

**SELF-STUDY VISITING COMMITTEE REPORT**

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**TAHOE TRUCKEE HIGH SCHOOL**

**11725 Donner Pass Road**

**Truckee, California 96161**

**Tahoe-Truckee Unified School District**

**April 30 through May 2, 2012**

**Visiting Committee Members**

Bill Zeller, Chairperson

Director of Program Evaluation-Ret., Yuba City Unified School District

Mr. Jason Armstrong

Social Science Teacher, Corning Union High School

Mrs. Rikki-Lee Carey

Mathematics Teacher, Surprise Valley High School

Ms. Kara King

Special Education Teacher, Gonzales High School

Ms. Michelle Oliveira

Education Program Consultant, CDE

## Chapter I: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- Brief description of the students and community served by the school.
  - School’s analysis of student achievement data (e.g., CAHSEE, AYP, API, AP, college SAT, graduation rates, and Program Improvement status).
  - Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).
- ➔ **Note:** Show data in chart format and comment. Include sections of the profile that show student achievement findings and interpretations.
- Comment on significant findings revealed by the profile and/or pertinent data that were not included in the profile.

Tahoe Truckee High School (TTHS) is located in Truckee, California, in Placer County on interstate 80 one hundred miles east of Sacramento. Truckee’s nearest urban neighbor is Reno, Nevada, located forty miles to the east. The town’s population peaked in 2008 and is currently in decline. Tahoe Truckee High School opened in 1951 and is one of two comprehensive high schools in the Tahoe Truckee Unified School District, the other being North Tahoe High School. TTHS uses a four x four block schedule. Each class meets every day of the week. Class periods are 85 minutes each with every full-time teacher teaching three periods with one prep period. There is a fairly wide variation in class sizes which have increased in recent years. Enrollment is in steady decline as families move away from the area. Free and Reduced Lunch program participation has increased significantly over the past five years. The self-study states, “Over the last 5 years TTHS’s English Language Learners and Low Socioeconomic students have nearly doubled.” The number and percentage of students in the Low Socio-Economic subgroup has increased significantly. The number and percentage of English Language Learners have not increased as stated in the self-study; rather, they have decreased over the past five years.

The following data is taken from the Self-Study.

### Socioeconomic Status

<u>Student Group</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Total Enrollment	813	782	802	750	674
Low Socio-Economic	90 (11.1%)	133 (17%)	143 (17.8%)	171 (22.8%)	165 (24.5%)
Hispanic	161 (19.8%)	160 (20.5%)	170 (21.2%)	171 (22.8%)	159 (23.6%)
English Learner	96 (11.8%)	89 (11.4%)	93 (11.6%)	75 (10%)	65 (9.6%)

The table below illustrates the ethnic make up of Tahoe Truckee High School students in the fall of 2011.

African Americans	.8%
Native Americans	.2%
Asian	.9%
Hispanic	25.0%
Pacific Islander	0.0%

Other Races 0.0%  
 White 72.4%

The self-study recognizes that the parent education level of TTHS students is relatively high and may account for the interest in parent participation.

Parent Education 2007 - 2012

	1 = Not HS Grad/%	2 = HS Grad/%	3 = Some College/%	4 = College Grad/%	5 = Grad school/post grad	6 = Decline to sta
2007-2008	40/5%	89/11%	170/21%	200/25%	163/20%	76/9%
2008-2009	46/6%	92/11%	183/23%	203/26%	154/20%	64/8%
2009-2010	57/7%	104/14%	175/23%	202/27%	138/18%	26/3%
2010-2011	47/7%	100/14%	139/21%	193/29%	132/20%	12/2%
2011-2012	58/9%	94/15%	124/20%	194/31%	118/19%	21/3%

The staff is comprised of two administrators, two counselors, one librarian, 36 full-time teachers, three special education teachers, three part-time teachers, and fourteen classified support staff.

All certificated staff are Highly Qualified as defined by federal guidelines. All teachers are credentialed in the subject matter to which they are assigned. Over one-fourth of the teachers have taught at TTHS for twenty years or more.

<u>1-5 years</u>	<u>6-10 years</u>	<u>11-15 years</u>	<u>16-20 years</u>	<u>20 plus</u>
5 teachers	12 teachers	5 teachers	3 teachers	10 teachers

Analysis of Student Achievement Data:

