen. Math classes routinely use the portfolio to collect written evidence of mathematical thinking. The Social Studies Department requires essay finals for all required social studies classes.
5. The Science and Industrial Technology departments offer study nights for students who need extra help.
6. Drama students not only adapt short stories into one-act plays, but they also direct their peers in one-act productions. The drama students are

currently developing a puppet show with a non-smoking theme to share with the district's elementary schools.

7. Most Mt. Whitney faculty and support staff have been inserviced in study skills and teach those skills to their students. The most widely used component is the assignment calendars.
8. The librarian meets with departments and individual teachers to help design challenging learning experiences to improve information-gathering skills.

Mt. Whitney teachers understand the need for up-to-date technology in their areas of teaching. Many of our teachers have increased the use of technology as a means to help students improve their communication and computational skills, to access databases, to apply knowledge, to manipulate data for developing hypotheses, and to work on projects.

1. All math classes incorporate calculators into their curriculum. Graphic calculators are being used in all of the Algebra II classes. Computers are being used in Algebra I, Trigonometry, and Calculus classes.
2. The Business Department continues to increase the use of computers particularly in their computer publishing classes where the class provides a printing design and layout service for the school.
3. In Industrial Technology, the drafting program has established a state of the art computer-aided drafting lab featuring AutoCAD.
4. Mt. Whitney's newspaper, The Pioneer, and yearbook, The Oak, are produced by means of the state-of-the-art desktop publishing.
5. Mt. Whitney's Counseling Department uses multi-media technology, and the career center has a new infotracker which is an online link to colleges and universities.
6. The library recently developed a computer network of electronic information technologies to ensure equal access for all students.

As teachers at Mt. Whitney regularly review and revise their courses to make them more effective and more closely aligned with the ESLRs, some of them have noted a concern that summer school classes are not just remedial or an opportunity to repeat failed classes, but that core classes are offered which are less challenging or less comprehensive than during the regular school year. Some students are often found to be taking summer programs in order to have a reduced schedule as a junior or senior, thereby allowing them to work for local businesses rather than enroll in electives. The Social Studies Department notes that 60% of all summer school students are taking social studies classes and that at-risk students cannot be expected to pass core summer school classes due to the amount of work required. Conversely, it is noted that due to the many outstanding electives offered at Mt. Whitney, students must take core classes in the summer to meet college and graduation requirements and still be able to participate in electives such as music or drama.

**Criterion C2:**

**So that students achieve the school-wide expected learning results, they are all encouraged to do challenging work which integrates higher order thinking skills with applications of new knowledge and skills. Students experience relevant, up-to-date courses which integrate vocational and academic content. Collaboration occurs among teachers, between teachers and students, and among students.**

The ESLRs, developed by the faculty and in place for the last eighteen months, are a relatively new concept at Mt. Whitney. Since their inception, teachers have reviewed and revised their courses so that they are more closely aligned to the ESLRs. The Science Department incorporates journal writing wherein students defend their opinions concerning controversial issues. Physical Education offers a fitness unit which encourages the awareness of being fit and promotes the development of a personalized fitness plan.

With teachers serving as facilitators, classes offered at Mt. Whitney challenge students to excel. In most classes students will experience teaching techniques that involve inquiry, creating new knowledge by formulating and solving problems (bridging, contextualization, and schema building), teamwork,

reflecting on and communicating about their work (metacognitive development), and revising work in progress.

All students are given the opportunity and encouragement to participate in school activities. Curricular and extra curricular activities stress collaborative learning. The importance of working together and relying on each other is emphasized in most classes and school activities.

1. Job shadowing is a component of several departments' curriculum.
2. Science labs and food labs offer students the opportunity to discuss results in cooperative groups.
3. Several of the industrial technology and computer publishing classes hire themselves out to do projects for other school departments and within the community.
4. Consumer studies classes have student-planned mock weddings and child rearing simulations.
5. Food labs, child rearing, and textile arts has a Christmas crafts fair. Future Homemaker of American/HERO hosts a Christmas luncheon for staff.
6. Students who are members of the school newspaper, The Pioneer, and the yearbook, The Oak, work collaboratively among themselves, with their instructor, and with local businesses.
7. Economics classes have practicums wherein students engage in sales projects.
8. Sophomore Core Curriculum (SCC) classes have taken groups to San Francisco and have taken classes to the County Court House to actually try the case in To Kill A Mockingbird.
9. English I honor students put Brutus, from Julius Caesar, on trial at the Tulare County Courthouse.

10. Through smaller class sizes, one-to-one instruction, and efficient use of instructional aides, the Special Education Department strives to meet the school's ESLRs. The same frameworks and core reading assignments are taught; the study skills (PASS) program is utilized. In addition, citizenship is taught and modeled daily. Students have access to all general education classes and extra curricular activities in a less restrictive environment. Tutoring and test-taking assistance is available to ensure academic success in main streamed classes.
11. The Math Department has adopted a curriculum that incorporates cooperative learning, integrated math, and the use of technology in alignment with the California State Math Framework.

Students, parents, and teachers agree that collaboration occurs on the Mt. Whitney campus among teachers, among teachers and students, and among students.

1. Most classes work collaboratively, with the teacher acting as the facilitator.
2. The drama program works with the business and drafting programs to help in the production of the school plays.
3. The Business Department provides a working handout for the science department's insect collections.
4. Chemistry and biology teachers continually help each other in lab work.
5. Teachers and staff help freshmen students prepare their portfolios for Portfolio Day.
6. The English and business departments provide computer labs which are available for all students to use before school, during lunch, and after school.
7. Students provide peer tutoring.

8. English students go beyond the required curriculum by reading additional novels as group projects and their making presentations on the novels for their fellow students.
9. The librarian collaborates with teachers to integrate library skills into current curriculum and to help develop lesson plans.

**Criterion C3:**

**Students routinely use a variety of resources for learning and engage in learning experiences beyond the limits of the textbook and the classroom.**

Mt. Whitney teachers encourage students to pursue learning opportunities outside the classroom textbook and the classroom environment; occasionally, due to a lack of funding and out of necessity, teachers provide for these opportunities.

The mission of the Mt. Whitney library is to enable students and staff to be effective users of ideas and information. It provides a diversity of resources in print and non-print formats which are used extensively by students in teacher-directed activities and in independently chosen activities. The library offers eighteen electronic databases, an electronic magazine index database, as well as more than 20,000 books and sixty-seven periodical subscriptions. A computer network with four computers was recently installed. It provides access to a computerized card catalog which will eventually network with other district libraries. By utilizing the resources in the library, students will improve learning strategies and transfer that learning to other problems. Students will be empowered to compete in the information marketplace and will be enabled to succeed after high school.

The library is not the only area of the Mt. Whitney environment which offers education outside the classroom:

1. The Science Department offers numerous opportunities for students outside the classroom. Mt. Whitney students serve as counselors for elementary school students at the Clemmie Gill School of Science and

Conservation (SCICON) in the Mineral King area of the Sierras. The Earth Aid Club is a sponsor in the Adopt-a-Highway project. Our Science Olympiad team has competed at the state finals two of the past three years.

2. Better than 50% of Mt. Whitney students are involved in the Visual and Performing Arts Department. Drama students have traveled to Los Angeles to see Sunset Boulevard, The Phantom of the Opera, and Miss Saigon and have had question/answer periods with the actors and technicians following the performances. Choral music groups have traveled to Hawaii and to Washington D.C. to sing at national music teacher conventions. Over the past three years, more than a dozen Mt. Whitney students have been named California Arts Scholars and have participated in the California State Summer School for the Arts.
3. Freshmen Core Curriculum (FCC) and Sophomore Core Curriculum (SCC) classes have traveled to the bay area to see the aquarium and other points of interest. Our school also offers a School-to-Work Project where students can take remedial classes and have a job.
4. Social studies teachers take students to see films that deal with contemporary issues i.e. Schindler's List.
5. All freshman English students prepare a portfolio and participate in the Showcase Portfolio Day.
6. Mt. Whitney's foreign language students take various cultural trips and participate in foreign language fairs and camps where they are immersed in languages.
7. The Agricultural Department participates annually in the county fair. Industrial technology, business, math, and family and consumer studies classes participate in the tech prep competition at the College of the Sequoias.
8. In most math classes, projects are assigned which require out of class research and collaboration.



Many Mt. Whitney teachers use guest speakers to supplement their teaching.

1. When the English Department teaches such books as Farewell to Manzanar or The Diary of Anne Frank, members of the community who have first-hand experience of the time period are invited to talk to students.
2. Local politicians and professionals speak to classes such as civics and English.
3. Former students who enjoy success in their careers, such as in the visual and performing arts, speak with classes about students' future plans in those areas.
4. The career tech at Mt. Whitney regularly schedules field trips. She also invites representatives from various universities, the military, and local businesses to speak to our classes. This culminates with a Career Day which is attended by the majority of Mt. Whitney students. Every fall the district sponsors College Night which is well attended.

Many Mt. Whitney students participate in school and community activities, competitions, and exhibitions.

1. Many students enter the Lion's Club speech contest annually, as well as other speech contests.
2. Student government has recently been revamped so there is much more participation. The Associated Student Body organizes and promotes student assemblies, rallies, Multi-Cultural Week, etc.
3. The clubs on campus appeal to a wide range of interests. (see Appendix)
4. Students from the Advanced Photography class produce a slide show which is thematic and encompasses all the year's activities.
5. Drama students are asked by civic groups to help in the community (i.e. being accident victims during a hazardous material drill or acting as tour

guides for the city's Christmas tree auction).

6. Art students participate in area shows and poster competitions.
7. Advanced placement computer science students participate in the American Computer Science League international competition. Last year only two other schools in the state participated.
8. Most first year Algebra I and Geometry students participate in the Golden State Exam.

### **MAJOR GROWTH NEEDS**

The following needs were expressed by the group:

1. Reduce the summer school class offerings to remedial classes only.
2. Reinstate the seven-period day so students can take more elective subjects.
3. Create a committee to research available community resources that can assist the classroom teachers.
4. Encourage team teaching across departments such as Social Studies and Family and Consumer Studies, P.E., Business and English.
5. Restore the discipline/attendance staff and modernize the attendance system so that tardies are recorded electronically. This will result in fewer class interruptions and enhanced learning opportunities for students.
6. Establish regular faculty meetings so collaboration can take place. If need be, we should alter the normal daily school schedule; for example, begin school one hour later on Fridays to accommodate faculty meetings or department meetings.
7. Develop a freshman program that orients them to the school.

8. Require all students to take a full schedule for the four years.
9. Revamp work experience to have students placed after the school day in a job experience directly related to their personal educational curriculum path. Develop the work experience class to be a five unit per semester co-requirement of participation in work experience.
10. Continue the expansion of library computer technology and add an online connection to the Internet in the library.
11. Provide inservices on the many types of technology that is available on campus.
12. Examine different ways to divide students among counselors thereby providing more effective student counseling.

SUPPORT FOR STUDENT  
PERSONAL AND ACADEMIC  
GROWTH

## **SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

### **STRUCTURE AND PROCESS**

Our group is composed of students, parents, and representatives of all school personnel. From the beginning, our collaborative committee enthusiastically tackled the tasks at hand. We met twice during the spring of 1995, and began by identifying various need groups on campus, then delineating the support services available to them. As our group continued to discuss, this list grew from three to seven pages. We are very proud of the many and diverse support services offered to students that are provided by staff, programs, and clubs (See Appendix).

In the fall of 1995, our committee met on three occasions to discuss the support services coming from parents, community, and the school district. As we began itemizing the many important ways that parents support Mt. Whitney, we were warmed by their involvement and thoughtfulness. Parents do everything from serving on the School Site Council to answering phones in the attendance office. They even take time from their busy schedules to make gourmet picnic lunches for staff in late May when our energy is starting to wane.

Our list of community support was not nearly as long, but this was not the fault of the Visalia community. We agreed that our community is very willing to support education, but we don't always think to ask. When approached, community members have willingly given time and resources (i.e. the Visalia Educational Foundation, Porfoilo).

### **ELEMENTS OF SCHOOL/COMMUNITY PROFILE RELATED TO SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

Like all districts in California, Visalia Unified has had to make major financial adjustments, experiencing reductions in teaching, counseling, administrative, custodial, clerical, instructional assistants, and extra-duty staffing. Other reductions have also taken place in general fund expenditures. Obviously, this has affected to some degree the support offered to students and teachers from the district.

In spite of these fiscal challenges, our students have access to many support systems. Our committee was heartened by the student and parent surveys because they reflected the fact that students and parents recognize the efforts made on their behalf. For example, over 50 % of our students agreed that they felt comfortable approaching a teacher for extra help with problems inside and outside of class. The majority of students felt that computers were accessible at school.

A great number of students (almost 50 %) felt that the library serves their needs. With the technological improvements being made in the library this year, the increased hours of operation, and the special exhibits offered in the library, this number of "satisfied" students is sure to increase.

In other areas, a large number of students agreed that sports equipment and facilities are adequate. According to the survey, students were also aware of the opportunities for career shadowing in the community. We would like to add that the career shadowing program always has very positive results, often spilling into the classroom. Invariably, as students return from shadowing experiences, they are eager to share and classmates are quick to ask questions. This spontaneous sharing is invaluable.

The real "stand-out" in the survey was Freshman Orientation. Fifty-eight percent of students and seventy percent of parents felt that the student received adequate orientation about Mt. Whitney as a freshman. In addition to sending out two written notices, each freshman received a personal phone call from a student government representative this year. As you can imagine, they had the best turnout on record!

The student survey revealed two areas that may need more advertising: tutoring availability and scholarship availability. A very good student-tutoring system has been in place for years. Perhaps it needs to be advertised more in classrooms. Scholarship books are available in the counseling office, scholarship information is constantly in the bulletin, and posted in all classrooms, yet students are not getting the message. In view of the cost of a college education these days, this area would be an excellent "growth need" for our committee to tackle.

Finally, there is the area of "adequate health services on campus." Currently, a nurse is only available on campus three days a week. On the other two days, a secretary must leave her duties to attend to students. In light of the number of students we serve, the dangers in laboratories, shops, and athletic classes, it's time to take a serious look at health services at Mt. Whitney.

## CONCLUSIONS AND RUBRIC PLACEMENT

### **Criterion D1:**

**A support system is in place for every student to help ensure academic success.**

Mt. Whitney High School provides a predominantly heterogeneous core curriculum which diversifies and specializes as the students progress from year to year. This vertical differentiation allows students to create individual educational plans while developing their special interests and needs. Counselors, parents, teachers, and support staff, such as the career technician, all assist the student in the selection of courses that eventually lead to career placement or post high school education. The Career Center also helps students in establishing goals for after high school.

Through all four years we have support systems which reach out laterally to address and meet the individual needs and abilities of our students. These lateral supports include counseling groups, peer tutoring, and tutoring centers (available in the Goshen community, the Visalia Public Library, and Linnel Camp in Farmersville.) Lateral supports also include the collaborative learning groups that operate in many classes (i.e. C.P.M. Math classes).

The Mt. Whitney staff supports a rigorous curriculum and accommodates the varying skills and needs of students. Special education students are mainstreamed to the maximum extent possible per their Individual Educational Plans (IEPs). For students who find courses not challenging enough, honors and A.P. classes are available in various areas. All students are encouraged to work hard and to develop skills.

In order to ensure academic success for every student, we would encourage the

district to focus summer school more on remediation classes, rather than on college preparatory courses. This will help students who have failed and need to remediate. It will also prevent a college preparatory student from taking a summer course and mistakenly think that it is equivalent to the year-long course. In this way, we might better ensure their preparation for college and their success in some college courses.

## **EVIDENCE WE EXAMINED**

1. All students can obtain tutoring for their classes or, in turn, can serve as tutors to help others.
2. The library has added a variety of computerized information technologies to help students quickly locate up-to-date materials. It has also expanded hours of operation.
3. Detention after school, as well as Saturday school, now emphasizes using the time for studying and doing homework.
4. Students are no longer sent to the office for their first and second tardy referral. They remain in class and are assigned after-school detention for studying purposes. In this way students don't miss further learning time.
5. Freshman Core Curriculum, Sophomore Core Curriculum, and Sheltered Instruction classes are offered. These programs target and nurture the "at-risk" student.
6. Many teachers make themselves available to offer before and after-school as well as lunch time additional help or tutoring. A computer lab, equipped for word processing, is made available to all students before school and during lunch. English teachers donate their time to supervise the lab.
7. Sophomore counseling includes the student and the parent. At this appointment the counselor gives the opportunity for the parent and student to take a serious look at scheduling for the next three years, college options, and career possibilities.



8. Continued use of the Study Skills calendars in most classes by most teachers.
9. Study Centers are available in the Goshen community, the Visalia Public Library, and at Linnel Camp in Farmersville.
10. Individual Educational Plans (IEPs) draw on several stakeholders (parents, counselors, resource teachers, etc.) as they develop an individual plan that will best serve the student involved and help that student accomplish their educational goals.
11. The Career Center assists students as they investigate and pursue various career possibilities.

**Criterion D2:**

**Students have access to a system of support services, activities, and opportunities at the school and within the community.**

Access to support services begins with attendance. Mt. Whitney places priority on school attendance and attempts to contact students and parents whenever absences occur. The attendance office uses an automatic phone system which makes calls when students miss even one period. In addition, parents can call and leave a message on the attendance answering machine.

Teachers and staff are very aware of students who excel and those who are at risk, and provide encouragement and advice within the limits imposed by teacher loads. For those at risk, the staff uses a formal process for identifying and finding solutions to student's personal, academic, and behavior problems. This formal process involves a counseling referral system giving access to counseling, to special programs, or to administrators for further assistance. In addition to this referral access, the school psychologist also conducts a survey of every student. From those responses he makes further contact with students for one-on-one help and group counseling. On the other end of the continuum, the GATE program offers funds for books and literature, occasional field trips, College Night, SAT preparation, and honors classes.

Because Mt. Whitney has a very diverse school population, a wide range of school sponsored activities such as sports and clubs are offered. Students are encouraged to participate through the daily bulletin. Access to athletic participation may be limited by a student's ability, but there are some sports that are very accessible and do not require making the team (i.e. football, cross-country, track, and lunchtime open gym). Access to some sports is also limited by funding (i.e. boys volleyball). Access to sports may be limited for some students because of the \$50.00 transportation fee required by the District; however, the school has provided accessibility in that the Athletic Director has a work program (with funds provided by the Educational Foundation) whereby a student can work off the \$50 fee.

There has been an increase in student access to information through opportunities provided by the School Library Media Center, now open nine hours a day. A variety of activities in the library encourage student participation. These include special displays/exhibits, guest speakers, book fairs, reading promotional activities, and book-talks in the classroom.

In the Career Center, services are available for students to explore careers, career shadow, research colleges, conduct national scholarship searches, and to create resumes and letters to colleges. This multi-media approach makes up-to-date information available to all students. In addition, all students have the opportunity to participate in the Career Fair.

The Counseling Department focuses on academics, scheduling, course selection, graduation requirements, career awareness, and college entrance requirements. Within the constraints of large counselor loads, counselors, with the help of teachers who bring student needs to their attention, identify students who are at risk. Once they are identified, students, along with their families, are encouraged to utilize school and community, psychological, social, and health services when needed. To assist special need students (and the families that support them) with proper support services, study Teams match students with the appropriate resource services while the 504 Compliance Teams identify students with disabilities and see that they get the necessary services.

## EVIDENCE WE EXAMINED

1. The voluminous list of clubs and activities offered. (See Appendix.)
2. A copy of the school psychologist's survey which is completed by all students.
3. Copies of attendance office correspondence and a study of the volume of attendance phone calls.
4. Study Teams (focusing on at-risk students) and 504 Teams (focusing on students with varying physical disabilities.)
5. The Library Services Student Brochure, listing various kinds of information available (i.e. computer technology, word processing, and how these might be accessed.)

### **Criterion D3:**

- a. **The school leadership employs a wide range of strategies to allow parental and community involvement in the school's support system for students.**
- b. **The resources available to the school are sufficient and effectively used to support students accomplishing the expected schoolwide learning results.**

Mt. Whitney has tried to make the best use of available parent and community input and resources. Parents have been actively involved in many levels of the educational process from serving on the School Site Council to speaking in classrooms to serving as chaperons on field trips. In addition, they work in fundraising and booster club activities. In recent years there has been a strong effort to involve parents of bilingual students, at-risk students, Freshmen Core Curriculum (FCC), etc. Now we see a need to broaden our efforts in order to reach the parents of average and above average students so that a balance is achieved in parental input.

Additionally, efforts are in the beginning stage to tap Visalia community resources such as Visalia Youth Services. Community members serve on school committees (Vocational, Bilingual, and Library and SSC). They have been a great asset on Career Day and Portfolio Day. Local businesses also contribute to economics classes (i.e. newspapers for the Stock Market Game and food products donated for fundraisers).

Currently, our library is making many technological and facility improvements. Site funding for the updating process needs to be sufficient to accomplish the Five Year Library Improvement Plan. Since the library serves and supports all departments and provides equal access to all students, it is important that these library improvements be made.

In addition to our counselors and school psychologist, the Visalia community is rich with various agencies willing to help troubled youth (i.e. drug rehabilitation programs, Turning Point, Cedar Vista in Fresno, crisis pregnancy programs, etc.). Through the counseling office, a list of these services is available. But do parents and students know they're available? Perhaps these kinds of resources can be decentralized so they are available from more places on campus.

#### **EVIDENCE WE EXAMINED**

1. The Five Year Library Improvement Plan which supports all curriculum and provides equal access to all students.
2. A copy of the list of community services and referral agencies provided by the counseling office. This would include services such as Crisis Pregnancy, Family Planning, Oak Street Learning Center for troubled youth.
3. A copy of the self-study done by the Support Committee, itemizing the various ways that parents are involved and offer support to the school (See Appendix).
4. A copy of the careers and local companies represented at Career Day and Portfolio Day.

5. Various community agencies supporting youth such as Pro Youth Visalia, United Community Youth Center (UCYC), C-Set.
6. Advisory committee agendas provided by the vocational areas noting community members in attendance. For several years community members have provided invaluable expertise, insight, and connections to various vocational areas.
7. The Employment Development Department of Tulare County works with at-risk students through their Youth Employment Services Program.
8. Community participation and support through the career shadowing program, guest speakers, and regular visits to campus by military representatives.
9. Eureka and Infotraker computer systems. These systems provide up-to-date career information as students begin the process of career planning.

The computer print-outs from these systems often act as a springboard as students seek further career information from their teachers and counselors.

## **MAJOR GROWTH NEEDS**

1. Teachers need information regarding student's special needs. Unlike elementary school where teachers have easy access to the file on their 30+ students, it would be extremely difficult for each Mt. Whitney teacher to research all 150+ student files in the counseling office. We look forward to the day when our computer system comes on line. At that time, perhaps teachers might receive a printout of their students and their special needs (i.e. language development, physical handicaps, learning disabilities, reading level, etc.). This would ultimately serve the student better and save frustration of those involved.
2. Site funding for the continued updating of the library's technology needs to be sufficient to accomplish the Five Year Library Improvement Plan.

3. An organized study center/hall, available each period, where students can receive tutoring/help and a quiet study area.
4. We need a system to better inform all students of available scholarship information. The information is readily available and posted in the bulletin, but students aren't getting the message.
5. Study the current health service availability and determine if it would be possible to have someone in health services office each day.

# ASSESSMENT AND ACCOUNTABILITY

## **ASSESSMENT AND ACCOUNTABILITY**

### **STRUCTURE AND PROCESS**

Our focus group was composed of representatives from each department, site administration, counseling, parents, students, the library, special education, student activities, health services, and other support staff. Our group began somewhat uncertainly because we were working with a completely new report format and we were evaluating the total school program in an entirely new way. After meetings at which we became more familiar and comfortable with both topic and method, we began to move into the full process of school-wide evaluation. Initially, we had feared that we lagged behind in this area of the accreditation, relied too much on traditional methods. To our surprise, we discovered that there were many things that we were already doing as a school in assessment and accountability though we often did not recognize them as such. We discovered that we have actually been engaged in a lengthy evolution of the process of assessment and evaluation which has altered curriculum, instruction, technology, activities, and services offered. As we considered individual classes, departments, activities, and so forth, in regard to the Expected Schoolwide Learning Results, we realized that we have been moving in very new directions.

### **ELEMENTS OF SCHOOL/COMMUNITY PROFILE RELATED TO ASSESSMENT AND ACCOUNTABILITY**

Steven Covey's training manual for effective people states that "We must begin with the end in mind." This maxim is no less true of institutions than of people. The State Department of Education's report, Second to None, repeats the idea in a larger context: "Assessment at all levels is seen as the key strategy for bringing about significant educational reform." Clearly, then, assessment and accountability are not ends in themselves; they are the measure of the Expected Schoolwide Learner Results which (on every level) should drive all phases of the school program.

In striving toward this optimal goal, Mt. Whitney, while relying primarily on traditional definitions, methods, and application, has nevertheless made some important advances and significant changes in our use of assessment and



schoolwide accountability. Since our last accreditation three years ago, we have spent a lot of staff and departmental inservice time identifying our mission as a school and developing a profile of ideal student characteristics when they graduate. We have identified our mutually-agreed upon goals for students in the areas of learning, career paths, behavior, discipline, problem solving/decision making, and personal and public responsibility. These goals have been developed by a large cross section of those who have a stake in the identified results. These stakeholders include parents, students, staff, support personnel, administrators, and community members, as evidenced by our Student Survey and our Parent/Community Survey results. Our ultimate goal is a contiguous feedback loop of the stakeholders, district personnel, and the Board of Education. Having identified our goals, Mt. Whitney is now in the process of realizing them. Because this is the first year the ESLRs have been in place, the teachers are just now developing means of assessing progress towards their accomplishment.

#### **EVIDENCE WE EXAMINED**

Our focus group discussed evidence of assessment and accountability that was gathered from the following stakeholders:

1. Teachers/departmental surveys on assessment
2. Discussions with counseling staff
3. Library and media center report
4. Verbal reports from school sites council representatives
5. The Board of Education's action plans
6. Comprehensive K-12 Assessment Committee report
7. Outcome from school staff in-service days
8. Comments from student committee representatives

#### **CONCLUSIONS AND RUBRIC PLACEMENT**

**Criterion E1:**

**The school, district, and community regularly review student progress toward accomplishing the school-wide expected learner results.**

Mt. Whitney's ESLRs were developed with the cooperation of total staff, parents, and students over a two-year period through inservices, small groups, and discussions. When they were adopted by the faculty in March of 1995, it was understood that performance levels for students on the various ESLRs would naturally vary from one course, activity, assignment, etc. to another depending on the particular nature of the learning experience. The student's performance levels in the seven target areas of the ESLRs are being monitored by the following:

1. In the area of effective communication, all departments realize the need to stress communication within and outside of the classroom, as evidence by the following: I-search papers, recently revised English proficiency tests, writing process methodology, College Preparatory Mathematics (CPM) cooperative learning groups, departmental and club competitions, public exhibitions of student work, portfolios, and student government representation.
2. In the area of respect of self and others, we recognize that all activities that take place on the Mt. Whitney campus encourage the development of respect for self and others. However, cooperative learning activities specifically address these goals. Some of the activities include: science labs, shop partners, PE teams, extracurricular competitions, drama, and Multi-Cultural Council. School clubs and activities such as Pioneer Partners and multi-cultural month also promote the same goals.
3. In the area of life-long learners, we have made a conscious effort to provide means to promote that end. We have a 2 + 2 program, Advanced Placement classes, schoolwide Pioneer All-School Study Skills program, livestock and crop FFA (agricultural) projects, shadowing program, work experience, discovery oriented activities in College Preparatory Mathematics, and a personalized fitness unit in Physical Education.
4. In the area of problem solving and decision making, the modern trend in education is centering curriculum on problem solving skills. At Mt. Whitney High School we are actively engaged in revising curriculum and assessment so that we reflect this trend. Assessment has become more project and product oriented, as demonstrated by portfolios, projects and

demonstrations. Progress in this area is also readily seen in results on standardized tests which have been revamped to reflect the push for critical thinking skills. Examples of this include standardized tests such as the SAT, PSAT, AP tests, Proficiency Tests, Golden State Exam, and the AHSME test.

5. In the area of being effective goal setters, we have a schoolwide emphasis as evidenced by departmental career paths, Career Faire, College Night, sophomore counseling, freshmen orientation, senior reviews, Freshmen Core Curriculum (FCC) and Sophomore Core Curriculum (SCC) programs; Career Center, guest speakers in many programs, and academic and athletic letter programs.
6. In the area of demonstrating effective interpersonal skills, we have established a workplace standard of behavior and dress which is monitored by the staff at large. Evidences of cooperative learning (listed in ESLR 2) also exhibit interpersonal skills which are monitored by students and staff.
7. In the area of demonstrating personal, civic and global responsibility ,there are a number of activities that specifically target those characteristics. Everything we do helps the students develop responsibility to one degree or another, but student driven activities specifically addressing these results are service clubs, student government activities, student school board member, support groups, charitable activities, foreign exchange program, and the election process which now includes a nominating convention.

**Criterion E2:**

**Teachers and students frequently use assessment and integrate results into the teaching/learning process. The assessment results are the basis for re-evaluating and redesigning the curriculum, instructional practices, and the students' personal learning plans.**

A wide variety of assessment means are used throughout the school at all levels and in all areas. At the departmental level, there are prerequisites and standards for advancement to next level courses. Many courses have entry standards, exit

standards and certificate programs. Proficiency tests are also used for placement.

Courses at Mt. Whitney follow one of three basic models. The first of these may be considered the traditional academic model evaluated by traditional testing. The second may be considered a product driven curriculum in which a student's achievement is measured by the quality of the project constructed. The third model, which is representative of most classes on this campus, may be considered a hybrid of these in which traditional and product driven formats are combined.

1. The Social Studies Department, within the four-year required curriculum, takes students from simple paragraph writing to well-developed essays to higher-level critical thinking and writing. This integrates with other curriculum areas such as the writing domains used in the English Department.
2. The English Department portfolio assessment integrates many skills from the standard English curriculum, as well as the fine arts and the visual and performing arts.
3. In most vocational programs which are sequenced, student levels of achievement are monitored and evaluated before the students may progress to the next higher level. All of this is in addition to the continual assessment and evaluation of all types that takes place in the course of daily classroom work.
4. The Science Department utilizes comprehensive projects such as indepth flower and insect collections and reports, as well as lab activities.
5. The Visual and Performing Arts Department auditions students for entry into their various programs.
6. The counseling and foreign language departments use various types of assessment for placement in Limited English Proficient (LEP) or sheltered instruction (SI) classes and for main streaming students out of such courses. This same type of counselor assessment is also used for placing students in

at-risk programs, or GATE, honors, or advanced placement programs. Special-needs-students are evaluated by the Special Education staff on an ongoing basis to determine the type of courses required for the student, student progress within the program, and student readiness for full inclusion into the regular program.

7. The Library Media Center, in cooperation with other staff who use library services, is continually modifying its services to meet the needs of all students.

**Criterion E3:**

**The assessment of schoolwide learning results drives the school's program development and resource allocation. Assessment results are reported to the entire school community on a regular basis.**

Working through the School Site Council and School Leadership Team, ESLRs were developed for the first time this year, and we are in the process of implementing them at this time. Also, the district is in the developmental stages of improving school-wide assessment of student learning. Beginning in the fall semester, the district organized an Assessment Committee composed of representatives from all schools, K-12. The committee membership includes teachers, site and district administrators, and parents. The task of this committee is to find assessment tools that will measure standards in every curricular area, K-12. These standards for all curricular areas will also be developed through a district-wide process.

Once the work of the district Assessment Committee is completed and the assessment tools are identified, all K-12 schools will be expected to align their assessment with these outcomes. In the case of our high schools, we will also be expected to align our assessment with the ESLRs. The district is also making sure that all programs, district-wide, support the District List of Agreements. Once standards are set, school-wide learner results will serve as the basis for instructional decisions in the development of curricular programs, with site and district resources allocated in the support of these efforts.

The process already in place for allocation of site funds is accomplished by meeting with the department chairs with distribution based on the perceived needs of each department. Once general agreement is reached, funds are allocated accordingly. Department chairs meet with staff in their departments and money is used according to the instructional needs of each department.

Assessment results are reported in various ways. Evidence of assessment and accountability such as the school report card is readily available to the school stakeholders and the general community through school publications--the school newspaper, Pioneer News, and other newsletters which are regularly mailed to the students' homes. There are a number of school-community linkages through TCOVE (ROP), business representatives on departmental advisory committees, PTSO, student units of service clubs, and student participation in community events, not to mention the community's interest in and support for school athletic events.

#### Evidence

1. Time-line and process for work of district Assessment Committee.
2. District List of Agreements
3. Mt. Whitney ESLRs assessment process
4. Site budget development process

#### MAJOR GROWTH NEEDS

1. Each department needs to develop universal course standards for content and assessment to ensure parity in knowledge and ability.
2. Develop a way to evaluate each student, individually, as to whether or not he/she is given an opportunity to fulfill the requirements set forth in the ESLRs.

EXAMPLE: Effective communication - has the student taken a course or participated in an activity that involves public speaking, cooperative learning, extra curricular competitions, etc.

3. Explore ways to use assessment to redesign curriculum and instructional practices.
4. The district and schools working together need to develop a way to assess needs and allocate funds to promote the best possible learning environment for the students.

EXAMPLE: Large class size cause decrease individual learning opportunities reducing the effectiveness of directed group learning activities and debase the teachers' ability of teachers to monitor learning.

# SCHOOLWIDE ACTION PLAN

WASC 03498



**MT. WHITNEY HIGH SCHOOL  
ACTION PLAN #1**

**Growth Need/Area for Improvement**

In order to reinforce the efforts of the Counseling and Guidance Department staff, the Mt. Whitney staff will develop a support network involving the collective efforts of teachers, counselors, administrators, parents, and students. The goal of this team effort will be to enhance students' sense of self worth, personal responsibility, career focus, and academic success.

**Rationale for Growth Need**

The student load for each counselor at Mt. Whitney has steadily increased over the last few years. Our changing student population requires more individualized support, personal attention, and academic and vocational counseling. Sixty percent of all freshman have at least one F grade at the quarter, a situation that requires immediate attention. The staff at Mt. Whitney is eager to find a system that will provide students with additional adult contacts in order to allow for a smoother transition from middle school to high school for freshmen, and to provide the personal and academic support needed by all students. At this time groups of teachers have visited various schools, including Del Oro and Westminster High Schools to explore the concept of a Freshman House program. The staff is exploring other possibilities for the restructuring of support services, such as a tutorial period for all students, cross-curricular teaming, and block scheduling. Our plan will lead us from the exploratory first steps to the implementation of a system that will provide support for all students.

**Expected Schoolwide Learning Result(s) Addresses**

# 2,3,4,5,6,7

**Specific Steps**

1. Form study group to investigate and bring back several options to the staff.

2. Inservice time devoted to dissemination of information and teacher response.
3. Further study to match school needs to programs available
4. Final presentation to staff for acceptable level of consensus
5. Implementation

### **Timeline**

Spring 1996	Establish study group
Spring - Fall 1996	Study group gathers information
Winter 1996	Communicate ideas to staff
Spring 1997	Refine plan -- final presentation
Fall 1997	Implementation

### **Persons Responsible**

Study group comprised of some members of the School Leadership Team, administrators and other staff members.

### **Resources**

Staff development time  
 S.B.1882 funds  
 District staff development days

### **Ways of Assessing Progress**

Evidence of:  
 Lower freshmen failure rate  
 Increased student/teacher contact for the purpose of counseling  
 Repeat of 1995 Student Survey regarding counseling and individualized learning plan.  
 Higher number of students will have developed a five-year personalized learning plan.  
 Questionnaire that has students evaluate their annual progress.

## **Means to Report Progress to All Stakeholders**

Counseling end-of-year report  
School newspaper  
Principal's letter home to parents  
The Pioneer News

## **MT. WHITNEY HIGH SCHOOL ACTION PLAN #2**

### **Growth Need/Area for Improvement**

**We need to provide time to explore instructional ideas that support the Vision of Mt. Whitney. The ideas could include cross-curricular planning, team teaching, senior project and senior review, curricular paths, and instructional technology.**

### **Rationale for Growth Need**

The Focus on Learning accreditation process has allowed the Mt. Whitney staff the opportunity to meet and discuss what works and what needs improvement in every aspect of our instructional and extracurricular program. This process took place under a six-period-a-day structure, with preparation periods for teachers scattered throughout the day. The staff found time for meetings outside of class hours and came to realize the value of having consistent time to meet and to share ideas and concerns. Time to meet in a systematic, consistent way would provide the staff the opportunity to discuss, research, and implement the restructuring ideas that have come into focus. The senior project and senior review, staff inservice, cross curricular unit and lesson planning are only a few of the topics that would be developed and implemented if enough time could be provided for these ideas to come to fruition. Teams of staff members are researching and exploring such possibilities as block scheduling and the banking of instructional minutes in order to provide the needed time for ideas to flourish.

### **Expected Schoolwide Learning Results Addressed**

All

### **Specific Steps**

1. Study groups to investigate and bring back several options to the staff.
2. Inservice time devoted to the dissemination of information and teacher response.
- 3: Further study to match school needs to programs available.

4. Final presentation to staff for acceptable level of consensus.
5. Implementation

### **Timeline**

Spring 1996	Establish study group
Spring/Fall 1996	Study group gather information
Winter 1996	Communicate ideas to staff
Spring 1997	Refine plan -- final presentation
Fall 1997	Implementation

### **Persons Responsible**

Study group comprised of some members of School Leadership Team, administration, and other staff members

### **Resources**

Staff development time  
S.B. 1882 funds  
District staff development days

### **Ways of Assessing Progress**

Evidence of:  
Has the structure of the school changed to allow more time for teacher to explore instructional ideas.  
Employ a communication system to determine the success of restructuring.

### **Means to Report Progress to All Stakeholders**

Self evident

**MT. WHITNEY HIGH SCHOOL  
ACTION PLAN #3**

**Growth Needs/Area for Improvement**

**Each department needs to review course standards for content and assessment based on the ESLRs to ensure parity of knowledge and ability.**

**Rationale for Growth Need**

At this time some course content standards are not uniform from teacher to teacher and have not been articulated across all content areas. The ESLRs are not, as yet, a conscious goal for every student in every subject matter. Methods for a schoolwide assessment system, both for content and for the ESLRs, have not been fully developed. The school will use as a model the standards and assessment guidelines developed by the Visalia Comprehensive Assessment Committee (VCAS). This Committee is currently meeting and will publish its results in 1996.

**Expected Schoolwide Learning Result(s) Addressed**

All

**Specific Steps**

1. Establish minimum standards for content and ESLRs.
2. Review course content and measure against the standards for conformity.
3. Verify presence of ESLR component
4. Implement the missing ESLRs within courses.
5. Develop assessment tools to ensure that content standards and ELRSs are addressed within courses and individual classrooms.

**Timeline**

Fall 1996/Spring 1997	Establish standards for each course
Fall 1997/Spring 1998	Review and revise course content to meet

established standards and ESLRs.

Fall 1998/ Spring 1999

Explore assessment tools and develop assessment system to measure course content and ESLR within all subjects.

Fall 1999

Full implementation of revised courses which reflect established course standards and ESLRs.

Spring 2000

Evidence of Schoolwide implementation of assessment component within each content area.

### **Persons Responsible**

Department chairs under the supervision of the Assistant Principal for Curriculum and Instruction and in connection with the Visalia Comprehensive Assessment Committee (VCAS).

### **Resources**

SB 1882

District Funds

Staff development time

### **Ways of Assessment**

Evidence of:

Established standards for each course

Reviewed revised courses

Assessment tools

Implementation

### **Ways to Report Progress to All Stakeholders**

Regular staff meetings

PTO Newsletter

Principal's monthly newsletter to Superintendent

The Pioneer News

SUPPORT FOR SCHOOL WIDE  
ACTION PLAN

WASC 03506



## **SUPPORT FOR SCHOOLWIDE ACTION PLAN**

### **ACTION PLAN #1**

**In order to reinforce the efforts of the Counseling and Guidance Department staff, the Mt. Whitney staff will develop a support network involving the collective efforts of teachers, counselors, administrators, parents, and students. The goal of this team effort will be to enhance students' sense of self worth, personal responsibility, career focus, and academic success.**

**ADMINISTRATION/SUPPORT SERVICES** - The support services of Mt. Whitney High School enthusiastically approve of and support the purposed Action Plan to develop a support network of staff, parents and students. Our goal is to increase contact time between students and adults. We will support this Action Plan by making ourselves available to students and to staff members as needed. We will also involve ourselves as support staff in the development of appropriate inservice training. We realize that this commitment will require extra time on our part and additional planning, as well as organization. By increasing the adult contact time with students, we will better be able to understand student needs and to address their specific personal, academic and career needs.

**AGRICULTURE DEPARTMENT** - The Agriscience Department recognizes a definite need to reinforce the efforts of the Counseling and Guidance Department and therefore offers its support to the Action Plan to do so. Our department will be supportive of this plan by participating in study groups, as recommended. It is our intention to develop (what we believe) standards for the Counseling and Guidance Department to properly serve our student population. We will provide a list of necessary and maximum service that should be provided by the counseling and guidance department to our students. We will make recommendations for facilities and equipment. Further, we intend to offer a solution to basic counseling needs, school orientation, acceptable student expectations, and student outcomes. The effect most certainly will be beneficial. A greater number of students to be served by the Agriscience Department is one. Students who are more knowledgeable in planning their career. Students who are more goal orientated. Students who will make correct decisions for course

selection based upon their career objective. Students who have an individualized study plan. Students who are better informed as to their options for college, military service, technical and trade schools.

**BUSINESS DEPARTMENT** - As a department, we support this statement and understand the need for it. We would be glad to participate in any effort to give students more individual counseling time to focus on a career path.

**CONSUMER AND FAMILY STUDIES** - The Consumer and Family Studies Department supports all programs that will enhance students' sense of self worth, personal responsibility, and academic success. We will be actively involved in studying and implementing a successful system. We see this system not only strengthening our department and the school, but mainly the students' transition from middle school to high school and future careers.

**COUNSELING AND GUIDANCE DEPARTMENT** - The Counseling Guidance Department recognizes the increasing pressures due to increasing numbers of students, changing demographics, and the need to provide more service to students with special needs, college counseling, and develop career pathways. To this end, we as the Counseling and Guidance Department, support the action plan to provide collaborative, and collegial support by the staff, students, and parents. The Counseling and Guidance Department will support the action by developing a peer counseling program. We will explore ways to establish departmental course recommendations and scheduling of students in sequential courses. We will evaluate ways to establish student course placement for greater success of students. We will collaborate with staff on a freshman program to insure greater academic success of freshman. To insure more contact with the home and parents a program of parent conferences and meetings will be established. The Counseling and Guidance Department will be positively affected by this action plan by providing more time to meet the changing needs of our students. With the development of a collaborate network, student's academic and personal problems will be more quickly and effectively met.

**ENGLISH DEPARTMENT** - The English Department of Mt. Whitney High School will support the development of a network. We have already begun the process of investigating options and presenting these options to the staff for consensus and implementation. By continuing to participate in programs such

as AVID, conferences such as that on block scheduling and school visitations throughout the state we intend to continue researching options to match school needs with available programs. This should enhance students' sense of self-worth, personal responsibility, career focus, and academic success by reducing discipline problems and absences and increasing individualized education. It will also create a more nurturing environment that would reinforce the efforts of the Counseling and Guidance Department.

**FOREIGN LANGUAGE DEPARTMENT** - The Foreign Language Department will support and affirm all of the specific steps of the Mt. Whitney High School action plan.

**INDUSTRIAL TECHNOLOGY DEPARTMENT** - The Industrial Technology Department understands and supports the need to reinforce the efforts of the Counseling and Guidance Department staff. We have for many years provided career-oriented counseling for our students in an informal manner as a normal course of business. We in the field of technology education have always been uniquely positioned to offer guidance and direction. With a product-oriented curriculum, a student's sense of responsibility and self-worth can be significantly enhanced. We support a program structure that would provide student, teacher, counselor, and mentor contacts on a larger and more in-depth scale. This Department finds the prospect of formalizing and broadening the counseling process at Mt. Whitney a welcome and exciting process.

**MATHEMATICS DEPARTMENT** - The Mathematics Department wishes to do what it can to address the issues of self-worth, personal responsibility, career focus, and academic success for all students in our classes. The Department will send representatives to any district-wide committees formed to study particular issues and will participate in the implementation of an effective plan. As a staff, it is our wish that this self-study will result in better student placement in mathematics classes and will enhance movement with higher achievement through the sequences of courses. This Department recognizes and welcomes the notion that our self-study may also result in a change of classes or class formats.

**PHYSICAL EDUCATION DEPARTMENT** - The Physical Education Department is committed to improving students self worth, personal

responsibility and academic success. The Physical Education staff will participate in developing a plan to help the Counseling and Guidance Department place students with the appropriate instructors and class levels. We expect this self study will improve the communication between our departments and create an atmosphere of teamwork.

**SCIENCE DEPARTMENT** - The Science Department believes that the action plan deals with areas that needs to be addressed by the Mt. Whitney staff and as such support this plan. With reference to the reinforcement of the Counseling and Guidance Department staff area, the Science staff will take time to discuss the following with students: study skills, college requirements for entrance, scholarships, career focus, and especially science careers. We will also support the idea of school to work. The positive benefit to the Science Department will be promotion of communication among Science staff members and among Science staff and other department staff members.

**SOCIAL STUDIES DEPARTMENT** - The Social Studies Department supports the plan to reinforce the efforts of the counseling/guidance staff to improve communication and interaction between all staff members, students, and parents. We will actively support studies, inservices, and programs which effectively enhance student's sense of self worth, personal responsibility, career focus, and academic success. We will continue to provide students with individualized help, after-class conferences, student-parent conferences, home calls to parents, and send written progress reports to counseling and home. We believe this will lead to greater communication between staff, students and parents. This will also result in higher rates of success for students enrolled in social studies classes.

**SPECIAL EDUCATION DEPARTMENT** - The Special Education Department at Mt. Whitney High School will continue to support the efforts of the Counseling and Guidance Department staff. The Individualize Education Plan (I.E.P.) process dictates the use of an interdisciplinary approach through which the parents, counselors, teachers and administration have worked together for the design and implementation of an educational plan providing direction for a student's highest growth in the least restrictive environment. The Special Education staff agrees to continue to work with the counseling, administration, and teaching staff to develop and maintain a network of support to enhance

students' self worth and personal and social responsibility. We, the Special Education staff, agree that a multi pronged approach offering positive support and direction for students with special needs is the proper model to follow. By communicating with the parents and teachers of the students with special needs, more networking will lead to higher levels of achievement and lower discipline problem frequency.

**STUDENT BODY** - We, the Associated Student Body of Mt. Whitney High School do approve, agree with, and readily accept these plans for the future progress of Mt. Whitney. This action plan which class for reinforcement and development of the Counseling and Guidance Departments, set for the purpose of enhancing students' sense of self worth, personal responsibility, career focus, and academic success, will, once instated, bring about improvement in the way our school is handled both internally and outside of our jurisdiction. The Associated Student Body at Mt. Whitney will support the process of implementation and the final outcome by not only involving ourselves in both of these processes, but also in helping other students in our school to understand the process and outcome as well as the benefits. As deemed by the administration, the student body's support will be solicited through the use of surveys, announcements, and research. The effects of the proposed plan, some of which have been stated above, will easily be visible once the plan is in progress. However, one can only guess as to the numerous unseen and unrecognized effects this plan will bring, some of which include the personal attention more students will receive, improvement in discipline procedures and consistency, and finally in the student spirit and pride which has already become evident as movement towards these plans has already started. Again, on behalf of the students at Mt. Whitney High School, we would like very much to restate that we fully support the process of implementation and the implementation of a plan in order to reinforce the efforts of the Counseling and Guidance Departments at Mt. Whitney.

**VISAUAL AND PERFORMING ARTS** - The Visual and Performing Arts Department will support the first point of the action plan as we agree that Mt. Whitney students need more time with adult counseling to try to enhance their sense of self worth, career focus, and academic success. Some of the members of VAPA will become a part of the study group to investigate what options are possible in developing a support system for the Mt. Whitney Counseling and Guidance Department staff. Following the study period, VAPA will do whatever is needed to ensure that a viable support system is in place by the Fall 1997 and will actively support that system after it's implemented. The VAPA Department will be positively affected by the first point of the action plan, as an effective system will simplify identifying the potential VAPA student who might otherwise slip through the cracks of an already overburdened Counseling and Guidance Department. VAPA will also be positively affected, as an effective system will better identify the more serious VAPA student where better counseling can be provided by more knowledgeable faculty working with the Counseling and Guidance Department.

## **ACTION PLAN #2**

We need to provide time to explore instructional ideas that support the Vision of Mt. Whitney. The ideas could include cross-curricular planning, team teaching, senior project and senior review, curricular paths, and instructional technology.

**ADMINISTRATION/SUPPORT SERVICES** - The support services of Mt. Whitney High School enthusiastically approve of and support the purposed action plan to provide time to explore instructional ideas to realize the Vision of the school. We commit ourselves to creative research in the various ways that staff members can restructure time which will lead to curricular changes for the benefit of all students.

**AGRICULTURE DEPARTMENT** - We in the Agriscience Department support this plan. Restructuring requires ideas, new ones and some old. We need the time to explore, to search for ideas if we are to implement the Vision for our school. In our county and state, agriculture is a viable industry, worthy of study. We in the Agriculture Department will make use of any time provided by visitations of progressive schools of agriculture education on the high school and community college level and research the needs of the agriculture industry. We will seek out any educational idea, give it careful consideration as a possible vehicle to improve our program. Positive change will be a direct result of the exploration for new ideas as we are provided the time to search for ideas. The implementation can only result in a better school equipped with fresh concepts to meet our Vision.

**BUSINESS DEPARTMENT** - We believe that seniors should leave high school with employability skills and would particularly be in favor of a senior project that would allow for creativity and critical thinking. Some community service needs to be included -- either as part of the senior project or other part of our curriculum.

**CONSUMER AND FAMILY STUDIES** - The Consumer and Family Studies Department strongly supports the plan to set aside time to explore instructional ideas that support the Vision of Mt. Whitney. We have a representative on the School Leadership Team, have actively visited other school districts to study

their programs, and have listened to reports from other department visits. There are some great ideas that are working in other districts, and we see the positive impact on students, as well as on Consumer and Family Studies Department. We plan to be very involved in Mt. Whitney's developing process.

**ENGLISH DEPARTMENT** - The English Department of Mt. Whitney High School will use the time provided to explore, implement, maintain, and evaluate instructional ideas that support the school's Vision. These ideas include cross-curricular planning, team teaching, senior project and senior review, curricular paths, and instructional technology. This will benefit our Department because we will develop continuity of the curriculum, student accountability, and communication between members of our department and other departments. Throughout this process, we will also achieve renovation of the curriculum.

**COUNSELING AND GUIDANCE DEPARTMENT** - The Counseling and Guidance Department supports the action plan that will provide time to improve course articulation, improved course development, with curricular pathways developed for success. The Counseling and Guidance Department will make information available to teachers for better assessment of students and program success, and increase the scope of the Career Center to help with senior projects and pathways, school to work, and post educational planning. Much of this is already in place with the Career Center and new computer technology. We will structure the master schedule to reflect any changes in the curriculum design. This action plan will have a positive effect on the Counseling and Guidance Department through a closer collaboration with teachers in the development, of the curriculum for greater understanding and better student placement. It will also provide greater incentive to move forward to keep pace with the changing curriculum.

**FOREIGN LANGUAGE DEPARTMENT** - The Foreign Language Department will support and affirm all of the specific steps of the Mt. Whitney High School Action Plan.

**INDUSTRIAL TECHNOLOGY DEPARTMENT** - The Industrial Technology Department understands and supports the need for time to explore and address curricular ideas. Currently within the department we are pressed for organizational time. Such time often has been spent in laboratory maintenance



and other program and departmental imperatives which focus on our facilities. Often the members of the department work in isolation, a result of most of our individual technology programs being taught by only one instructor. We believe that the availability of time will allow us to explore new curricular ideas so that we may become more fully engaged in the Vision of Mt. Whitney both within the department and within the Mt. Whitney staff as a whole is both useful and exciting.

**MATHEMATICS DEPARTMENT** - The teaching staff of the Mathematics Department enthusiastically supports the plan to set aside time to explore instructional ideas and evaluate their effectiveness for our school. Mt. Whitney's mathematics teachers have been anxious to do this for a long time. We plan to send representatives from our Department to be part of the school's study teams, and we hope to be actively involved in planning our destiny as a department. We envision that with the implementation of this mandate that we will be able to update our use of technology in the classroom and become a more cohesive team of instructors.

**PHYSICAL EDUCATION DEPARTMENT** - The Physical Education Department agrees more time is needed for interdepartmental sharing. Our department will enthusiastically send representatives to committee meetings or help in coordinating planning sessions to explore options in cross curricular planning. The improved interdepartmental communication will result in greater support of each department's curriculum.

**SCIENCE DEPARTMENT** - The Science Department believes that the action plan deals with areas that need to be addressed by the Mt. Whitney staff and as such support this plan. With reference to the exploration of instructional ideas area, the science staff is willing to look into interdepartmental meetings with the idea of sharing ways we may support each other in the class curriculum, the restructuring of the school day or class schedule, and block scheduling could benefit lab classes greatly and interest science staff very much. The positive benefit to the Science Department will be facilitation of movement of students from one level of work to the next level of work in the department.

**SOCIAL STUDIES DEPARTMENT** - The Social Studies Department supports the efforts to explore and develop ideas that will lead to time being

allotted for development of instructional ideas. The Social Studies Department has and will continue with school visitations/contacts in order to gather information and knowledge on how to set aside regularly scheduled productive staff instructional meetings. We will continue to meet with other staff members to develop ideas regarding this issue. This will benefit the Social Studies Department in developing cross-curricular lessons and reduce redundant instruction not only within our department but across departmental lines.

**SPECIAL EDUCATION DEPARTMENT** - Will need time and use it to explore, implement, maintain and evaluate ideas that support the Vision. Possibilities to be investigated will include cross-curricular planning, team teaching, curricular pathways, and instructional technology. Our Department will benefit by assisting in the development of curriculum as a way of increasing student accountability and increasing communication (networking) between our department and others. Our outstanding goal is to benefit the child by renovating the curriculum and making it more applicable to real-life.

**ASSOCIATED STUDENT BODY** - We the Associated Student Body of Mt. Whitney High School do approve, agree with, and readily accept these plans for the future progress of Mt. Whitney. This action plan calls for exploration of instructional ideas that support the Vision Statement of Mt. Whitney and explore the ideas of: cross-curricular planning, team teaching, senior project and review, and instructional technology and curricular paths. It will allow for the improvement and expansion of the curriculum and improvements in learning for the students. The Associated Student Body at Mt. Whitney will support the process of implementation and the final outcome of this plan by not only involving ourselves in both of these processes, but also in helping other students in our school to understand the process and outcome, as well as the benefits. As deemed by the administration, the student body's support will be solicited through the use of surveys, announcements, and research. Through the assessment and use of new instructional ideas in teaching, the students will not only see the results but experience them first hand through innovative curriculum that improves and enhances the learning process and results in increased academic success. The effects of the proposed plan, some of which have been stated above, will easily be visible once the plan is in progress. However, one can only guess as to the numerous unseen and unrecognized affects this plan will bring. Most importantly, will be a change in the school schedule which allows

staff to come together to share and develop curricular ideas that meet our specific school and student needs, providing a forum where there are no limits. No one can say the exact results of the increased staff meetings, but one thing is for sure that it can only prove to be beneficial. Other effects include the personal attention more students will receive, improvement in discipline procedures and consistency, and finally the improvement in learning. The more knowledge which the students experience will only be enhanced by the individual time teachers will have once a new schedule is implemented.

**VISUAL AND PERFORMING ARTS** - VAPA also supports the second point of the action plan, as we agree that there are methods of instruction that are not being pursued by Mt. Whitney staff because time does not allow for the exploration and study of these instructional ideas. We are aware that the demands of education are changing, and we want to keep up with instructional methods to meet these demands. Therefore, VAPA members will become members of the study groups to investigate what options are available. VAPA will then do whatever is necessary to see that the Vision of Mt. Whitney is supported by sound instructional ideas by the Fall 1997 and will actively support those instructional ideas after implementation. VAPA will be positively affected by the second point of the action plan, as more time should allow for cross-curricular teaching, not only inter-departmentally but also intra-departmentally. With more time allowed, VAPA could lend itself to team teaching, again inter- as well as intra-departmentally. Presently, Mt. Whitney VAPA is a segregated department where students' curricular paths are narrow and competitive. With time to learn what each division does, the Department should become more integrated and students should benefit from a broader understanding of VAPA.

### **ACTION PLAN #3**

Each department needs to review course standards for content and assessment based on the ESLRs to ensure parity of knowledge and ability.

**ADMINISTRATION/SUPPORT SERVICES** - The support services of Mt. Whitney High School enthusiastically approve of and support the purposed action plan to review course standards based on the frameworks and the ESLRs. In the accomplishment of this phase of the action plan, support staff will aid departments in their review of course content and in their assessment of standards for conformity. We realize that our role is not to direct, but to facilitate and assist the work of the staff. The completion of this part of the action plan will enable us to assist successfully the community, the staff and indirectly all students.

**AGRICULTURE DEPARTMENT** - The Agriscience Department pledges its support of the action plan to review course standards for content and assessment based on the ESLRs. The Agriscience Department will support the plan for review of course standards by: attending our professional organization (CATA) improvement meetings, our annual leadership conference. We intend to make several visitations to schools who have implemented changes previously. We will study Second to None and determine how our course content can be altered to come online with the findings of this document. Implementation of this plan will have a positive affect on our program. It will allow the Department to step into the 20th century with a modernized approach for agriculture education. We see the approval of new courses, ie. Agriculture Biology, an agribusiness academy. Also a possibility of career paths in agriculture. Agriculture business management course satisfying the economics requirement for graduation..

**BUSINESS DEPARTMENT** - We feel this timeline would give us sufficient time to meet the growth needs and focus on areas of improvement. Our department has already sequenced their courses.

**CONSUMER AND FAMILY STUDIES** - Although the Consumer and Family Studies framework is aligned to the State framework, we need to explore assessment techniques and standards within our department and the school. Even though the ESLRs are covered very well within our framework, we need

to actively relate them to our students. The timeline is very reasonable. It will help strengthen our department and will help make the subject matter more relevant to the students.

**COUNSELING AND GUIDANCE DEPARTMENT** - The Counseling and Guidance Department supports the action plan to review course standards to insure continuity of learning from course to course and teacher to teacher. The counselors will develop ways to help teachers assess the effectiveness of course standards and provide information on progress of students on a continuing basis to insure teacher awareness of the effectiveness of the total curriculum. Course standards will reduce the time spent on student scheduling. The elective program will improve and student course selection will become more effective.

**ENGLISH DEPARTMENT** - The English Department of Mt. Whitney High School will review course standards for content and assessment based on the framework and the ESLRs to ensure parity of knowledge and ability. We will meet by course and grade level to review and coordinate course standards, and we will develop the tools to evaluate student performance based on those standards. We will benefit through increased communication within our department, and our students will benefit by experiencing continuity between courses from year to year. In this manner, we intend to achieve parity in student expectations.

**FOREIGN LANGUAGE DEPARTMENT** - The Foreign Language Department will support and affirm all of the specific steps of the Mt. Whitney High School action plan. We are in the process of developing universal course standards for content and assessment in all of the foreign languages taught at our school. In planning for daily instruction through thematic units, we will continue to use all of the requirements set forth in the Expected Schoolwide Learning Results as a measuring tool. We will continue to evaluate and assess students individually on their knowledge and abilities in the target languages studied. Our department will continue to have monthly meetings in which all members will discuss methods and strategies we have used, those which we are using, and these which we plan to use to reinforce all of the ESLRs. We will become more consciously aligned with the State Foreign Language Framework. Authentic assessment of what the students are expected to be able to do after each unit will keep us focused on what we teach and how we teach.

**INDUSTRIAL TECHNOLOGY DEPARTMENT** - The Industrial Technology Department understands and supports the necessity of conformity of standards in course presentation. The interaction of technical disciplines demands uniformity in fundamental principles. It is, therefore, necessary to insure that minimum standards of performance are achieved. In response to this action plan, we will review our lesson presentations, reorganize and assure that they reinforce the ESLRs, that they conform to the district course outlines, and that they fulfill the State's standards. The complete focusing of our programs can only serve to further improve our already successful department and educate our student body more completely.

**MATHEMATICS DEPARTMENT** - Although the Mathematics Department has recently reviewed the course standards and aligned them to the State framework, we, as math teachers, also recognize the need to further explore assessment techniques and standards within the department of our high school. We acknowledge the need to internalize the ESLRs for staff members and for mathematics students. The department is committed to the review process as outlined in the timeline. Additionally, the Mathematics Department staff members are currently involved in the Visalia Comprehensive Assessment Committee (VCAS) and proficiency test review. It is believed that the self-study initiated by this action plan and the accompanying dialogue will strengthen our department's standards and will ultimately result in more desirable, more relevant preparation for our students.

**PHYSICAL EDUCATION DEPARTMENT** - The Physical Education Department is currently involved with implementing the State framework. For the past two years the Department has been working very hard to upgrade the academic curriculum within the course of study. We acknowledge the need to design and develop assessment techniques specific to our goals. Using the ESLRs as a guide during this restructuring has been helpful, but we truly have many steps to take before satisfying the recommendations of the State framework. The accreditation process has been most helpful in forcing the need for change.

**SCIENCE DEPARTMENT** - The Science Department believes that the action plan deals with areas that need to be addressed by the Mt. Whitney staff and as such support this plan. With reference to course content, standards and

assessment, the science staff is very willing to do this, as long as time is allowed for study so staff can come to agreement on content and assessment format. Time is extremely important for this part of the action plan to take place. The positive benefit to the Science Department will be facilitation of class materials for lab work, buying of books, movement of students between classes within department when conflicts in schedules occur.

**SOCIAL STUDIES DEPARTMENT** - The Social Studies Department supports the concept of reviewing course standards for content and assessment based on the ESLRs to ensure parity of knowledge and ability among students. The Social Studies Department has started incorporation of the ESLRs into its curriculum. The Department has incorporated common sets of essays to be used as part of the finals in World History, U.S. History, Economics, and Civics. This has/will aid the Social Studies Department in developing a more cohesive curriculum.

**SPECIAL EDUCATION DEPARTMENT** - The Special Education Department has as its legal direction the Individualized Education Plan that provides for constant monitoring of student progress and evaluation of strategies and assessment of student progress. The integration and cross curricular application of regular education and special education is one of constant review and reassessment. As the knowledge of application of the ESLRs moves from design to standard practice, our students will benefit from continuity between courses, thus achieving parity. The special education staff agrees that it will continue to modify and present material, utilizing a multi-modality approach to enhance student success in the least restrictive environment possible.

**ASSOCIATED STUDENT BODY** - We, the Associated student body of Mt. Whitney High School approve, agree with, and readily accept these plans for the future progress of Mt. Whitney. This action plan, which calls for a review of course standards for content and assessment based on the ESLRs to ensure parity of knowledge and ability, will allow for the improvement and expansion of the curriculum and improvements in learning for the students. Additional benefits of the review will result in fairness and equality between classes and students, reinforcing the ideas of self respect, respect of others, and the importance of all students. The Associated Student Body at Mt. Whitney will support the process of implementation and the final outcome of this plan by not

only involving ourselves in both of these processes, but also in helping other students in our school to understand the process and outcome, as well as the benefits. As deemed by the administration, the student body's support will be solicited through the use of surveys, announcements, and research. Through the review and implementation of new basic course standards students will not only see the results but experience them first hand through innovative curriculum that improves and enhances the learning process and results in increased academic success. With consistent standards for all departments each student will equally be tested, in turn providing for a more accurate assessment of students and their abilities. The effects of the proposed plan, some of which has been stated above, will easily be visible once the plan is in progress. However, one can only guess as to the numerous unseen and unrecognized effects this plan will bring. Most importantly, students will be given fair and equal chance to obtain the grade they desire and will see the effects of an improvement in learning.

**VISUAL AND PERFORMING ARTS** - Finally, VAPA supports the third point of the action plan as we see the need to review our course standards for content and assessment based not only on the ESLRs but on the State framework. The members of VAPA will meet regularly to follow the specific steps of the action plan and will do whatever is necessary to see that full implementation of the revised courses which reflect established course standards and ESLRs is completed by Fall 1999. Finally, VAPA will be positively affected by the third point of the action plan, as a review of VAPA course standards for content and assessment based on the ESLRs could unite the department. The four divisions of VAPA work within four common instructional components. However, the commonalties end there, as VAPA is diversified and we need to understand what each division of our department does. A deeper understanding and appreciation for what each other does will be the results. Mt. Whitney students will be the recipients of the reunification.



## THE FOLLOW-UP PROCESS

The WASC "Focus on Learning" Process at Mt. Whitney High School involved all stakeholders in a comprehensive self-study. The involvement of the Mt. Whitney staff in this process has produced a realistic awareness of the strengths of our school and of areas which are in need of improvement. An action plan has been developed in response those needs and all departments and stakeholder groups reviewed and approved the developed plan.

The School Leadership Team, composed of representatives from all departments, members of the School Site Council, the WASC Leadership team and the administration, will be the "watch dog" for overseeing the follow-up process. Committees formed for the purpose of implementing the plan will be formed with volunteers from the entire staff and led by members of the School Leadership Team. A network of involvement will be developed to include all stakeholders in committees and subcommittees formed to address each identified goal.

The School Leadership Team meets monthly and the School Site Council meets quarterly. A permanent item on the agenda of each group will be a report on the progress of the implementation of the Schoolwide Action Plan. The School Site Council will ensure the melding of the School Site Plan and the WASC Focus on Learning Schoolwide Action Plan. By joining these two plans, a first step will be taken to guarantee the successful completion of the goals identified in the Focus on Learning Schoolwide Action Plan. By doing so, funds and inservice time will become available for needs identified in the WASC Schoolwide Plan. The principal will be responsible for reporting to the Superintendent and the Board of Trustees, ensuring that all are kept apprised of our progress. Publications such as the PTO newsletter, the principal's monthly letter to the Superintendent, The Pioneer, the end of the year Assessment and Progress Report by the School Site Council, The Report Card will regularly report to our school community on the progress made in the implementation of the action plan.

We fully expect restructuring at Mt. Whitney will result from the WASC self-study, and that the Schoolwide Action Plan will serve as a living document to guide changes. Our follow-up process will ensure and facilitate ongoing implementation of the Focus On Learning Schoolwide Action Plan, and will keep all stakeholders apprised of its progress.

# APPENDIX

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**APPENDIX**

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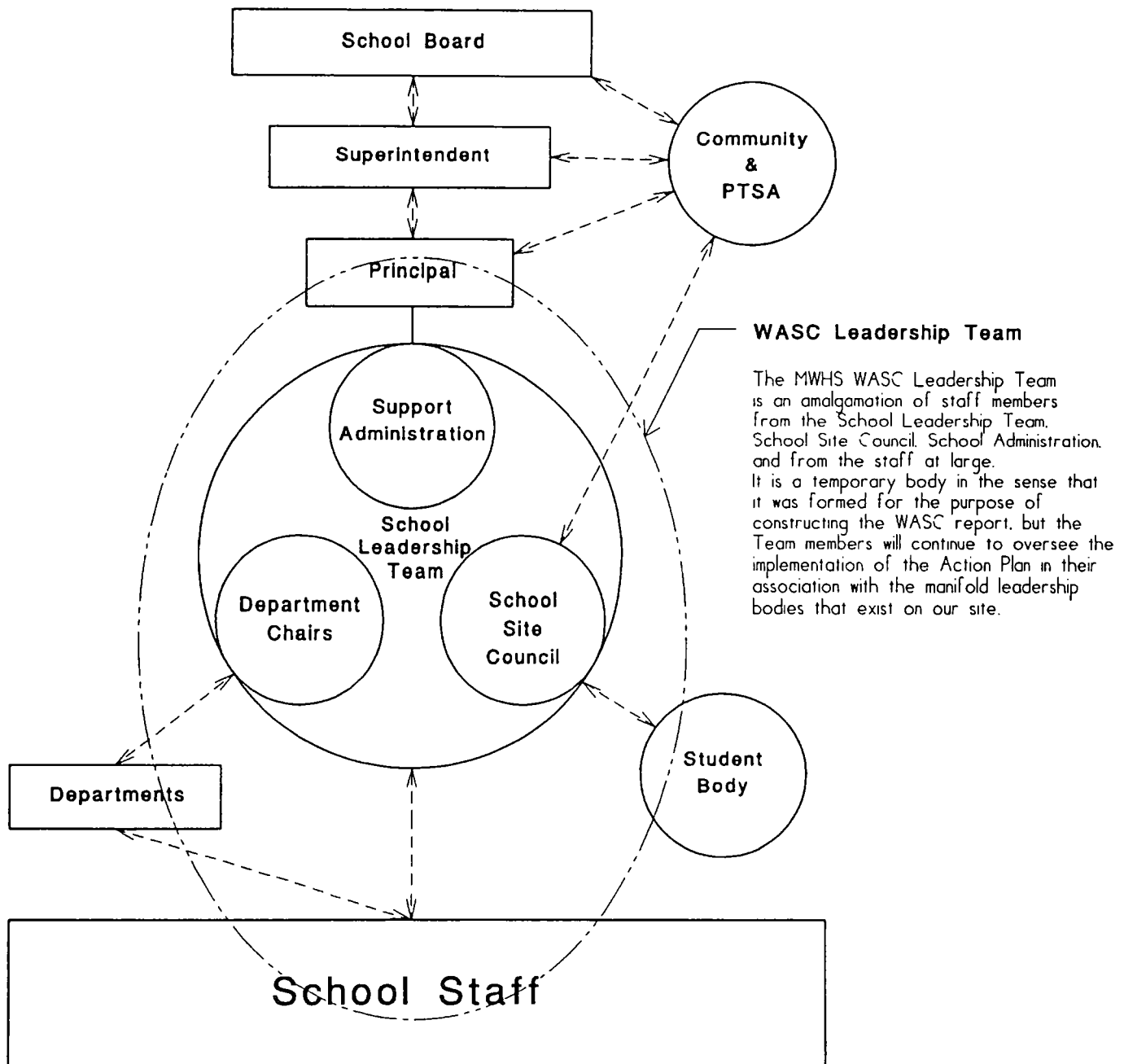
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# School Decision Making at Mt. Whitney



### WASC Leadership Team

The MWS WASC Leadership Team is an amalgamation of staff members from the School Leadership Team, School Site Council, School Administration, and from the staff at large. It is a temporary body in the sense that it was formed for the purpose of constructing the WASC report, but the Team members will continue to oversee the implementation of the Action Plan in their association with the manifold leadership bodies that exist on our site.

Revision 4 1/13/95

Mt. Whitney High School  
**STUDENT QUESTIONNAIRE**

The purpose of these questions is to learn how students feel about Mt. Whitney High School. The questions were developed by a group of fellow students.

STUDENT INFORMATION

1. What grade are you in?  
(A) 9th            (B) 10th            (C) 11th            (D) 12th  
445 - 33%      363 - 27%      357 - 26%      201 - 15%
  
2. Sex: (A) Male            (B) Female  
665 - 49%      702 - 51%
  
3. The courses that I am taking would best be described as:  
(A) Advanced Placement/ Honors            322 - 24%  
(B) College Prep (not Honors)            625 - 46%  
(C) Technical Preparation/ Vocational            57 - 4%  
(D) High School graduation requirements            343 - 25%  
(E) Special Programs (resource and/or alternative classes) 42 - 3%

**READ THE FOLLOWING AND ANSWER USING THIS SCALE:**

- (A) Strongly agree (B) Agree (C) Not sure (D) Disagree  
(E) Strongly disagree

CURRICULAR PATHS

4. My classes are helping to prepare me for the future.  
SA - 323    A - 755    NS - 183    D - 98    SD - 29  
24%      55%      13%      7%      2%
  
5. I am learning skills that I can use in the job force.  
SA - 220    A - 676    NS - 312    D - 147    SD - 37  
16%      50%      23%      11%      3%

6. It would be possible for me to advance to a more challenging level of classes (i.e. from skills classes to college prep)

SA - 237	A - 480	NS - 461	D - 145	SD - 60
17%	35%	34%	11%	4%

7. When I graduate I will be able to compete on an equal level with students graduating from other high schools.

SA - 388	A - 622	NS - 280	D - 59	SD - 23
28%	46%	21%	4%	2%

8. The school staff helps me to make decisions about where I will go after high school.

SA - 126	A - 398	NS - 331	D - 359	SD - 174
9%	29%	24%	26%	13%

9. I am offered different options for classes, including Honors, AP, and Advanced courses.

SA - 240	A - 514	NS - 287	D - 244	SD - 91
18%	38%	21%	18%	7%

10. My counselor knows of my plans after high school.

SA - 165	A - 279	NS - 455	D - 300	SD - 200
12%	20%	33%	22%	15%

11. My teacher knows of my plans after high school.

SA - 79	A - 268	NS - 443	D - 375	SD - 213
6%	20%	33%	28%	16%

### VISION, LEADERSHIP AND CULTURE

12. I have read my school constitution.

SA - 119	A - 222	NS - 274	D - 347	SD - 435
9%	16%	20%	25%	32%

13. The dress code is equally enforced with all students.

SA - 105	A - 292	NS - 260	D - 339	SD - 398
7%	21%	19%	25%	29%

14. Discipline is fair and equally enforced with all students.  
 SA - 118    A - 303    NS - 295    D - 339    SD - 350  
           9%        22%        22%        25%        26%
15. The campus is clean.  
 SA - 111    A - 589    NS - 256    D - 323    SD - 128  
           8%        43%        19%        24%        9%
16. The campus is safe.  
 SA - 129    A - 526    NS - 377    D - 243    SD - 135  
           9%        39%        28%        18%        10%
17. All students are involved in decision making processes.  
 SA - 77    A - 246    NS - 357    D - 336    SD - 378  
           6%        18%        26%        25%        38%
18. The community takes an active role in the school.  
 SA - 73    A - 264    NS - 548    D - 305    SD - 204  
           5%        19%        40%        22%        15%
19. I have the opportunity to be involved in extra-curricular activities.  
 SA - 431    A - 636    NS - 197    D - 76    SD - 41  
           31%        47%        14%        6%        3%
20. Cultural diversity is accepted on campus.  
 SA - 206    A - 511    NS - 406    D - 143    SD - 97  
           15%        37%        30%        10%        7%

### ASSESSMENT AND ACCOUNTABILITY

21. I know about and understand the "Vision Statement" and the "Expected Schoolwide Learning Results."  
 SA - 61    A - 166    NS - 459    D - 249    SD - 416  
           4%        12%        34%        18%        31%



22. My grades accurately represent what I learned in class.  
 SA - 162 A - 482 NS - 219 D - 323 SD - 172  
 12% 35% 16% 24% 13%
23. I am graded on a variety of assignments that accurately reflect my strengths and weaknesses.  
 SA - 150 A - 512 NS - 343 D - 223 SD - 223  
 11% 38% 25% 16% 16%
24. There is a standard (fair) grading system in all of my classes.  
 SA - 150 A - 555 NS - 243 D - 253 SD - 158  
 11% 41% 18% 19% 12%
25. My parents are notified on a regular basis about my academic progress.  
 SA - 206 A - 493 NS - 261 D - 260 SD - 137  
 15% 36% 19% 19% 11%
26. My parent have met my teachers.  
 SA - 182 A - 357 NS - 238 D - 318 SD - 266  
 13% 26% 17% 23% 20%

### SUPPORT

27. I feel comfortable approaching a teacher for extra help with problems inside and outside of class.  
 SA - 213 A - 510 NS - 253 D - 227 SD - 150  
 16% 37% 19% 17% 11%
28. There are adequate health services on campus.  
 SA - 68 A - 288 NS - 549 D - 264 SD - 183  
 5% 21% 40% 19% 13%
29. The library serves my needs.  
 SA - 124 A - 516 NS - 333 D - 238 SD - 140  
 9% 38% 24% 17% 10%

30. People are available to tutor me when I need extra help in class.  
 SA - 115    A - 360    NS - 534    D - 219    SD - 113  
           8%        26%        39%        16%        8%
31. Sports equipment and facilities are adequate.  
 SA - 115    A - 504    NS - 391    D - 223    SD - 115  
           8%        37%        29%        16%        8%
32. Computers are accessible at school.  
 SA - 193    A - 544    NS - 307    D - 198    SD - 100  
           14%        40%        23%        15%        7%
33. Counselors properly notify me of scholarships or academic advancement opportunities.  
 SA - 75    A - 264    NS - 354    D - 404    SD - 268  
           6%        18%        26%        30%        20%
34. When I was a freshman I received adequate orientation about Mt. Whitney.  
 SA - 257    A - 535    NS - 263    D - 162    SD - 115  
           19%        39%        19%        12%        8%
35. I am aware of the opportunity for career shadowing at school  
 SA - 192    A - 400    NS - 329    D - 231    SD - 168  
           14%        29%        24%        17%        14%
36. I can get a well balance meal at school.  
 SA - 99    A - 341    NS - 358    D - 233    SD - 322  
           7%        25%        26%        17%        24%

POWERFUL TEACHING AND LEARNING

37. Teachers are easy to work with in the classroom.  
 SA - 110    A - 549    NS - 266    D - 290    SD - 125  
           8%        40%        20%        21%        9%

38. Teachers answer student questions thoroughly.  
 SA - 107    A - 492    NS - 278    D - 349    SD - 109  
           8%        36%        20%        26%        8%
39. Teachers spend enough time working with and explaining concepts to those who don't fully understand what is being taught.  
 SA - 112    A - 427    NS - 311    D - 324    SD - 157  
           8%        31%        23%        24%        12%
40. I am treated fairly by my teachers.  
 SA - 138    A - 628    NS - 228    D - 218    SD - 125  
           10%       46%        17%        16%        9%
41. Material is often presented to me in the way I learn best.  
 SA - 109    A - 439    NS - 357    D - 327    SD - 119  
           8%        32%        26%        24%        9%
42. Homework reinforces what I learn in class.  
 SA - 149    A - 612    NS - 291    D - 199    SD - 106  
           11%       45%        21%        15%        8%
43. Getting a good education is important to me.  
 SA - 897    A - 318    NS - 86     D - 19     SD - 25  
           66%       23%        6%        2%        2%

As I'm learning new ideas in my classes, I also have the opportunity to practice and improve the following skills.

44. Writing  
 SA - 436    A - 632    NS - 138    D - 91     SD - 39  
           32%       46%        10%        7%        3%
45. Speaking  
 SA - 277    A - 617    NS - 227    D - 161    SD - 57  
           18%       45%        17%        12%        4%

46.	Listening	SA - 340	A - 698	NS - 171	D - 87	SD - 38
		25%	51%	13%	6%	3%
47.	Reading	SA - 366	A - 664	NS - 187	D - 85	SD - 31
		27%	49%	14%	6%	2%
48.	Problem solving and creative thinking	SA - 325	A - 612	NS - 227	D - 109	SD - 49
		24%	45%	17%	8%	4%
49.	Math and calculating skills	SA - 368	A - 642	NS - 151	D - 103	SD - 57
		27%	47%	11%	8%	4%
50.	Study skills	SA - 254	A - 567	NS - 231	D - 161	SD - 78
		19%	42%	17%	12%	6%

Mt. Whitney High School  
**PARENT QUESTIONNAIRE**

Mt. Whitney High School must meet certain state educational standards. This questionnaire is part of the process by which the school is judged. It will let us know how parents feel about the school. Your input is essential and invaluable to this process. **PLEASE USE A PENCIL** to mark the scantron answer sheet (your name is not necessary)

1. What grade is your child in?  
(A) 9th            (B) 10th            (C) 11th            (D) 12th  
190 - 32%      157 - 27%      130 - 22%      110 - 19%
  
2. Sex: (A) Male            (B) Female  
226 - 39%            361 - 61%
  
3. The courses that my child is taking would best be described as:  
(A) Advanced Placement/ Honors            178 - 30%  
(B) College Prep (not Honors)            243 - 41%  
(C) Technical Preparation/ Vocational            25 - 4%  
(D) High School graduation requirements            132 - 22%  
(E) Special Programs (resource and/or alternative classes) 15 - 3%

**READ THE FOLLOWING AND ANSWER USING THIS SCALE:**

- (A) Strongly agree      (B) Agree      (C) Not sure      (D) Disagree  
  
(E) Strongly disagree

4. Your student's counselor has been helpful in directing your student's choice of courses.  
SA - 101    A - 269    NS - 125    D - 85    SD - 15  
17%        45%        21%        14%        3%
  
5. It is easy for your student to change his-her course of study.  
SA - 52    A - 223    NS - 190    D - 90    SD - 33  
9%        38%        32%        15%        6%

6. My student's classes are helping to prepare him/her for the future.  
 SA - 146    A - 290    NS - 93    D - 44    SD - 13  
 25%        49%        16%        8%        2%
7. My child is learning skills that he/she can use in the job force.  
 SA - 103    A - 306    NS - 104    D - 63    SD - 12  
 18%        52%        18%        11%       2%
8. Upon graduation Mt. Whitney students will be able to compete on an equal level with students graduating from other high schools.  
 SA - 107    A - 291    NS - 143    D - 36    SD - 12  
 18%        49%        24%        6%        2%
9. My student has different options for classes, including Honors, AP, and Advanced Courses.  
 SA - 109    A - 278    NS - 138    D - 54    SD - 8  
 18%        48%        24%        9%        1%
10. Discipline is fair at Mt. Whitney.  
 SA - 70     A - 256    NS - 171    D - 70    SD - 30  
 12%        43%        29%        12%       5%
11. The campus is safe.  
 SA - 43     A - 210    NS - 215    D - 92    SD - 33  
 7%         35%        36%        16%       6%
12. The community takes an active role in the school.  
 SA - 39     A - 225    NS - 223    D - 76    SD - 23  
 7%         38%        38%        13%       4%
13. My student has the opportunity to be involved in extra-curricular activities.  
 SA - 175    A - 319    NS - 58     D - 22    SD - 14  
 30%        54%        10%        4%        2%

14. Cultural differences are accepted on campus by students.  
 SA - 53      A - 247      NS - 203      D - 62      SD - 24  
 9%              42%              34%              11%              4%
15. Cultural differences are supported by staff.  
 SA - 53      A - 253      NS - 240      D - 34      SD - 11  
 9%              43%              41%              6%              2%
16. My student's grades accurately represent what he/she has learned in class.  
 SA - 84      A - 313      NS - 98      D - 83      SD - 19  
 14%              52%              16%              14%              3%
17. Teachers use a variety of assignments to evaluate my child's learning.  
 SA - 53      A - 283      NS - 157      D - 64      SD - 22  
 9%              49%              27%              11%              4%
18. Students are graded fairly.  
 SA - 54      A - 288      NS - 155      D - 65      SD - 21  
 9%              49%              27%              11%              3%
19. Parents are notified on a regular basis about students' academic progress.  
 SA - 87      A - 318      NS - 69      D - 99      SD - 20  
 15%              54%              12%              17%              3%
20. I have met my student's teachers.  
 SA - 125      A - 217      NS - 56      D - 135      SD - 46  
 22%              37%              10%              23%              8%
21. My student is comfortable approaching a teacher for extra help with problems inside and outside of class.  
 SA - 86      A - 240      NS - 135      D - 99      SD - 30  
 15%              41%              23%              17%              5%
22. Teachers are supportive of my student's post-high school plans.  
 SA - 76      A - 243      NS - 202      D - 52      SD - 17  
 13%              41%              34%              9%              3%

23. It is possible for my child to move from the basic courses to the more advanced level of classes.  
 SA - 65      A - 265      NS - 192      D - 47      SD - 17  
 11%          45%          33%          8%          3%
24. There are adequate health services on campus.  
 SA - 45      A - 185      NS - 243      D - 78      SD - 35  
 8%          32%          41%          13%          6%
25. People are available to tutor my student when he/she needs extra help in class.  
 SA - 54      A - 177      NS - 262      D - 73      SD - 20  
 9%          30%          45%          12%          3%
26. Sports equipment and facilities are adequate.  
 SA - 47      A - 254      NS - 178      D - 75      SD - 28  
 8%          44%          31%          13%          5%
27. Computers are accessible at school.  
 SA - 74      A - 255      NS - 165      D - 71      SD - 22  
 13%          43%          28%          12%          4%
28. Counselors properly notify students of scholarships or academic advancement opportunities.  
 SA - 50      A - 142      NS - 250      D - 87      SD - 55  
 9%          24%          43%          15%          9%
29. My child received adequate orientation about Mt. Whitney as a freshman.  
 SA - 109      A - 300      NS - 108      D - 48      SD - 22  
 19%          51%          18%          8%          4%
30. My student is aware of the opportunity for career shadowing at school.  
 SA - 75      A - 209      NS - 199      D - 86      SD - 30  
 13%          35%          33%          14%          5%



31. Teachers spend enough time working with and explaining concepts to those who don't fully understand what is being taught.  
 SA - 52      A - 166      NS - 193      D - 116      SD - 62  
 9%            28%            33%            20%            11%
32. My child is treated fairly by his/her teachers.  
 SA - 71      A - 325      NS - 121      D - 58      SD - 20  
 12%            55%            20%            10%            3%
33. Materials are presented to my student in a way in which he/she learns best.  
 SA - 56      A - 243      NS - 174      D - 88      SD - 31  
 9%            41%            29%            15%            5%
34. Homework reinforces what my student learns in class.  
 SA - 86      A - 337      NS - 104      D - 42      SD - 21  
 15%            57%            18%            7%            4%
35. I am happy with the open-campus policy.  
 SA - 158      A - 199      NS - 88      D - 75      SD - 72  
 27%            34%            15%            13%            12%
36. I support the school dress code.  
 SA - 144      A - 247      NS - 75      D - 81      SD - 42  
 24%            42%            13%            14%            7%
37. My student has opportunities to express opinions and give input at Mt. Whitney.  
 SA - 51      A - 253      NS - 197      D - 57      SD - 30  
 9%            43%            34%            10%            5%
39. Parent input and decision-making is valued.  
 SA - 78      A - 221      NS - 202      D - 68      SD - 22  
 13%            37%            34%            12%            4%

40. The school's atmosphere encourages a positive attitude toward learning in your student.

SA - 62	A - 285	NS - 154	D - 68	SD - 19
11%	48%	26%	12%	3%

41. The school has offered you ample opportunities to be involved in school improvement efforts.

SA - 67	A - 227	NS - 175	D - 94	SD - 24
11%	39%	29%	16%	4%

As students learn new ideas in classes, they also have the opportunity to practice and improve the following skills:

42. Writing

SA - 131	A - 340	NS - 80	D - 29	SD - 6
22%	58%	14%	5%	1%

43. Listening

SA - 114	A - 313	NS - 120	D - 26	SD - 8
20%	54%	21%	4%	1%

44. Reading

SA - 143	A - 341	NS - 68	D - 21	SD - 9
25%	59%	12%	4%	2%

45. Problem solving and creative thinking

SA - 117	A - 319	NS - 98	D - 32	SD - 12
20%	55%	17%	6%	2%

46. Math and calculating skills

SA - 126	A - 331	NS - 86	D - 28	SD - 11
22%	57%	15%	5%	2%

47. Study skills

SA - 112	A - 298	NS - 111	D - 45	SD - 18
19%	51%	19%	8%	3%

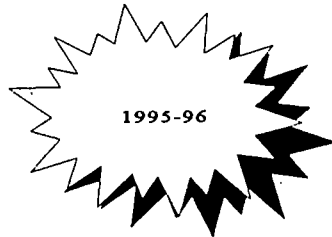
Which of the following would characterize your involvement at Mt. Whitney in the last two years:

- |     |                                    |        |        |  |
|-----|------------------------------------|--------|--------|--|
| 48. | Teacher Conference                 |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 188                                | 374    | 18     |  |
|     | 32%                                | 63%    | 3%     |  |
| 49. | Conference with Counselor          |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 334                                | 223    | 15     |  |
|     | 57%                                | 38%    | 3%     |  |
| 50. | Conference with Administrator      |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 122                                | 427    | 24     |  |
|     | 21%                                | 72%    | 4%     |  |
| 51. | Attendance at Back to School Night |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 337                                | 221    | 15     |  |
|     | 58%                                | 38%    | 3%     |  |
| 52. | Attendance at Open House           |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 320                                | 221    | 9      |  |
|     | 57%                                | 40%    | 2%     |  |
| 53. | PTSA membership                    |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 168                                | 365    | 13     |  |
|     | 30%                                | 65%    | 2%     |  |
| 54. | Booster Club membership            |        |        |  |
|     | (A) Yes                            | (B) No | (C) NS |  |
|     | 100                                | 429    | 15     |  |
|     | 18%                                | 77%    | 3%     |  |

55. Do you feel that the above contacts with Mt. Whitney have been beneficial in your student's education?

(A) Yes	(B) No	(C) NS
353	115	18
64%	30%	3%

**Thank you for completing this questionnaire. PLEASE HAVE YOUR STUDENT RETURN THE QUESTIONNAIRE AND THE ANSWER SHEET TO HIS/HER SECOND PERIOD TEACHER.**



## 1995-96 TIME SCHEDULES

### REGULAR TIME SCHEDULE

PRE-FIRST	7:29 - 8:24
PERIOD 1	8:30 - 9:25
PERIOD 2	9:31 - 10:31
PERIOD 3	10:37 - 11:32
PERIOD 4	11:38 - 12:33
LUNCH	12:33 - 1:12
PERIOD 5	1:18 - 2:13
PERIOD 6	2:19 - 3:14

### PEP ASSEMBLY SCHEDULE

PRE-FIRST	7:29 - 8:24
PERIOD 1	8:30 - 9:18
PERIOD 2	9:24 - 10:12
ASSEMBLY	10:18 - 10:59
PERIOD 3	11:05 - 11:53
PERIOD 4	11:59 - 12:47
LUNCH	12:47 - 1:26
PERIOD 5	1:32 - 2:20
PERIOD 6	2:26 - 3:14

### REGULAR ASSEMBLY SCHEDULE

PRE-FIRST	7:29 - 8:24
PERIOD 1	8:30 - 9:15
ASSEMBLY	9:21 - 10:20
PERIOD 2	10:26 - 11:11
PERIOD 3	11:17 - 12:02
PERIOD 4	12:08 - 12:53
LUNCH	12:53 - 1:32
PERIOD 5	1:38 - 2:23
PERIOD 6	2:29 - 3:14

MT. WHITNEY HIGH SCHOOL MASTER SCHEDULE  
FIRST SEMESTER  
1995-96

Revised 9-21-95

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TEACHER	PRE-FIRST 7:29 - 8:24	PERIOD 1 8:30 - 9:25	PERIOD 2 9:31 - 10:31	PERIOD 3 10:37 - 11:32	PERIOD 4 11:38 - 12:33	PERIOD 5 1:18 - 2:13	PERIOD 6 2:19-3:14
Allan, Andy	Chemistry I-9	Chemistry I-9	Chemistry I-9	Prep	Biology I-6	Biology I-6	
Berry, Grady		Algebra I S-11	Algebra I S-11	Math B S-11	Prep	Algebra I S-11	Math B S-11
Bertelsen, Sue ***		Coed PE 9 R-7	Coed PE 9 R-7	Coed PE 9 R-7	Coed PE R-7	Coed PE 9 R-7	Coed PE 9 R-7
Bonar, Mark ***		Hlth Sci FCC U-1	Erth,Hlth,Life, Phy Sci RS/RSC U-1	Life Sci U-1	Health Sci U-1	Health Sci U-1	Life Sci I-7
Boucher, Ron		Computer Pub. B-207	Computer Pub. B-207	Bus. Economics B-206	Computer Pub. B-207	Keyboarding B-203	Prep
Bradley, Lynda		Eng Sk RSC 9 I-13	US Hist RS I-13	US Hist RS I-13	Wo Hist/Cult RSC /RS I-13	Eng Sk RSC 10 I-13	Prep
Brett, Janell		Acct. Clerk Adv Acct B-201	Entrepreneurship B-206	Prep	Accounting Beg B-206	Recordkeeping B-206	Coop-Ent B-206
Bullick, Becky ***		Eng I H T-8	Survey of Lit T-8	Eng Sk I FCC L-6	Eng Sk I FCC L-6	Eng I L-6	Eng I H L-6
Burke, Bob		US History J-5	Psych FCC J-5	Adv Psych J-5	Prep	US History J-5	US History J-5
Burke, Brenda **		Family Life M-6	Family Life M-6	Meals for Mod M-5	Textile Art M-5	Dept Head	Prep
Burriss, John	Civics J-6	Economics J-6	Prep	Economics J-6	US History J-6	US History J-6	
Casale, Charlie ***		Coed PE P-4	Coed PE P-4	Coed PE P-4	Coed PE P-4	Coed PE P-4	Coed PE P-4
Cloer, Dan		Prep	Earth Science I-7	Earth Science I-7	Earth Science I-7	Earth Sci I-7	Adv Photo J-9
Corliss, Pam		Photo/Adv Photo J-9	Photo/Adv Photo J-9	Photo/Adv Photo J-9	Yearbook J-9	Photo/Adv Photo J-9	Prep
Costa, Cindy		Prep	Geometry H-8	Geometry H-8	Alg II H H-8	Alg II H H-8	Alg II H H-8
Deering, Scott		Adv Band N-3	Auxiliary N-3	Concert Band N-3	Study	Jazz Band N-3	Prep
Dichiera, Chuck **		Alg II S-14	Calculus S-14	Dept Head	Calculus S-14	Prep	Alg II S-14
Doe, James	US Hist AP K-6	Geography K-6	Prep		Wo Hist/Cult K-6	Wo Hist/Cult K-6	Wo Hist/Cult K-6
Duns, Peggy		Algebra II S-10	Algebra II S-10	Algebra II S-10	Intro to Pascal Comp Sci AP B-204		

MT. WHITNEY HIGH SCHOOL MASTER SCHEDULE  
FIRST SEMESTER  
1995-96

TEACHER	PRE-FIRST 7:29 - 8:24	PERIOD 1 8:30 - 9:25	PERIOD 2 9:31 - 10:31	PERIOD 3 10:37 - 11:32	PERIOD 4 11:38 - 12:33	PERIOD 5 1:18 - 2:13	PERIOD 6 2:19 - 3:14
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Ducey, Michelle		Prep	Geometry H M-10	Geometry H M-10	Geometry H M-10	Geometry H M-10	Algebra I M-10
Dyar, Jerry .. ...		Eng Sk RS/Eng I-10	Eng Sk RS/Eng I-10	Math FCC/RS L-7	Math FCC/RS L-7	Comprehensive Math/RS I-10	Comprehensive Math S-13
Ellis, Robert		Ind Reading H-1	Prep	English II H-1	English II H-1	English II H-1	English II H-1
Feaver, Claude		Computer Lit. B-204	Keyboarding B-204	Keyboarding B-204	Prep	Keyboarding B-204	Keyboarding B-204
Graff, Bob		Prep	Auto I W-2	Auto I W-2	Auto II W-2	Auto I W-2	Auto I W-2
Hadley, Josh		Wo Hist/Cult K-7	Sr Comp Math K-7	Geography K-7	Geography K-7	Geography K-7	Prep
Hess, John		US Hist K-5	US History K-5	Wo Hist/Cult K-5	Prep	Wo Hist/Cult K-5	Wo Hist/Cult K-5
Hill, Ken		Wood I V-1	Wood I V-1	Wood I V-1	Wood II V-1	Wood I V-1	Prep
Holguin, Manuel ..		Civics K-4	Prep	Civics K-4	Civics K-4	Wo Hist/Cult SI K-4	Dept Head
Holmes, Roger		Spanish II T-3	Spanish II T-3	Spanish IV AP T-3	Spanish I T-3	Prep	Spanish II T-3
Huckabay, John		Trig M-9	Trig M-9	Trig M-9	Trig M-9	Trig M-9	Prep
Huston, Edwin		Prep	Wo Hist/Cult T-6	Wo Hist/Cult SCC T-6	Wo Hist/Cult T-6	Wo Hist/Cult T-6	Psych T-6
Irwin, Dennis						Coed PE P-6	Coed PE P-6
Jackson, Dan		Prep	Ensemble N-1	Womans Glee N-1	Mens Glee N-1	Choir N-1	Girls Chorus N-1
Jewell, Steve		Math B SCC L-7	Math B SCC L-7	Prep	Algebra I H-6	Algebra I L-7	Algebra I L-7
Jones, Bettye		Teen Living M-4	Teen Living M-4				
Kasparian, Danna		Prep	English I H-2	English Sk I H-2	English I H-2	English Sk I H-2	English I H-2
Kaviani, Leah		ESL T-5	ESL T-5	Spanish III T-5	Spanish III T-5	Prep	Spanish III SS & AP Span V T-5

MT. WHITNEY HIGH SCHOOL MASTER SCHEDULE  
FIRST SEMESTER  
1995-96

TEACHER	PRE-FIRST	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
	7:29 - 8:24	8:30 - 9:25	9:31 - 10:31	10:37 - 11:32	11:38 - 12:33	1:18 - 2:13	2:19 - 3:14

Kildow, Karl		English Sk III H-3	English I H H-3	English I H-3	English I H-3	English I H-3	Prep
King, Lou Ann (County Class)		Spec Ed PE	Spec Ed K-6	Spec Ed K-6	Spec Ed I-2	Spec Ed I-2	Spec Ed I-2
Kuykendall, Bill		Dr Ed B-25	Dr Ed B-25	Dr Ed B-25	Dr Ed/St B-25	Dr Ed B-25	Prep
Lane, Joe		Amer Lit/Adv Comp H J-8	Amer Lit/Adv Comp H J-8	Eng II J-8	Eng II H J-8	Eng II H J-8	Prep
Lane, Terese		English Sk II SCC L-6	English Sk II SCC L-6	Amer Lit/Comp I-12	Prep	Eng Sk I J-14	Amer Lit/Comp J-14
Litchfield, Pauline ***		Keyboarding B-208	Computer App. B-208	Computer App. B-208	Bus. Eng. B-208	Dept Head	Keyboarding B-208
Loyd, Rondald ** ***	3-D Mat I-II K-10	3-D Mat I K-10	3-D Mat I K-10	3-D Mat II K-10	3-D Mat III, & IV K-10	3-D Mat I K-10	Dept Head
McDonnell, Jim ** ***		Coed PE 9 P-8	Coed PE 9 P-8	Coed PE 9 P-8	Coed PE P-8	Coed PE 9 P-8	Dept Head
Maggio, Mary		Prep	English I Sk J-7	Amer Lit/Adv Comp J-7	Amer Lit/Adv Comp J-7	English I J-7	English I J-7
Mana, Paul		Physics H-5	Prep	Physics H-5	Physical Sci H-5	Physical Sci H-5	Physical Sci H-5
Moody, Shirlene		Prep	Math RS I-14	Dr Ed RSC I-14	Math RSC 9-10 I-14	On Your Own/RS I-14	3-D Mat/RS I-14
Mullens, Phil							Adv Orchestra N-3
Myers, Jarret		Geometry S-13	Geometry S-13	Math A S-13	Geometry S-13	Math A S-13	Prep
Neal, Mike **		Biology I-6	Biology I-6	Biology I-6	Prep	Dept Head	Biology I-6
Nelson, Suzanne		English II H-7	English III H-7	Prep	English II H-7	English II H-7	English II H-7
Nicoletti, Elise		English I I-12	English I I-12	Prep	English Sk II I-12	Eng SK II I-12	Amer Lit/Adv Comp I-12
Oto, Todd		Computer Aided Drafting U-3	Computer Aided Drafting U-3	Prep	Mech Draw I U-3	Mech Draw I U-3	Mech Draw I U-3
Perez, Rosemary		Keyboarding B-203	Keyboarding B-203	Keyboarding B-203	Keyboarding B-203	Prep	Workforce Coalition



MT. WHITNEY HIGH SCHOOL MASTER SCHEDULE  
FIRST SEMESTER  
1995-96

TEACHER	PRE-FIRST	PERIOD 1	PERIOD 2	PERIOD 3	PERIOD 4	PERIOD 5	PERIOD 6
	7:29 - 8:24	8:30 - 9:25	9:31 - 10:31	10:37 - 11:32	11:38 - 12:33	1:18 - 2:13	2:19 - 3:14

Pipe, Keeble		Math B S-12	Math B S-12	Alg I B S-12	Math B S-12	Math B S-12	Prep
Rex, Robert		Art I K-8	Art I K-8	Art I K-8	Prep	Art II, III, IV K-8	3-D Mat I K-10
Rice, Tim		Algebra I H-6	Algebra I H-6	Geometry H-6	Prep	Geometry H-6	Geometry H-6
Roehl, Marlin		Wo Lit. AP I-1	Wo Lit AP I-1	Prep	Amer Lit/Comp I-1	Amer Lit/Comp I-1	English I H I-1
Rogers, Steve		Prep	Bus Tech Off- Mdse B-201	Retail Sales B-201	Retail Sales B-201	Retail Sales Co-op B-201	Retail Sales Co-op B-201
Rose, Velda		Eng II H J-4	Amer Lit/Comp J-4	English II H J-4	Survey of Lit J-4	Prep	Survey of Lit J-4
Rudolf, Doug		German III-IV J-13	German II J-13	German I J-13	US History J-5	US History B-24	Prep
Schmall, Fred		Ag Econ M-7	Prep	Ag Sci III M-7	Pre Vet Sci M-7	Ag Econ M-7	Jr Comp Math M-7
Shahzade, Art	Adv H Biology I-4	Biology I-4	Biology I-4	Biology I-4	Biology I-4	Prep	
Shana Sheard* Alton ***		French I T-1	Spanish I T-1	French I T-4	French I T-4	Spanish I J-13	
Simpson, Dean		Wrld Lit/Adv Comp J-7	News Prod J-12	Journalism T-8	Wrld Lit/Adv Comp T-8	Prep	Wrld Lit/Adv Comp T-8
Smith, Mary **		French II T-4	French II T-4	Prep	Dept Head	French III T-4	French IV T-4
Stevens, Maury		Health Sci H-4	Health Sci H-4	Health Sci H-4	Prep	Health Sci H-4	Biology I-4
Sylvia, John **		Prep	Ag Sci IV M-8	Ag Sci I M-8	Ag Sci IV M-8	Dept Head	Ag Mech III&IV W-1
Tebeau, Frank		Ag Sci I M-8	Ag Sci II M-7	Prep	Ag Mech I-II W-1	Ag Sci II M-8	Farm Supervisor
Thiede, Jim ***		Alg I M-10	Jr. Comp Math M-5	Alg I M-4	Math A M-4	Math A M-4	Math A M-4
Thron, Pat		Health Sci RSC I-7		M-6			
Torres, Enrique			Prep	Spanish II T-1	Spanish I T-1	Spanish II T-1	Spanish II T-1

VanDellen, Barbara		Spanish I T-2	Prep	Spanish I T-2	Spanish II T-2	Spanish I T-2	Spanish I T-2
Vieira, Scott **		English SDC B-17	Math SDC B-17	Soc Stu SDC B-17	Science SDC B-17	Dr Ed SDC B-17	3-D Mat SDC B-17
Vincent, Mark		Coed PE P-2	Mech Draw I U-3	Mech Draw III-IV U-3	Student Gov't Leadership Amaral Building	Prep	Activities
Whitfield, Mary **		Amer Lit/Coop J-14	Wrld Lit/Adv Comp J-14	English Sk IV J-14	WASC	Prep	Dept Head
Wight, Craig ***	Dept Head	Machine Shop V-4	Machine Shop V-4	Metal II V-4	Metal I V-4	Metal I V-4	Metal I V-4
Winterton, Vickie		Prep	Life Sci H-5	Chemistry I-9	Chemistry I-9	Chemistry I-9	Chemistry I-9
Wood, David		Drama B-27	Drama B-27	Drama Prod B-27	Speech B-27	Prep	Adv Drama Prod B-27
Wullschleger, Jeanette		Spanish I SS G-1	Spanish II SS G-1	ESL G-1	Prep	Spanish I G-1	Spanish I G-1
Yost, Linda		Wo Hist/Cult B-24	Wo Hist/Cult B-24	Wo Hist/Cult B-24	Wo Hist/Cult B-24	Prep	Wo Hist/Cult B-24
TCOVE CLASSES:							
Giannandrea, Theresa	1st Semester	Hospital Occ. 8:30 to 10-30 per. 1 & 2	Hospital Occ. 1:30 to 3:30 per. 5 & 6	Hospital Occ. 2:30 to 4:30 per. 6 & 7			
	2nd Semester	Mon.- Tues. Hospital	Wed. Same as above	Thurs.-Fri. Hospital			
McGowan, Bill		Police Science Tues. & Thurs. 3:30 to 6:00 J-7					
Norma Spalding	1nd Semester	Cert. Nursing Assist. M&W 3:30 - 8:30	Cert. Nursing Assist M&W 3:30 - 8:30				
* = TCOVE CLASSES							
** = Dept. Chairs							
*** = Extended Day							

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# **VISALIA UNIFIED SCHOOL DISTRICT**

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## ***LIST OF AGREEMENTS***

In our continually changing and growing community, nation, and world, the Visalia Unified School District is committed to producing students who will excel in BASIC EDUCATIONAL SKILLS.

In addition, Visalia Unified School District recognizes its responsibility in assisting parents in the positive growth and development of their children.

Through this partnership, all Visalia Unified School District graduates will:

### **COMMUNICATE EFFECTIVELY**

The student will demonstrate the ability to:

- listen actively;
- use written and oral language skills competently;
- use technology in all forms as a tool for communication;
- express self through a variety of forms such as art, music, drama, other languages.

### **DEMONSTRATE EFFECTIVE INTERPERSONAL SKILLS**

The student will:

- share and take responsibility in a team setting;
- appropriately participate in a variety of social settings demonstrating respect/concern for others;
- demonstrate an ability to work cooperatively;
- recognize and appreciate uniqueness of each individual, their talents, skills, abilities through group and class dynamics.

## **BE RESPECTFUL OF SELF AND OTHERS**

The student will be able to:

- recognize and appreciate our similarities and differences;
- show respect for self, others, and the community;
- demonstrate responsibility and accountability in all situations;
- promote and participate in a healthy lifestyle.

## **BE LIFE-LONG LEARNERS**

The student will:

- show a curiosity and a desire to explore and analyze the world around them;
- become risk takers by questioning issues and justifying their own opinions or positions;
- exhibit the ability to access information and use that information in new situations;
- acquire an understanding of leisure time through involvement in such activities as the arts, reading, and recreation;
- use technological resources available to create continuous learning.

## **BE EFFECTIVE PROBLEM SOLVERS AND DECISION MAKERS**

The student will:

- be able to identify a particular or given problem, gather the necessary facts and available resources, and synthesize information in a usable manner;
- be able to demonstrate the ability to critically evaluate data, solutions, and consequences;
- be able to solve problems by analyzing and then applying knowledge to formulate new solutions.

## **BE EFFECTIVE GOAL SETTERS**

The student will:

- demonstrate the ability to define, establish, and evaluate

short-term and long term goals that are attainable, yet challenging;

- analyze and prioritize the sequence necessary to attain their goals;
- monitor progress and reevaluate goals.

## **DEMONSTRATE PERSONAL, CIVIC, AND GLOBAL RESPONSIBILITY**

**The student will:**

- demonstrate knowledge of and responsibility for community and world issues;
- practice democratic principles;
- demonstrate an ability to participate as a contributing member of the family, community, and society.

**August 8, 1995**

**TO: Cabinet**

**FROM: Sharon C. Tucker, Ph.D., Superintendent**

**RE: Action Plans Requested**

**ACTION PLANS NEED TO BE UPDATED FOR THE 95-96 SCHOOL YEAR:**

**INSTRUCTIONAL SERVICES - 1 Based on the List of Agreements, develop a process for developing high quality curriculum in all areas -- use the Math adoption as a prototype. New: Include inservice and evaluation components in the process.**

**INSTRUCTIONAL SERVICES - 2 Design an assessment model that measures individual student achievement, program and school effectiveness by unit, course, and grade level.**

**INSTRUCTIONAL SERVICES - 3 Continue implementation of the Second Language Learner Plan.**

**PERSONNEL SERVICES - 4 Review staff preparedness and plan a program of inservice in matters related to cultural sensitivity.**

**STUDENT SERVICES - 5 Prepare a feasibility study for the possible implementation of closed high school campuses.**

**INSTRUCTIONAL SERVICES - 6 Write a district Instructional Technology Plan.**

**BUSINESS SERVICES - 7 Develop facility standards that are**

**BUSINESS SERVICES - 8** Prepare for a possible bond election for the construction and upgrading of facilities.

**GRANTS & FOUNDATION - 9** Raise increased funds through the Educational Foundation.

**PERSONNEL SERVICES - 10** Complete a salary study with recommendations that will bring management, teachers, and classified staff to the median of comparable California districts.

**BUSINESS SERVICES - 11** Make technology equipment and training available to instructional staff and students.

**STUDENT SERVICES - 12** Evaluate Safe School Plan components.

## **NEW ACTION PLANS FOR 95-96**

**SUPERINTENDENT & INSTRUCTIONAL SERVICES - 1** Launch an initiative to reform the curriculum and structure of the district's comprehensive high schools. \*The Board recognizes that this may take 2-3 years to complete. AWARENESS

**INSTRUCTIONAL SERVICES - 2** Implement a comprehensive program to ensure that all students will read on grade level by third grade. IMPLEMENTATION

**INSTRUCTIONAL SERVICES - 3** Strengthen parent involvement at the schools by strengthening the parent involvement components of the school plans (including an evaluation of parent involvement). AWARENESS, DEVELOPMENT

**INSTRUCTIONAL SERVICES - 4** Establish the Title I schools as the lighthouses for increasing student achievement. DEVELOPMENT, IMPLEMENTATION

**INSTRUCTIONAL SERVICES - 5** Initiate well designed parent education programs (e.g. Megaskills). IMPLEMENT

**ADMINISTRATIVE SERVICES - 6** Convene an Athletic Task Force to prepare a report to the Board of Education that sets forth the philosophy of athletics in an educational program (i.e., the purposes it serves for students), the criteria and standards for coaching, and grievance

procedures for students and parents. \*The Board understands that this may take 2 years to complete. DEVELOPMENT

STUDENT SERVICES - 7 Develop placement and other services for expelled students. IMPLEMENT

INSTRUCTIONAL SERVICES - 8 Monitor and re-design (as necessary) the OCR Plan to ensure access to high level math and science courses for under-represented students. IMPLEMENT.

BUSINESS SERVICES, INSTRUCTIONAL SERVICES, SUPERINTENDENT - 9 Establish an allocation system for K-6 schools that supports the base program. DEVELOPMENT

BUSINESS SERVICES - 10 Devise a plan to monitor energy use to reduce costs. This plan should include incentives/accountability for sites. The Board recognizes that this may take 2 years to implement. AWARENESS, DEVELOPMENT

GRANTS & FOUNDATION - 11 Develop a plan to begin and fund a Volunteer Bureau. The Board recognizes that this may take 2 to 3 years to implement. AWARENESS, DEVELOPMENT

INSTRUCTIONAL SERVICES- 12 Plan to implement a district-wide middle school reading remediation program (complete with an evaluation of program component.) AWARENESS, DEVELOPMENT

INSTRUCTIONAL SERVICES - 13 Review the current design of the middle school curriculum, recommend revisions in line with high school reform efforts. AWARENESS, DEVELOPMENT

Key:

AWARENESS - Becoming educated, reviewing the research, visitations, setting the guidelines.

DEVELOPMENT - Writing a plan, conducting a pilot

IMPLEMENTATION - Doing.....



# VISALIA UNIFIED SCHOOL DISTRICT DISCIPLINE CODE

**NOTE:** The California Constitution was amended in 1982 with the addition of Section 28© to Article I, and now states, "All students and staff of primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful." (California Constitution, Article I, Sec. 28 [C]).

## ZERO TOLERANCE IS THE POLICY OF THE VISALIA UNIFIED SCHOOL DISTRICT

ZERO TOLERANCE MEANS THAT WE WILL NOT TOLERATE VIOLENCE OR THREATS OF VIOLENCE OR DESTRUCTION OF PROPERTY. WE ALSO INSIST ON DRUG AND ALCOHOL FREE SCHOOLS.

STUDENTS WHO DO NOT ADHERE TO THE ZERO TOLERANCE POLICY WILL BE HELD ACCOUNTABLE BY MEASURES UP TO AND INCLUDING EXPULSION.

CHILDREN IN THE PRIMARY GRADES (K-3) ARE STILL GROWING IN THEIR ABILITY TO ALWAYS KNOW RIGHT FROM WRONG IN THEIR EVERYDAY DECISIONS. THE BOARD OF EDUCATION RECOGNIZES THIS AND HAS INSTRUCTED PRINCIPALS TO TAKE IT INTO CONSIDERATION WHEN MAKING DISCIPLINE DECISIONS. IN NO CASE WILL A CHILD WHO VIOLATES THE DISCIPLINE CODE BE WITHOUT CONSEQUENCES. SERIOUS OFFENSES WILL BE CAUSE FOR EXPULSION.

## CAUSES FOR MANDATORY RECOMMENDATION FOR EXPULSION;

1. CAUSED SERIOUS PHYSICAL INJURY to another person, except if an administrative panel determines it was in self-defense. (E.C. 48915 and 48900, sub-section a)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

2. POSSESSED, SOLD, OR OTHERWISE FURNISHED ANY FIREARM, KNIFE, EXPLOSIVE, (INCLUDING FIRECRACKERS) OR OTHER DANGEROUS OBJECTS unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (E.C. 48900 and 48915, sub-section b). Confiscated dangerous objects will be given to appropriate law enforcement agency or personally to the parent (whichever is appropriate by law).

1st Offense: 5 day suspension, recommendation for expulsion and notification of appropriate law enforcement agency.

Note: Look-a-like guns are considered dangerous objects.

### Read Carefully:

#### KNIVES ARE NOT PERMITTED AT SCHOOL.

(This includes pocket knives, key-chain knives and swiss army knives.)

3. FURNISHED OR SOLD ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined and listed in Chapter 2 of the Health and Safety Code), or an intoxicant of any kind. (E.C. 48900, and 48915, sub section c)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: Furnishing, or possessing an imitation controlled substance (look-alikes) with the intent to distribute will result in a recommendation for expulsion. This offense is also in violation of Health and Safety Code 11680.

4. POSSESSED WITH INTENT TO SELL ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined and listed in Chapter 2 of the Health and Safety Code), or an intoxicant of any kind. (E.C. 48900 and 48915, sub-section c)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: Furnishing, or possessing an imitation controlled substance (look-alikes) with the intent to distribute will result in a recommendation for expulsion. This offense is also in violation of Health and Safety Code 11680.

5. OFFERED, ARRANGED, OR NEGOTIATED TO SELL ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined and listed in Chapter 2 of the Health and Safety Code, or intoxicant and then sold, delivered, or furnished alcoholic beverage or controlled substance.) (E.C. 48900 and 48915, sub-section d)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: Furnishing, or possessing an imitation controlled substance (look-alikes) with the intent to distribute will result in a recommendation for expulsion. This offense is also in violation of Health and Safety Code 11680.

6. THREATENED, ATTACKED, OR COMMITTED ASSAULT OR BATTERY ON SCHOOL PERSONNEL (Penal Code Sec. 240, 242) (E.C. 48900, sub-section a, E.C. 44014)

1st Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

7. MALICIOUSLY INFORMING ANY OTHER PERSON THAT A BOMB OR OTHER EXPLOSIVE HAS BEEN OR WILL BE PLACED OR SECRETED IN ANY PUBLIC OR PRIVATE PLACE (SUCH AS SCHOOL PROPERTY) (Penal code 148.1) (E.C. 48900 and 48915, sub-section k)

1st Offense: 5 day suspension, recommendation for expulsion and notification of appropriate law enforcement agency.

*Length of Suspension Pending Expulsion Hearing:*

Student will return to school after five day suspension unless presence at school "would cause a danger to persons or property or a threat of disrupting the instructional process...". If the site administrators feel that it is necessary to consider extending the suspension until the expulsion hearing, there is to be a meeting "where the pupil and parents/guardians are invited to participate"... The purpose of the meeting shall be to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting on the merits of the suspension." (See E.C. 48911, sub-section g.)

CAUSES FOR MANDATORY HOME SUSPENSION OR IN-SCHOOL SUSPENSION ON FIRST OFFENSE:

DEPENDING ON THE SERIOUSNESS OF THE ACT, THE STUDENT MAY BE RECOMMENDED FOR AN ALTERNATIVE EDUCATION PLACEMENT OR EXPELLED ON THE FIRST OR SUCCEEDING OFFENSES.

1. POSSESSING, USING, OR BEING UNDER THE INFLUENCE OF ANY ALCOHOLIC BEVERAGE OR CONTROLLED SUBSTANCE (as defined in Section 11053 of the Health and Safety Code), or intoxicant of any kind. (E.C. 48900, sub-section c)

1st Offense: 5 day suspension and notification of appropriate law enforcement agency. School district strongly recommends that the parents/guardians enroll the student in substance abuse counseling.

2nd Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: The suspension will be reduced to three days if the student or parent shows proof of enrollment in a district-approved intervention program and proof of completion of the program. If this is done after the five day suspension, the official record of suspension will be changed to three days.

2. UNLAWFULLY POSSESSING OR UNLAWFULLY OFFERING, ARRANGING, OR NEGOTIATING TO SELL ANY DRUG PARAPHERNALIA, as defined in Section 11014.5 of the Health and Safety Code. (E.C. 48900, sub-section j)

1st Offense: 5 day suspension and notification of appropriate law enforcement agency. May be assigned to a substance abuse counseling program.  
2nd Offense: 5 day suspension, recommendation for expulsion, and notification of appropriate law enforcement agency.

Note: See Note on number 1 above.

3. FIRE-SETTING OR ATTEMPTED FIRE-SETTING including the activation of false alarms or tampering with emergency equipment. (Penal Code Sec. 451 and 455, 148.4) (E.C. 48900, sub-section k)

1st Offense: 5 day suspension. Law enforcement agencies notified.  
2nd Offense: 5 day suspension, recommendation for expulsion. Law enforcement agencies notified.

Note: Fire-setting of any nature may lead to recommendation for alternative education program or expulsion on the first offense. Fire-setting is never considered to be a prank. The burning of trash cans can lead to immediate and serious consequences.

Parent/guardian will be held responsible for damage to school district property. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardian of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (E.C. 48904)

The parent will be notified in writing of the damages incurred. Grades, diplomas and transcript will be held until the parent/guardian has paid the damages. Visalia Unified School District will notify parent or guardian and any school district where the student may transfer to that grades and transcript will be withheld.

4. WILLFUL DEFIANCE OR DISRUPTION OF THE SCHOOL, THAT IS SERIOUS IN NATURE AND/OR INTERFERES WITH THE PEACEFUL CONDUCT OF THE ACTIVITIES OF THE SCHOOL (Penal Code Sec. 628.8, 148.1) (E.C. 48900 and 48915, sub-section k)

1st Offense: 5 day suspension, Law enforcement agencies may be notified. Option of expulsion.  
2nd Offense: 5 day suspension, recommendation for alternative education program or expulsion. Law enforcement agencies notified.

### CAUSES FOR HOME/IN-SCHOOL SUSPENSION OR OTHER CONSEQUENCES:

1. CAUSING, ATTEMPTING, OR THREATENING TO CAUSE PHYSICAL INJURY (E.C. 48900, sub-section a)

1st Offense: 1-3 day suspension.  
2nd Offense: 3-5 day suspension.  
3rd Offense: 5 day suspension and recommendation for alternative education program or expulsion.

Note: If a student caused serious physical injury (as defined in Penal Code Section 243) to another person, except in self-defense, the principal must recommend expulsion or report in writing to the

superintendent who will advise the governing board that expulsion is inappropriate due to the nature of the particular circumstances which shall be indicated in the report of the incident. (E.C. 48915)

2. CAUSING OR ATTEMPTING TO CAUSE DAMAGE TO PROPERTY--cutting, defacing, or otherwise injuring any school district property, or the malicious injury or destruction of any other person's real or personal property. (Penal Code Sec. 594) (E.C. 48904)

1st Offense: 1-3 day suspension/warning to student and/or alternative consequences.  
2nd Offense: 3-5 day suspension.  
3rd Offense: 5 day suspension and recommendation for expulsion.

Note: Parent/guardian will be held responsible for damage to school district property. When the minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Parents or guardian of the student are also liable for the amount of a reward paid for information leading to the apprehension of person(s) causing damage. (E.C. 48904)

The parent will be notified in writing of the damages incurred. Grades, diplomas and transcript will be held until the parent/guardian has paid the damages. Visalia Unified School District will notify parent or guardian and any school district where the student may transfer to that grades and transcript will be withheld.

3. THREATENING, INTIMIDATING, MENACING OR HARASSING (INCLUDING SEXUAL HARASSMENT) ANY OTHER PERSON; FLASHING OR DISPLAYING GANG SIGNS. (E.C. 48900 sub-section a and or k) (E.C. 48900.2)(E.C. 212.6, E.C. 212.5)

1st Offense: 1-3 day suspension/warning to student and/or other alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension. Recommendation for expulsion or alternative education program.

Note: Sexual harassment as defined in E.C. 212.5 is unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature.

4. ENGAGING IN, OR HAVING ANY PART IN HAZING or committing any act that injures, degrades, or disgraces any other person attending school. ("Hazing" includes any method of initiation or pre-initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause bodily danger, physical harm, or personal degradation, or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions. E.C. 32050) (E.C. Sec. 32050-52) (E.C. 48900, sub-section a and/or k)

1st Offense: 1-5 day suspension and/or other alternative consequences.  
2nd Offense: 5 day suspension/possible alternative education placement.  
3rd Offense: 5 day suspension and recommendation for expulsion.

5. STEALING OR ATTEMPTING TO STEAL SCHOOL PROPERTY OR PRIVATE PROPERTY (E.C. 48900 sub-section g)

1st Offense: 1-5 day suspension or alternative consequences.  
2nd Offense: 5 day suspension and possible recommendation for alternative education program.  
3rd Offense: 5 day suspension and recommendation for expulsion.

Note: Parent/guardian will be held responsible for restitution of stolen school district property. When a minor and parent are unable to pay for the damages, the school district shall provide a program of voluntary work for the minor in lieu of the payment.

6. KNOWINGLY RECEIVING STOLEN SCHOOL PROPERTY OR PRIVATE PROPERTY (E.C. 48900 sub-section l)

1st Offense: 1-5 day suspension and/or alternative consequences.  
2nd Offense: 5 day suspension.  
3rd Offense: 5 day suspension and recommendation for expulsion.

7. ANY ACT OF DEFIANCE OR DISOBEDIENCE either in language or in action against school personnel, or refusing to comply with the reasonable requests or directives of school personnel. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension and/or alternative consequences.  
2nd Offense: 3-5 day suspension and possible placement in alternative program or expulsion.  
3rd Offense: 5 day suspension and recommended expulsion.

8. COMMITTING AN OBSCENE ACT OR ENGAGING IN HABITUAL PROFANITY OR VULGARITY, INCLUDING RACIAL/ETHNIC SLURS either verbally, visually or in writing. (E.C. 48900, sub-section l)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension.

Note: Any act committed against school staff would warrant consequences starting at Offense 2. A student will be suspended on the first offense for 5-days if such behavior disrupts school activities, (E.C. 48900, sub-section K) threatens to disrupt the instructional process, or causes a danger to persons or property (E.C. 48900.5).

9. FORGING, FALSIFYING, ALTERING, OR USING FORGED SCHOOL CORRESPONDENCE, PASSES, OR RE-ADMIT SLIPS (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension and recommendation for alternative education program.

10. POSSESSING OR USING TOBACCO (or any products containing tobacco or nicotine products) (E.C. 48900, sub-section h).

Tobacco and nicotine products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (E.C. 48011, sub-section h)

1st Offense: 1-3 day suspension/warning to student/ alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

Note: No school shall permit the smoking or use of tobacco, or any product containing tobacco, or nicotine products, by pupils of the school while pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees. (E.C. 48901)

11. FAILING TO IDENTIFY ONESELF or giving false information to school personnel. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

Note: Any student also caught loitering that fails to identify him/herself or gives false information will warrant consequences starting at Offense #2.

12. TAMPERING WITH PROPERTY OF THE SCHOOL DISTRICT or belongings of any other person. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

13. CHEATING (E.C. 48900, sub-section k)

1st Offense: Warning to student. "F" on assignment/test.  
2nd Offense: 3 day suspension. "F" on assignment/test.  
3rd Offense: 5 day suspension. "F" on assignment/test.

14. GAMBLING AND WAGERING, or habitually being present where gambling and wagering are taking place. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences  
2nd Offense: 3-5 day suspension and possible recommendation for alternative education program.  
3rd Offense: 5 day suspension and possible recommendation for alternative education program or expulsion.

15. INTERFERING WITH THE PEACEFUL CONDUCT OF THE CAMPUS OR CLASSROOM causing class or campus disruption of a minor but annoying nature. (E.C. 48900, sub-section k)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.  
2nd Offense: 3-5 day suspension.  
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

16. LOITERING ON OR ABOUT ANY CAMPUS without apparent lawful purpose. (E.C. 48900, sub-section k) (Penal Code 653 G and 627)

1st Offense: 1-3 day suspension/warning to student/alternative consequences.  
2nd Offense: 3 day suspension.  
3rd Offense: 5 day suspension and possible recommendation for alternative education program.

Note: A student may be subject to arrest according to Penal Code 653G if he/she loiters at or near any school or public place at or near where students attend or normally congregate, or re-enters or comes upon such school or place after being asked to leave by a school official. According to PC 653G, punishment for loitering includes a fine not to exceed \$1,000 and/or imprisonment in the county jail not to exceed six months.

Any student caught refusing or falsely identifying him/herself while loitering will warrant consequences starting at Offense #2.

17. ANY DRESS, GROOMING, OR APPEARANCE (which fails to follow dress code) and/or disrupts, or tends to disrupt, the educational process, or affect the health or safety of individuals shall be prohibited. (E.C. 48900, sub-section k) (E.C. 35183)

1st Offense: Warning to student. Notification to parent. Student will be sent home to dress properly or change into appropriate attire at school.  
2nd Offense: 1-3 day suspension.  
3rd Offense: 3-5 day suspension and possible recommendation for alternative education program.

18. POSSESSION OF ANY OBJECT THAT IS DISRUPTIVE IN NATURE (i.e. radios, tape players or other items a school administrator identifies as disruptive) (E.C. 48900, sub-section k) (Unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certificated school employee which is concurred in by the principal or the designee of the principal.)

1st Offense: Warning to student/alternative consequences.  
2nd Offense: 1-3 day suspension.  
3rd Offense: 3-5 day suspension.

Note: Unauthorized object will be confiscated by school authorities. Object will only be returned to the parent/guardian.

19. POSSESSION OR USE OF ANY ELECTRONIC SIGNALING DEVICE- (i.e. beepers, cellular phones) - that operates through the transmission or receipt of radio waves, including, but not limited to paging and signaling equipment, without the prior consent of the principal or the designee of the principal. (No pupil shall be prohibited from possessing or using an electronic signaling device that is determined in writing by a licensed physician to be essential for the health of a pupil and use of which is limited to purposes related to the health of the pupil.) (E.C. 48901.5)

1st Offense: Warning to student/alternative consequences.  
2nd Offense: 1-3 day suspension.  
3rd Offense: 5 day suspension.

Note: Unauthorized device will be confiscated by school authorities. Device will only be returned to the parent/guardian.

20. BEHAVIOR ON BUS

1st Offense: Warning to student and/or alternative consequences.  
2nd Offense: Not allowed to ride the bus for 1-5 days or alternative consequences..  
3rd Offense: Not allowed to ride the bus for 6-10 days.  
4th Offense: Not allowed to ride the bus for 11-20 days.  
5th Offense: Not allowed to ride the bus for the remainder of the school year.

Note: Depending on the seriousness of the act, the student may lose bus privileges for the remainder of the school year on the first or succeeding offenses.



## VISALIA UNIFIED SCHOOL DISTRICT DRESS CODE

The Visalia Unified School District believes that all students should wear clothing to school that is neat, fits well, reflects pride in oneself, is conducive to the learning process and demonstrates respect for school. Therefore, the Board of Education has adopted the following dress code for all students in the Visalia Unified School District:

- I. Attire that protects the health and safety of the student:
- A. Shoes that are appropriate for school activities must be worn at all times. At the elementary level, the shoes must have a back strap and cannot be thongs nor high heels, either cleated or spiked.
  - NEW B. Unhemmed clothing shall not be worn.
  - NEW C. Wallet chains of any size shall not be worn nor be visible at school.
- II. Attire shall not interfere with the educational process:
- A. Caps and headgear shall not be worn nor visible at anytime on campus. (Some examples would include: hats, caps, bandanas, hairnets, etc.) In addition, any hair apparel that can be attributed to or denote gang or group membership or affiliation will not be permitted. EXCEPTION: Head covering may be permitted with written medical reason and a letter on file from a doctor.
  - B. Sunglasses shall not be worn in classrooms nor offices unless there is a verified medical reason and a letter on file from a doctor.
  - C. Students shall not wear tube, tank or halter tops, backless garments or see-through tops. EXCEPTION: Athletic apparel such as sports halter tops, etc. may be worn during practice or competition. Students shall not wear fish-net or half-tops and the mid section shall be covered at all times.
  - NEW D. Shorts and skirts may be worn but the length must be as long or longer than the tip of the index finger when a student's arms are straight down at his/her side. Shorts and skirts shall cover the underwear when sitting or standing. Lycra and Spandex shorts may be worn if covered; they may not be worn as an outer garment.
  - NEW E. Pants and/or shorts must be worn at the hipbone or above. Oversized, baggy attire, including belts that are more than two sizes larger than normal shall not be worn.
  - F. All underwear shall be covered at all times.
- III. Attire shall not advocate, advertise, denote or be recognized as gang activity or affiliation, crude or vulgar printing, slogans, symbols, designs or pictures depicting drugs, alcoholic beverages, tobacco, violence, graffiti, sexual suggestions or unlawful activity.
- A. Here is a partial list of items that are not to display any of the messages listed above:
    - 1. Any apparel    2. Jewelry    3. Emblem    4. Belt    5. Badge    6. Symbol    7. Sign
    - 8. Accessory    9. Notebook    10. Tattoos
- IV. Principals shall have the discretion to prohibit any other attire that does not meet the criteria listed above.
- V. Principals shall have the discretion to make reasonable exceptions to the above for SPECIAL DAYS OR SPECIAL EVENTS.
- VI. Any violation of the dress code will result in:
- 1st Offense: Warning to student, notification of parent, student directed to change into appropriate attire.
  - 2nd Offense: 1-3 day suspension.
  - 3rd Offense: 3-5 day suspension/possible recommendation to an alternative program.
- VII. For questions of interpretation or clarification, call the principal of your child's school or the Student Services Division at 730-7579.

### III. MT. WHITNEY HIGH SCHOOL LIBRARY IMPROVEMENT PLAN

**The Mission of the Mt. Whitney High School Library is to enable students and staff to be effective users of ideas and information.**

Struggling to meet the informational needs of the 21st century, the forty-five year old Mt. Whitney Library is housed today in three converted classrooms. Print has been the traditional focus of the library's collection, much of which is outdated today, as evidenced by the fact that 75% of the 629 titles are more than ten years old. Two local newspapers and 66 other subscriptions provide patrons with current information. New technology has been slow in coming to the MWHS Library, and currently students have access to one computer with one CD-ROM (Grolier's Encyclopedia), but no access to laser discs or to computer software. However, change has begun.

In November 1993, a MWHS Library Improvement Plan Committee was formed and surveyed students and staff in February 1994. Of respondents, 80% believed that the library's major weakness was a lack of updated resources, especially computerized information technologies, and for that reason they came to the library fewer than three times a month. Staff members responded that reference materials (including CD-ROM) were needed for Fine Arts, Health Science, Business, English, and History classes. The committee encouraged the new librarian to seek grants to supplement site funding, to commit the majority of 1994-95 library funds to technology purchases, to prioritize collection development based on the survey and identified three areas of needed improvements:

NEEDS OF LIBRARY	BENEFITS TO MT. WHITNEY HIGH SCHOOL
1. Add updated resources including a variety of informational technologies.	1. <u>Students</u> will become motivated learners and informed decision-makers who can transfer learning to other programs and compete in the information marketplace. They know how to learn. ( <u>Goals 2000</u> )
2. Increase collaboration between Library Media Teacher (LMT) and other teachers.	2. Teachers will become successful facilitators who cooperatively design lessons and access resources beyond their classrooms to assist them in whole language instruction. ( <u>Information Power</u> )
3. Integrate library skills into the curriculum	3. <u>Curriculum</u> : Resource-based learning will become a reality, an important theme of state frameworks and reforms. Interdisciplinary approach makes instruction immediate and creates a viable, changing curriculum. ( <u>Second to None</u> )

GOALS	OBJECTIVES	EVALUATION
<p>1. Students and staff will access a variety of up-to-date resources and will use information technology comfortably.</p> <p>2. The Library Media Teacher (LMT) will form an educational partnership with teachers to solve instructional problems as a team.</p>	<p>1. Print and non-print resources incorporating informational technology will be added to the collection. Priorities will be Fine Arts, Health Science, Business, History and English.</p> <p>2. The LMT will collaborate with classroom teachers to select materials, to integrate sequenced library skills into the curriculum and to design units of instruction.</p>	<p>1. On a survey-- 75% of students and staff respond that they comfortably access up-to-date resources at least six times a month 75% of teachers identify the Library Media Teacher as a resource for their instructional problems.</p> <p>2. Following the completion of each cooperatively planned unit of instruction, students and staff will respond to a questionnaire and 75% will agree that the unit provided effective meaningful learning.</p>

**SCHEDULE OF LIBRARY CHANGES 1994 -1999**

1994-1995	Electronic conversion of card catalog begins. Add wiring, computers and software. District LMTs develop continuum of sequenced library skills. LMT selects materials after consulting with teachers.
1995-96	Retrospective conversion is 2/3 finished. LMT and teachers collaborate on units of instruction to integrate library skills. CD-ROMs added, including full-text magazine index.
1996-1997	Automated card catalog is networked with other District libraries. Students use integrated library skills, and both print/non-print library resources to complete course assignments. Laser discs added.
1997-1998	Electronic catalog is networked with county and community college online catalogs. Online database searching is added. MWHS Library is connected to Internet.
1998-1999	Local Area Network connects all classrooms to the library's resources. Students and staff use computer modems to access resources from home. Satellite is installed and distance learning begins.

ACTION PLAN TO USE GRANT	TO OBTAIN GOALS OF MWHS LIBRARY
<p><b>April: LMT meets with teachers of Fine Arts, Health Science, Business, History and English for input in determining needed resources.</b></p> <p><b>May: LMT selects reference books, CD-ROM titles, and a full-text magazine index to accomplish the goals of the school, the library and the state frameworks.</b></p> <p><b>August: LMT inservices staff on new CD-ROM resources and technology.</b></p> <p><b>September-December: LMT collaborates with teachers to develop units of instruction which incorporate both new print and CD-ROM resources.</b></p> <p><b>January 1996: LMT evaluates program using input from teachers and students. Five-Year Plan revised.</b></p>	<ol style="list-style-type: none"> <li><b>1. LMT and teachers form an educational partnership to solve mutual instructional problems.</b></li> <li><b>2. Grant funds purchase of a full-text magazine index which doubles current access to up-to-date periodicals and newspapers. Reference books and CD-ROM titles improve collection in Fine Arts, Health Science, Business, History and English.</b></li> <li><b>3. Staff will comfortably be able to use new information technology.</b></li> <li><b>4. Student learning is facilitated by the integration of library skills into current curriculum.</b></li> </ol>

Approved by Visalia Unified School District Board of Education --- January 24, 1995

**MT. WHITNEY HIGH SCHOOL  
RESOURCE LIST**

Alcohol Help Line - 688-2994  
Battered Women - 732-5941  
California Youth Authority - 445-6481  
Child Development - Angie Rizzo - 730-7881  
Child Protective Services - 1-800-331-1585  
Community Counseling (Mental Health Consortium), 109 NW 2nd Ave. -  
627-1490  
Community School - 651-9007 - Shirk Rd., Angel Vazquez, Principal  
College of The Sequoias - 730-3700  
ext. 3760 - Paul Gorley  
ext. 3727 & 3729 - Admissions  
ext. 3715 & 3741 - Counselors  
ext. 3792 - Bob Heath  
Daughters United (Sex Abuse) - 688-2043  
Family Planning - 734-1939 - 1821 W. Meadow Lane  
Hospitals: Cedar Vista Hospital - 627-3655  
Charter Hospital - 627-3301  
Kaweah Delta Hospital - 625-2211  
Independent Study - 730-7880 - Dave Benway - 1735 W. Houston  
Juvenile Hall - 733-6845 - Intake Officer, Pat Aldridge  
Migrant Counselor - 730-7567  
Narcotics Anonymous - 734-0403  
National Council on Alcohol - 688-2994 - Bill Caughron - 734-0205  
Police: Dispatch - 738-3280  
Duty Officer - 738-3257 & 738-3454  
Lt. Watch Commanders - 730-7036  
Sweep Officer - 738-3262  
Steve Shear - 738-3235 (Child Abuse, Rape)  
Lt. Gomes - 738-3303  
Probation Dept. - 733-6547

Resource Specialist - Barry Shein - 730-7971  
Study Center - 730-7565  
T.A.P.P. - 733-6629 - 916 W. Oak St., Suite F  
TCOVE - 688-0571  
Bob Sapien - 738-4401  
Tough Love - 733-9512 - Tulare County Educational Building  
Tulare County Sheriff Juvenile - 733-6294  
Turning Point - 732-8086  
Turning Point Youth Services - Rudy Saleno - 627-1385  
Visalia City Coach - 627-2076  
YEM - Linda Cesena - 730-7882  
SEE - (Services for Education & Employment) - 733-6996  
YOUTH DEVELOPMENT OFFICERS:GWHS - Allan Wightman - ext.  
7818 - 24  
MWHS - Jay Frame - ext. 7644  
RHS - Todd Johns - ext. 7707  
SEQU. - Alan Whiteman - ext. 7651

**MT. WHITNEY HIGH SCHOOL  
CLUBS AND ORGANIZATIONS**

**1995-96**

**ART CLUB  
ASTRONOMY CLUB  
BAND  
BLACK STUDENT UNION (BSU)  
CHEERLEADERS  
CHOIR  
CRAFTS/POTTERY CLUB  
CROSS COUNTRY-BOYS  
CROSS COUNTRY-GIRLS  
CSF  
DECA  
EARTH AWARENESS CLUB EARTHAID  
FCS  
FFA  
FHA  
FOOTBALL  
FRENCH CLUB  
FRESHMAN CLASS  
GAME CLUB  
GERMAN CLUB  
ITS  
JUNIOR CLASS  
KEY CLUB  
MATH CLUB  
MECHA  
MEDICAL CAREERS CLUB  
MODEL BUILDERS CLUB  
NEWSPAPER  
ORCHESTRA**

**PIONEER PARTNERS  
PIONEROS HISPANOS  
PRESS CLUB  
SENIOR CLASS  
SKI CLUB  
SOPHOMORE CLASS  
SPANISH CLUB  
SRO (DRAMA CLUB)  
STUDENTS AGAINST SUBSTANCE ABUSE (SAS)  
TENNIS-GIRLS  
VICA  
VOLLEYBALL  
WATERPOLO  
YEARBOOK**



# EXPECTED SCHOOLWIDE LEARNING RESULTS

## School Form

	DEPARTMENTS										SCHOOL			
	Agriculture	Business	English	Foreign Language	Industrial Technology	Math/Computer Science	Physical Education	Science	Special Education	Social Science	Visual & Performing Arts	Work Experience		
5 - Very strongly aligned														
4 - Strongly aligned														
3 - Somewhat aligned														
2 - Not too aligned														
1 - Not aligned														
1. Communicate Effectively	4.1	4.5	4.4	4.8	3.5	4.0	3.0	2.8	5.0	4.5	4.8	5.0	Total: 50.4	
													Avg: 4.2	
2. Be respectful of self and others	4.2	3.8	3.7	4.7	3.4	5.0	4.0	2.8	4.0	4.1	4.9	4.0	Total: 48.6	
													Avg: 4.0	
3. Be lifelong learners	4.1	4.3	4.0	4.5	3.4	4.0	4.0	1.8	4.0	3.8	4.1	4.0	Total: 45.9	
													Avg: 3.8	
4. Be effective problem solvers and decision makers	4.6	4.5	3.9	4.3	4.5	5.0	3.0	3.3	5.0	4.1	4.5	4.0	Total: 50.6	
													Avg: 4.2	
5. Be effective goal setters	3.7	3.5	3.4	4.0	3.2	4.0	3.0	3.3	5.0	3.8	4.0	4.0	Total: 44.9	
													Avg: 3.7	
6. Demonstrate effective interpersonal skills	4.0	2.8	4.0	4.4	3.4	5.0	5.0	3.3	4.0	4.1	4.7	5.0	Total: 49.6	
													Avg: 4.1	
7. Demonstrate personal, civic and global responsibility	3.8	3.1	3.1	4.0	3.4	3	1	3	5	3.7	4.0	4.0	Total: 41.19	
													Avg: 3.4	
DEPARTMENT TOTALS	28.66	25.45	26.5	30.7	24.8	30	23	17.5	32	28.1	31	30	School Total	275.26
DEPARTMENT AVERAGE (Total/number)	4.09	3.8	3.8	4.3	3.5	4.2	3.2	2.45	4.5	4.0	4.4	4.2	School Avg	3.9

# Visalia Unified School District Comprehensive Assessment Philosophy Statement

## **Foundation Principles:**

*Visalia Unified School District believes that a comprehensive assessment system is an integral part of a high quality educational program for students. The goal of our assessment system is to:*

- ◆ *improve the quality of student learning;*
- ◆ *provide accurate information about student achievement in all subject and skill areas which will be used by teachers, schools, the district, and the community to improve instructional programs for all students;*
- ◆ *serve as a means by which both the staff and community can measure the progress of all students toward achieving the District "List of Agreements".*

## **Guiding Principles:**

*The Visalia Unified School District's assessment system will:*

- ◆ *integrate teaching, learning, and assessment into a system that creates and upholds consistently high standards for student performance;*
- ◆ *provide students with an understanding of the purposes and benefits of a quality assessment system;*
- ◆ *measure both specific knowledge and critical thinking;*
- ◆ *incorporate more than one type of assessment to fairly evaluate student progress;*
- ◆ *be practical to administer and will provide accurate, useful, and timely data;*

- ◆ *be responsive to all students served by the district regardless of experiences, backgrounds, and abilities;*
- ◆ *prepare teachers for an active role in an analysis of student work to improve teaching and learning;*
- ◆ *be reported to stakeholders in an understandable format.*

Condensed Timeline/Focus on Learning: Vision and Leadership

Jan. 19, 1993 - Mt. Whitney "Mission" Statement (What should a Mt. Whitney grad look like?)

Mar. 21-24, 1993 - WASC visitation

Mar. 29, 1993 - Mt. Whitney "Mission" revised to "Philosophy" statement

Sept. 28, 1993 - Mt. Whitney School Site Council (SSC) reorganization

Nov. 18, 1993 - Mt. Whitney School Goal based on five skill areas

Nov. 20, 1993 - VUSD Community Forum

Feb. 18, 1994 - Mt. Whitney Leadership Team 1st meeting

Mar. 8, 1994 - VUSD list of agreements approved by school board

Apr. 25, 1994 - Mt. Whitney writes descriptors for VUSD list  
Mt. Whitney instructional policy approved

June 14, 1994 - List/descriptors approved by school board

Oct. 17, 1994 - Mt. Whitney cross curricular workshop

Jan. 30, 1995 - Mt. Whitney Safe School Plan

Feb. 6, 1995 - Mt. Whitney "Vision" and "Mission" Statements created

Mar. 1, 1995 - Mt. Whitney "Vision" adopted

Mar. 6, 1995 - List of agreements become  
ESLRs  
Focus Group Formed

Apr./May, 1995 - Evaluation of courses to ESLRs

Apr. 17, 1995 - Determine to develop School Plan  
Concurrently with focus on learning evaluation

Sept. 15, 1995 - Focus group and department meetings - discussion of forms  
on learning criteria, departmental discussions

Oct. 30, 1995 - Schoolwide reading of focus group reports

Nov. 3, 1995 - Mt. Whitney visited by WASC chair

Nov. 22, 1995 - Focus group reports completed

Dec. 4, 1995 - WASC Leadership Team completes Action Plan

**This list comes from the Vision Leadership Culture Report**

After School detention  
Fourth and sixth period study halls  
Subject area camps, conferences and competitions  
Mock trials  
Visiting performers and speakers  
Visits to museums, concerts, plays, etc.  
Clubs and extracurricular activities  
Counseling department services  
Sober Grad  
Freshman and Senior BB  
Multi-Culture Council  
Very Special Arts Festival  
Fund Raising and Food Drives for Disaster Relief  
Teen Survival Conference  
Scion Advisors  
School Board Recognition  
Dress Code  
Zero Tolerance  
Campus Supervision  
FCC/SCC  
Academic Letter  
CSF  
Highway Cleanup  
Teacher developed discipline contract

***Current educational research and thinking are shared, discussed, implemented and reflected upon by school staff at the school site through:***

California Arts Project  
Departmental meetings  
Staff meetings  
Inservice days  
San Joaquin Valley Writing Project  
San Joaquin Valley Foreign Language Project

UCLA Writing Project  
California Literature Project  
San Joaquin Valley Math Project  
School Site Council  
School Leadership Team  
Subject area conferences & workshops  
Subject area professional organizations  
CSLA  
Inservice curriculum workshops, i.e.  
AVID  
CPM Mathematics, Math A & B summer workshops  
Professional Library Room  
CLAD/BCLAD training

***Mt. Whitney ensures a safe learning environment through multi-faceted programs designed to involve all levels of the school population from the district all the way through to the students.***

- 1) Allocation of resources relative to making the school safe:

- After school
- Teacher developed discipline contract
- Walkie-talkies
- Youth Development Officer
- Golf carts
- Campus supervisors
- Teachers standing outside classrooms
- Emergency radio band from District
- Posted signs in classrooms
- Emergency lockdown drills

- 2) Existing policies and plans related to safety, security and behavior of students and staff:

- Student Hotline
- Dress Code

Zero tolerance policy of Board of Education  
Safe School Program  
Mt. Whitney High School staff expectations for students (4)  
Emergency plan for school  
Discipline policy (six-step)  
Teacher assembly duty  
Dean's Video "Road Show"

3) Counseling/advisory services, mediation programs:

Teen Court  
Student study team  
Resource placement testing  
504 Accommodation  
Study Team (Resource)  
Request for counseling services  
School psychologist  
Divorce support group  
Substance abuse support group  
Crisis intervention and counseling team  
Community referral services  
Oak Street Learning Center  
Turning Point Youth Services  
TAPP/YES/SAPID  
601 School - truancy  
602 School  
Retention Program  
Sequoia High School & Independent Study Program  
Study Center referrals (City Library, Linnell Camp, Goshen School)

***Mt. Whitney employs numerous strategies for nurturing students and staff in order to enhance self-esteem, participation, and commitment.***

Sports  
Study skills  
Clubs and their activities



Cultural trips  
Homecoming activities  
Sober Graduation  
Adopt-a-Highway  
Scion peer counseling  
Advisory committees  
Booster clubs  
Thank-yous from students  
Extra duty pay  
Stipends  
Inservice days  
Workshops  
Academic Letter program  
Scholarships  
Awards  
SAS  
Pioneer Partners

## MT. WHITNEY HIGH SCHOOL SKILL AREAS

The Mt. Whitney staff has identified five basic skill areas on which the students will focus during their studies at Mt. Whitney in order to meet the targeted schoolwide goal:

### Basic Skills:

Students will learn the “Core Basic Skills” as they apply to the specific subject area: literacy in reading/writing, geography, history, science, mathematics; physical skills; computer skills.

### Citizenship Skills:

Students will learn citizenship skills through presentations, lessons on self-esteem, code of ethics, respect for others, work ethic, civic/public responsibility, personal growth.

### Critical Thinking Skills:

Students will learn critical thinking skills, including the ability to solve problems, ability to reason and to think, ability to set and achieve goals, ability to evaluate situations, ability to assess themselves.

### Effective Communication Skills:

There will be an emphasis on the graduate being able to read, write, speak, and listen effectively.

### Life Skills:

There will be an emphasis on knowledge of life skills, ie., following directions, basic math, basic keyboarding, awareness of environment and community, problem solving, workplace standards, time management.

## SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

### GROUP SERVICES, ACTIVITIES, OPPORTUNITIES

- (RSP) \*
- \* Resource Special Students. Additional support in reading & writing for mainstreamed students.
  - \* Opportunities for success. Services provide smaller class size, individual instruction, individualized transition plans.
  - \* Special "easy reader" collection (reading levels 1-3) for mentally challenged students in the library.
- (FCC) \*
- \* Freshman Core Curriculum (at-risk students) Special classes and support for students with behaviors identified as "at-risk." i.e. broken homes, drug and alcohol impact, truancies.
  - \* Smaller class sizes, access to computers.
  - \* Portfolios, school-to-work transition training, daily journal writing.
  - \* Resource programs. School psychologist's counseling program.
  - \* The Librarian does an outreach program to "reluctant library users" by writing bulletin notices on a variety of topics to encourage students to come to the library, and to promote reading literacy.
  - \* AREA OF NEED: For most, the district has no meaningful, effective INTERVENTION programs to prepare these students for high school in the area of ACADEMIC SKILLS when the student is working at his/her potential.

#### Artist Students

- \* Student art show, Art Club, Crafts Club, Drama Club, special art competitions, scholarships offered by the Crafts Club.
- \* Choir, field trips.
- \* There are also a wide variety of print and nonprint art resources available in the library, including CD ROMS "Great Artists" and "Microsoft Art Gallery."

#### E.S.L. Students

- \* Bilingual & bicultural ESL teachers.
- \* Pioneros Hispanos Club (activities in this club varies from a yearly trip to L.A. and other cultural activities.)

- \* Sheltered instruction.
- \* Cultural activities on campus such as Cinco de Mayo week, Cultural Awareness week.
- \* ESL classes with two adult aides.
- \* The library provides a "Spanish Language Collection," lower reading level materials, and individualized help in researching personal needs. A special collection is being developed in the library so students have access to materials/resources in their own language. Currently, that collection is mostly in Spanish, but materials are being added in Asian languages such as Hmong.
- \* In Life Science (and other lower-level science classes), there are bilingual books available for students.
- \* In English classes, ESL students are mainstreamed with the help of aides, the core literature is multicultural, and different modalities of interpretations are used (visual, oral, musical, written).

#### Bilingual Students

- \* MECHA Club (different cultural activities).
- \* Spanish for native speakers classes (SSI, SSII, SSIII, AP). Hispanic Literature.

#### "Skills" Students

- \* Proficiency classes, T-cove, guest speakers, school-to-work program, career service center, SCANS in-service for teachers.
- \* The library has reading materials available to the third grade reading level and the librarian arranges for lower level reading materials from the District Library.

#### "Aggie" Students

- \* Field trips, Cow Palace, showing animals at fair.
- \* The school farm.

#### Special Education

- \* Individual testing, placement of students, job placements, dealing with special needs of each and every student. Being open for listening. Proficiency testing in math.

- \* Tutoring students in whatever class they may need, whether it be one of ours or one of their other classes.
- \* Work towards not just a certificate, but for their diploma.
- \* The librarian is available to arrange for "lower level" reading materials from the District Library and to provide "book talks" to classes.

#### Employed Students

- \* Work-experience class, we provide work permits, information on labor laws, assistance with income tax forms.

#### Job-seekers

- \* Some placement services through the work-experience program, jobs listed on a "jobs" bulletin board, assistance with applications, resumes.
- \* For students needing "experience hours," an effort is made to plug these kids into a necessary position. (Job shadowing.)
- \* Three newspapers (two local) are kept in the library for students to research "Help Wanted" ads.

#### Ethnic minorities

- \* Student government has a special student committee consisting of various ethnic representatives. Their prime focus is "cultural awareness."
- \* The English classes offer a multicultural survey of literature, poetry written in family language as well as English, writing about personal experiences, and mainstreaming of ESL students.
- \* In English classes, various multicultural activities in class are offered that require parental participation in the preparation: food, artifacts, costumes, legends and myths illustrative of cultural background.
- \* The library has a diverse multicultural collection of books, videos, and magazines. A focused effort is made to purchase multicultural titles for the library's collection.

#### GATE Students

- \* GATE monies are made available for Literature, novels, texts.
- \* GATE helps fund the annual trip to the J. Paul Getty Museum for Freshman Honors English. GATE helps to fund trip to the Norton Simon Museum for AP World Lit. students. GATE funds pay a small portion of the AP exam

expense.

- \* We provide "College Night," letters of recommendation, SAT and AP testing, student & parent conferences, college requirement counseling. Career day.
- \* Reference texts are available outside of regular text.
- \* Tutoring available from teachers and older students (A list of students willing to tutor is made available in the Fall. Some teachers have a "hotline" available for help in the evenings.
- \* Math Club.
- \* WISH LIST: Parent meetings, field trips, teachers to coordinate dates of major projects so as not to conflict/overlap.
- \* GATE funds were used to purchase the Library of Congress art display for the library during 1995-96. A computer network is available to provide access to information databases and to encourage the use of higher thinking skills.

#### Single-Parent Homes

- \* Divorce groups, individual student counseling, parent-student counseling, teacher-student conferences.

#### College-prep

- \* SAT testing.
- \* College Night.
- \* Career Day.
- \* Many college representatives are brought to campus. Career day.
- \* The counseling office provides a "library" of college catalogues and materials.
- \* California Scholarship Federation.
- \* Extra Credit projects and content-area instruction.
- \* Transcripts are sent out by the office staff. GPA's are verified by the office staff.
- \* A computer network is being established in the library to expand the physical collection. Eventually, it will be networked with COS Library and other district libraries. Students can access several databases and information technologies during the library's expanded hours of operation.

#### Students going directly to the workforce

- \* Retail Sales and Entrepreneurship classes provide jobs.
- \* English and math requirements (some) can be met through Business English,

Recordkeeping, and Accounting classes.

- \* DECA student organization.
- \* Computer skills.
- \* English classes offer a career unit, career guest speakers, mock trial, "I-Search" papers. A possible "Senior Project" is in the planning stages.
- \* Computers available in the library to encourage developing computer skills that translate to the marketplace. (Information technologies - retrieval of information from databases.)

#### Low income students

- \* Summer program that provides job opportunities.
- \* A bilingual business teacher helped needy students and helped organize portfolio day for students.
- \* Computer skills.
- \* Students who cannot afford to buy periodicals and books, "check them out" of the library which also provides computer access for students who do not have those resources at home.

#### Juniors & Seniors

- \* Junior and Senior "reviews" with the career tech. ( Individual appointments ensure that students are able to discuss "beyond high school" plans for career possibilities.)
- \* Job Shadowing (students meet with a professional and experience the career area first-hand.)
- \* Career Planning Folder/Values.(Freshmen are given a series of worksheets to think about their interests and values - a first step in exploring careers.)

#### Those in need of free lunch

- \* Applications for free lunch are processed and ID cards are made for students.

#### Athletes

- \* Sports fees are collected in the office.
- \* Athletes are "cleared" for sports in the office.
- \* The Activity Code is in place for all athletes. When necessary, deans handle discipline. The Athletic Director checks and informs coaches of any infractions. Coaches remind students of the Code and try to ensure that

athletes abide by the code.

- \* A weekly "F List" is produced by the attendance office so that coaches and the athletic director can monitor the grades of athletes.
- \* Daily attendance sheets allow coaches to check for single-period absences. The deans work with coaches and the athletic director on class attendance. Mandatory attendance on the day of a contest.

#### Poor Attenders

- \* Group sessions for students with poor attendance are provided by the counseling department. Computer monitoring of their attendance and progress.

#### ADD, ADHD

- \* And other students with disorders that impair achievement through normal channels. Counselor update mini conferences to help provide better support for students with disorders.
- \* Study team, to help provide identification and support for students with disorders.
- \* Counseling and evaluation by the special education staff.

#### Industrial Technology Students

- \* Cooperation with COS for college credit.
- \* Scholarships from businesses.
- \* Visiting businesses in the community. Businesses that visit students.

#### CAD drafting students

- \* Visit businesses with their equipment. Businesses visit classroom for updating.
- \* CD ROM available in library for computer assisted home design and landscape design.

#### Driver Education

- \* Sheltered instruction in this area is provided for ESL students. Spanish speaking aide is provided. Most materials are in Spanish.
- \* For all students, make-up time is provided before school and at lunch time at least 3 days a week.



### Basic Level Math

- \* Proper practice/materials leading toward passing the proficiency test is provided.
- \* Proficiency tests provided at least twice a year -- more for juniors & seniors.

### Science Oriented

- \* Astronomy Club. Observatory on campus.
- \* Earthaid Club for Earth-aware students - to study the environment and problems involved in protecting same.
- \* Seniors in Advanced Biology are preparing for possible careers in science.
- \* Community speakers are brought in.
- \* The library subscribes to the S.I.R.S. Science series (30 vol. set) to provide current, up-to-date information in the areas of medical, earth, life, physical, and applied sciences.

### Dysfunctional Students

- \* Literature in English classes address such challenges and dilemmas as: prejudice immigration, multiculturalism, gangs and violence, gender issues, pregnancy, coming of age, social skills, value conflicts, inconsistencies between ideals and aims and relative realities.
- \* The library makes available a brochure to help students with academic, social, or career choice problems to find resources and direction.

### NOTES FROM SUPPORT FOCUS GROUP MEETING

- D3. a. The school leadership employs a wide range of strategies to allow parental and community involvement in the school's support system for students. (What are the links with parents and community that provide resources and build understanding and confidence in the school? How effective are they?)

### Parent and Community Links:

- \* Two notices are sent to parents, informing them about orientation for freshmen parents. For Freshmen Student Orientation, individual calls were made this year by members of the student council to all freshmen.
- \* A newsletter, The Pioneer News, is sent out once a semester. In 1994-95, the PTSA board sent out 2 letters, including "Parents Still Make A Difference."
- \* Parents are bused to campus for the Bilingual Advisor committee, thus utilizing transportation resources.
- \* Area for improvement: Athletes still have to pay a \$50.00 transportation fee, limiting access for some.

- \* The Leadership Team welcomes parents. There is also a parent on the School Site Council.
- \* Letters are sent home regarding attendance problems.
- \* The attendance office has installed an automatic calling program for absences, and an answer machine to take parent calls when the school is closed.
- \* The Counseling Office sends out letters regarding sophomore counseling. Letters are also sent to parents of seniors informing them of their student's graduation status.
- \* With regard to behavior problems, parents are phoned, letters are sent, and often, parent conferences are called.
- \* For "special need" students, a "study team" consisting of the parents, teachers, resource people, psychologist, develop an appropriate Individual Educational Plan for each special need student. (GATE students are not considered "special need" in this sense.)
- \* Daily bulletins and the school newspaper are mailed to parents who request them. A fee is charged for the postage to mail these items.
- \* A special Parent Night has been added for parents living in the Goshen Elementary District. The school counselors go to Goshen for the evening and are available for questions and additional help.
- \* Need: More information needs to get into the Times Delta, informing parents of more of the activities available to them. The paper is usually very cooperative, but needs to be informed of the information so they, in turn, can publish it.
- \* Need: A "clearing house/placement center" for parent and community volunteers needs to be available. In this way, we may be better able to connect specific parent interests with various needs in the district.
- \* Parents are invited (AND DO!!) volunteer at school, working in the offices and classrooms, at Sophomore and Athletic Health Screenings.
- \* Open House and Back-To-School nights.
- \* There is an orientation meeting for eighth grade parents in the spring. Each department sets up a table of information, and faculty members are present to answer questions.
- \* PTSO (Parent-Teacher-Student-Organization)
- \* Booster Clubs for music and sports.
- \* Parents volunteer to sale TCBY Yogurt on Tuesdays to make money for PTSO.
- \* On the Discipline contract, contacting the parents and engaging their support is step three.
- \* Parents actively support drama productions, athletic events, choir performances, mock trials.
- \* Senior parent night.
- \* Parents actively support fundraisers.
- \* Parents chaperon choir trips, student trips to the east coast and Europe.

- \* Parents attend and support Shakespeare Night, and Family Math Night.
- \* Parents are involved in the Sophomore Counseling process, to be sure that their student is on the right pathway.
- \* The PTSO Board invites staff members (i.e. counselors, heads of departments) to speak at their monthly meetings.
- \* Parents are sent progress notes from teachers each quarter. (Area of concern: these progress reports sometimes take 2-3 weeks to process, mail, and be received - perhaps too late to affect the student's quarter grade.)
- \* Many community members participate in Career Day.
- \* Community members serve as special speakers in classrooms (i.e. An optometrist speaks to Adv. Bio. students. A speaker on the history of Visalia speaks to History classes). Community people are also used in History classes for mock job interviews and mock job applications.
- \* Community members serve on school committees such as the Library Technology Committee, Vocational Committee, and the Bilingual Advisory Committee, School Site Council.
- \* Community members are involved in job shadowing, TCOVE, work experience, and visitations to various workplaces.
- \* The Educational Foundation has a drive to involve community members to supply the teacher store at the District Library.
- \* Community members volunteer their services for Portfolio Day. Suggestion: Expand Portfolio Day past the freshman year.
- \* Children shadow parents at work.
- \* The career center is organizing speakers as needed for classrooms.
- \* Area of concern: A proposed senior project for English classes should be career-oriented, and should be an outreach to community people.

**FOCUS ON LEARNING**

**Timeline of Site-Based  
School Leadership  
Mt. Whitney High School 1993-1995**

Whole Staff Actions	School Site Council	Leadership Team	VUSD Actions
Jan. 19, 93 - Developed "Mission" Statement based on "What Should Our Graduates Look Like?"			
Mar. 21 - 24 - WASC Visitation			
Mar. 29 - "Mission" Statement revised into statement of philosophy			
Sept. 20 - All School Goal Development			
Oct. 25 - Develop Learner Outcomes with Gary Duke	Sept. 28, 93 - Begin reorganization to meet Education Code guidelines		
Nov. 18 - Planning period meetings focus on five skill areas	Nov. 1 - Initiate new election process		
	Dec. 2 - Teacher elections completed		Nov. 20, 93 - Community Forum (School Goals)
	Jan. 10, 94 - Leadership team initial discussion		
	Jan. 19 - Newly elected council in place		
	Feb. 8 - 93/94 School Site Plan sent to Board	Feb. 18, 94 - First Meeting	
Mar. 7, 94 - Continue to work with Gary Duke/Learner Outcomes	Mar. 21 - Devel. SSC Bylaws discuss Leadership Team		Mar. 17, 94 - Principal Inservice on District Agreements

April 25 - Approve MWHS Instructional Policy, write descriptors for VUSD List of Agreements	April 20 - Design 4/25 inservice	
May 2 - Combine with Leadership Team to draft 94/95 School Plan		
May 16 - Approve SSC Bylaws and 94/95 School Plan		June 14, 94 - List of agreements with descriptors approved by School Board
Sept. 2 - Integrated skills and WASC recommendations		
Oct. 17 - Cross Curricular Workshop		
Jan. 30, 95 - Safe School Plan		
Mar. 6 - VUSD Agreements become ESLRs, WASC Focus Groups Formed	Mar. 1 - Vision Statement Adopted	
	Mar. 16 - Discuss 95/96 School Plan and Portfolio Day	
	April 17 - Concurrent Devel. of Focus on Learning/School Plan	
	May 8 - Discuss publicizing ESLRs new officers elected	
Oct. 10 - Focus Group Report 1st reading	April 4 - CSLA Workshop	
Oct. 30 - Focus Group Reports read schoolwide	May 19 - Design tools for course/dept. Assessment of ESLR - compatible instruction	
Nov. - Focus Group Reports second reading	Nov. 14 - Discussion of visitations to other schools	

WASC 03591

**MT. WHITNEY HIGH SCHOOL SCHOOL SITE COUNCIL**

NAME	ADDRESS	TELEPHONE	CATEGORY
Kelly Allen	2550 Kloth Dr.	627-9438	Parent
Brenna Clentano	3030 S. Bridge	625-0890	Student
Bill Davis - Secretary	626 E. Cypress	627-2363	Custodian
Amit Kamboj	470 Chevy Chase, Tulare	688-4376	Student
Melissa Naugle	5731 W. Elowin, 93291	732-4252	Student
Todd Oto	2840 W. Orchard Ct.	625-3473	Teacher - Ind. Arts
Henry Pasquini	900 S. Conyer	730-7602	Assistant Principal
Laure Peot	P.O. Box 991, 93279	651-3300 x 304	Business - Jostens
Rosemary Perez	5647 W. Monte Verde Ct.	734-2628	Teacher - Business
Emily Prieto	300 E. La Vida	625-0905	Student
Lynda Reddell	900 S. Conyer	730-7600	Principal
Hank Roldan	3335 W. Sunnyside	732-3553	Counselor
Dean Simpson - Vice Chairperson	3037 E. Grove	733-3175	Teacher - English
Peggy Sullivan	3030 W. Green Oaks	733-2327	Parent
Frank Tebeau - Chairperson	1138 N. Strathmore, Lindsay	562-2448	Teacher - Agriculture
Mary Whitfield	3943 W. Grove Ct.	625-3553	Teacher - English
Donna Yergensen	3342 S. Stevenson	627-1837	Parent

**STUDENT COMMITTEE**

**Ahsen Baig  
Ryann Baker  
Brenna Celentano  
Danielle Durazo  
Nicolle Garza  
Jose Guzman  
Kristin Hammond  
Danny Harp  
Heather Higgins  
Whitney Jenkins  
Deyawanna Jones  
Amit Kamboj  
Matt Kuhn  
Melissa Naugle  
Brian Pipkin  
Tremaine Powell  
Emily Prieto  
Brandi Raibey  
Edgar Sanchez  
Sarah Sustaita  
Megan Vincent  
Keith Williams  
Nick Wilson**

**PARENT COMMITTEE**

**Mrs. Mary Ann Brannon  
Mrs. Afrah Aububaker  
Mr. George Brannon  
Mrs. Barbara Breshears  
Mrs. Jeanny Chang  
Mr. Jose Espinoza  
Mrs. Denise Garza  
Mr. Nick Leontieff  
Mrs. Sharon Leontieff  
Mr. Rafael Santana  
Mrs. Peggy Sullivan  
Mrs. Donna Yergensen**

## WASC SCHOOLWIDE FOCUS GROUPS

### Vision, Leadership, and Culture

Lynda Reddell, Principal  
\*Dean Simpson - E  
Andy Allen - S  
Martha Balderama - IA  
Eleanor Barbercia - FS  
Dan Cloer - S  
Cindy Costa - M  
Bill Davis - CS  
Scott Deering - VAPA  
Josh Hadley - SS  
Ken Hill - IT  
Roger Holmes - FL  
Liz Jaramillo - C/OS  
Bettye Jones - HE  
Terese Lane - E  
Pauline Litchfield - B  
Diane Mortensen - C  
Jarret Myers - M  
Suzanne Nelson - E  
Patti Radish - C/OS  
Velda Rose - E  
Shana Shea-d'Alton - FL  
Frank Tebeau - A  
Nicole Garza - Student  
Jose Guzman - Student  
Amit Kamboj - Student  
Jeanny Chang - Parent

### Curricular Paths

Henry Pasquini, Assist. Principal  
\*Todd Oto - IT  
\*Rosemary Perez - B  
Susan Bertelsen - PE  
Lynda Bradley - SpE  
Robert Brant - CS  
Chuck Dichicra - M  
Peggy Downs - M  
Donna Graves - C/OS  
Manuel Holquin - SS  
Ed Huston - SS  
Ernie Jiminez - C  
Leah Kaviani - FL  
Joe Lane - E  
Ron Loyd - VAPA  
Paul Mana - S  
Jill Scarbrough - C/OS  
Lori Sjostrand - IA  
John Sylvia - A  
Enrique Torres - FL  
Scott Vieira - SpE  
Tremain Powell - Student  
Whitney Jenkins - Student  
Amber Bennetts - Student  
George & MaryAnn Brannon - Parents

### Powerful Teaching and Learning

Terryl Garret, Assist. Principal  
\*Dave Wood - VAPA  
Ron Boucher - B  
Barbara Breshears - C/OS  
Rebecca Bullick - E  
Bob Burke - SS  
Brenda Burke - HE  
Bob Gearhart - CS  
Steve Jewell - M  
Danna Kasparian - E  
Jim McDonnell - PE  
Shirlene Moody - SpE  
Mike Neal - S  
Keeble Pipe - M  
Margie Ribeiro - C/OS  
Lori Sarabian - C  
Maury Stevens - S  
Barbara VanDellen - FL  
Craig Wight - IT  
Nick Wilson - Student  
Ahsen Baig - Student  
Emily Prieto - Student  
Sharon Leontieff - Parent

### Support

Steve Lahmann - Head Counselor  
\*Michelle Ducey - M  
\*Vicki Winterton - S  
Karlene Audino - L  
Janell Brett - B  
John Burress - SS  
Charlie Casale - PE  
Stephanie Collier - C/OS  
Abc Delfino - CS  
Jim Doe - SS  
Jerry Dyar - SpE  
Cathy Goulart - C/OS  
Bob Graff - IT  
Bill Kuykendall - SS  
Mary Miller - IA  
Elise Nicoletti - E  
Janine Price - N  
Gordon Price - CS  
Robert Rex - VAPA  
Marlin Roehl - E  
Art Shahzade - S  
Carolyn Sutton - WE  
Jim Thiede - M  
Jeanette Wullschleger - FL  
Heather Higgins - Student  
Danny Harp - Student  
Brandi Raibley - Student  
Peggy Sullivan - Parent



**Assessment and Accountability**

Joy Naylor -Dean of Students  
Gig Stephens - Dean of Students  
\*Linda Yost - SS  
Grady Berry - M  
Mark Bonar - S  
Karlene Carr - IA  
Pam Corliss - VAPA  
Robert Ellis - E  
Claude Feaver - B  
John Hess - SS  
John Huckabay - M  
Dennis Irwin - AD  
Dan Jackson - VAPA  
Pat Jansen - C/OS  
Karl Kildow - E  
LouAnn King - SpE  
Mary Maggio - E  
Tim Rice - M  
Steve Rogers - B  
Hank Roldan - C  
Doug Rudolf - FL  
Fred Schmall - A  
Mary Smith - FL  
Hilda Vandergriff - C/OS  
Mark Vincent - ASB  
Melissa Naugle - Student  
Brenna Celentano - Student  
Ryann Baker - Student  
Donna Yergensen - Parent

**Key to Symbols & Abbreviations**

\* - Chair of Focus Group  
A - Agricultural  
AD - Athletic Director  
ASB - Activities Director  
B - Business  
C/OS - Clerical/Office Staff  
C - Counselor  
CS - Custodial Staff  
DR - District Representative  
E - English  
FL - Foreign Language  
FS - Food Services  
HE - Home Economics  
IA - Instructional Assistant  
IT - Industrial Technology  
L - Library  
M - Mathematics  
N - Nurse  
P - Parent  
PE - Physical Education  
S - Science  
SB - School Board  
SpE - Special Education (Resource)  
SS - Social Science  
St - Student  
VAPA - Visual & Performing Arts  
WE - Work Experience

# Mt. Whitney High School



## Report Card

1995-96

Lynda Reddell, Principal

### ✓ School Mission

*Mt. Whitney High School recognizes the contribution we all make to the school, to society, and to humanity. We must, at all times and in all activities, be committed to making our school a compassionate community dedicated to developing the whole person: someone who has the sense of self to successfully achieve individual and collective goals; the academic, physical and vocational skills to earn a livelihood; the character to make strong moral decisions; and the fortitude and creativity to be a life-long learner.*

The students in our school are offered instruction in a variety of ways, including auditory, visual, and hands-on activities to meet varied learning needs. The teachers in our school follow district objectives for all content areas which have been approved by the Board of Education. A variety of grouping patterns include activities for individuals, as well as small and large groups; these are used to provide appropriate settings in which the content may be learned.

### ✓ Student Achievement

#### CALIFORNIA LEARNING ASSESSMENT SYSTEM (CLAS) Spring 1993

Percent attained in each performance level						
Performance Levels	1	2	3	4	5	6
Writing	4	11	26	37	20	2
Reading	3	17	49	25	6	0
Mathematics	30	35	23	10	1	0

For additional information you may contact either the Instructional Services Department or your school site.

### ✓ Instructional Time

The total number of instructional minutes offered at our school is as follows: Daily: 365 minutes; Yearly: 65,325 minutes for a yearly total of 180 days. The total number of minimum days is 3.

### ✓ Attendance/Dropout Rate

During the 1994-95 school year Mt. Whitney averaged 7.3% of its students absent on any day.

Mt. Whitney has continued to have excellent attendance rates over the past years. With the majority of those absences our attendance office attempts to make contact with the home, and finds that most of these absences are excused. The dropout rate has decreased each of the last three years. In 1992-93, there were ninety-one dropouts from Mt. Whitney. That decreased to forty-six dropouts in the 1993-94 school year, and the decrease continued to only thirty-eight in the 1994-95 school year.

## ABOUT OUR SCHOOL

### ✓ Quality of School Instruction & Leadership

Mt. Whitney High School is located at 900 South Conyer Street in Visalia, California. Our official enrollment this year is 1,925 and reflects the City of Visalia's diverse cultural and diverse economic population. While previous enrollment size has been consistent we expect increases of approximately 100 students per year to continue. The enrollment trend is reflected by a large freshman class consisting of 619 freshmen representing 30.6 percent of the total student body.

Mt. Whitney's instructional program is designed to meet the needs of all of the students. High expectations and high standards are maintained for all. The instructional program is designed to accommodate special needs students, including special education, GATE, ESL, Sheltered Instruction, and At-Risk (Freshman Core Curriculum and Sophomore Core Curriculum). Honor classes are available for advanced students. Our school's program reflects the State and Board's curriculum. Each teacher adapts the curriculum to best meet the needs of his/her class and is evaluated on his/her adherence to the Board-adopted curriculum. The Mt. Whitney students graduate from our campus prepared for the rigors and challenges of the workforce. Through the experience of working closely with the staff in the career center and their new Infotracker Computer Career Program our students have the opportunity to make informed and intelligent decisions. For many of our students the hands on experiences in classes are closely tied to their TCOVE training, the advance credit in their 2+2 programs, along with the work in departments which have created career paths make our graduates ready to enter the workforce, continue their technical preparation, or enroll in post secondary education.

Every employee of the school is dedicated to each student having a successful experience. It is also a belief that recognition for a job well done will strengthen each student's motivation to learn. Many special activities are offered in support of the basic curriculum. These activities provide many opportunities for students to receive recognition.

Much attention is given to providing a safe environment in which students can learn. Each year the District performs a safety inspection, and fire drills are conducted twice each semester. Also, part of a safe environment is the discipline program. Our school believes that no student has the right to interfere with other students' opportunities to learn. Rules and regulations govern conduct and dress of all students and are strictly enforced.

### ✓ Staff Assignments

There are eighty-seven full-time staff members at Mt. Whitney. All hold at least a B.A. degree and appropriate credential, and twenty-three hold a masters degree.

✓ Student Body Ethnic Makeup

STUDENT BODY ETHNIC MAKEUP  
MT. WHITNEY

28.0%	HISPANIC
66.9%	ANGLO
.9%	AMERICAN INDIAN
2.4%	ASIAN
.5%	PACIFIC ISLAND/FILIP.
1.4%	AFRICAN AMERICAN

✓ Class Size and Teaching Loads

Our average class size is 31 students per teacher. The average class size by department for the 1994-95 and 1995-96 school year are:

	1994-95	1995-96
Agriculture	24.3	23.8
Business	26.6	22.2
English	24.3	28.1
Fine Arts	38.1	41.0
Foreign Language	29.8	28.5
Consumer Home Economics	28.7	31.0
Industrial Education	25.5	26.4
Mathematics	29.7	28.7
Physical Education	49.2	38.4
Science	28.3	29.1
Social Science	31.8	29.9
Total Teacher/Student Ratio	29.4	29.6

Our commitment to low class size has been hampered by a continual increase in student enrollment and the loss of several teaching positions. Growth has been especially apparent at the freshman and sophomore levels:

✓ Substitute Teachers

Currently the District has over 220 substitute teachers (25% fully credentialed) available for grades K-12 to cover teacher absences. Substitutes are prescreened for effective placement and are encouraged to attend district provided training sessions.

✓ Curriculum Training & Improvement

The District provides staff development programs for both teachers and classified staff so that they will keep abreast of the latest teaching strategies and course content. We have had inservice activities such as the School-wide Study Skills Program at our school site. Many of our teachers are also "fellows" in the California subject matter projects. We have teachers from their respective department associated with writing, literature, math, social studies, and foreign language projects. Mentor teachers are also available to assist our staff on a one-to-one basis in a wide variety of topics relating to classroom instruction. The District curriculum process includes teachers at all grade levels working through curriculum committees.

## ABOUT THE DISTRICT

✓ Expenditures Per Student

The District spent an average of \$3,067 per student in 1994-95. Our school received \$157,895 in general funds and \$6,295 in categorical funds for 1995-96.

✓ District Salary Information

(Data based on average annual salaries cited on the 1993-94 Form J-90 as directed by California State Department of Education)

	District	State
Teachers' Salaries:*	Annual:	Annual:
Beginning Teacher	\$28,040	\$26,521
Midrange Teacher	\$40,565	\$41,168
Highest Teacher	\$48,900	\$48,152

(Percentage of budget allocated to teachers' salaries:  
District: 46.2% State: 42.6%)

	District	State
Administration:*	Annual:	Annual:
Site Principal's Salary	\$62,783	\$66,289

(\*Note: Per instructions, the district annual salary was divided by 218 days. However, our principals work anywhere from 206 to 225 days, depending upon grade level.)

	District	State
Superintendent's Salary:	Annual:	Annual:
	\$94,230	\$109,669

(Percentage of budget allocated to administrative personnel:  
District: 5.3% State: 5.08%)

✓ Textbook & Instructional Materials

The District follows State guidelines on the adoption and purchase of new textbooks. This year our textbook purchase was over \$55,839. New books are adopted and usually purchased every eight years. Teachers, parents and administrators are involved in the selection process, with final approval from the Board of Education. Supplemental materials are bought for students who are working above or below grade level. Enrichment materials are purchased according to individual needs.

VISALTA UNIFIED SCHOOL DISTRICT Board of Education	
Nina Clancy, President	Louis Monton
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Jim Qualls	Joy Sakai
Lorene Valenuno	Darwin Poblere, Student Rep.
District Superintendent: Sharon C. Tucker, Ph.D.	

# Map of Mt. Whitney High School Bus Loading Zone

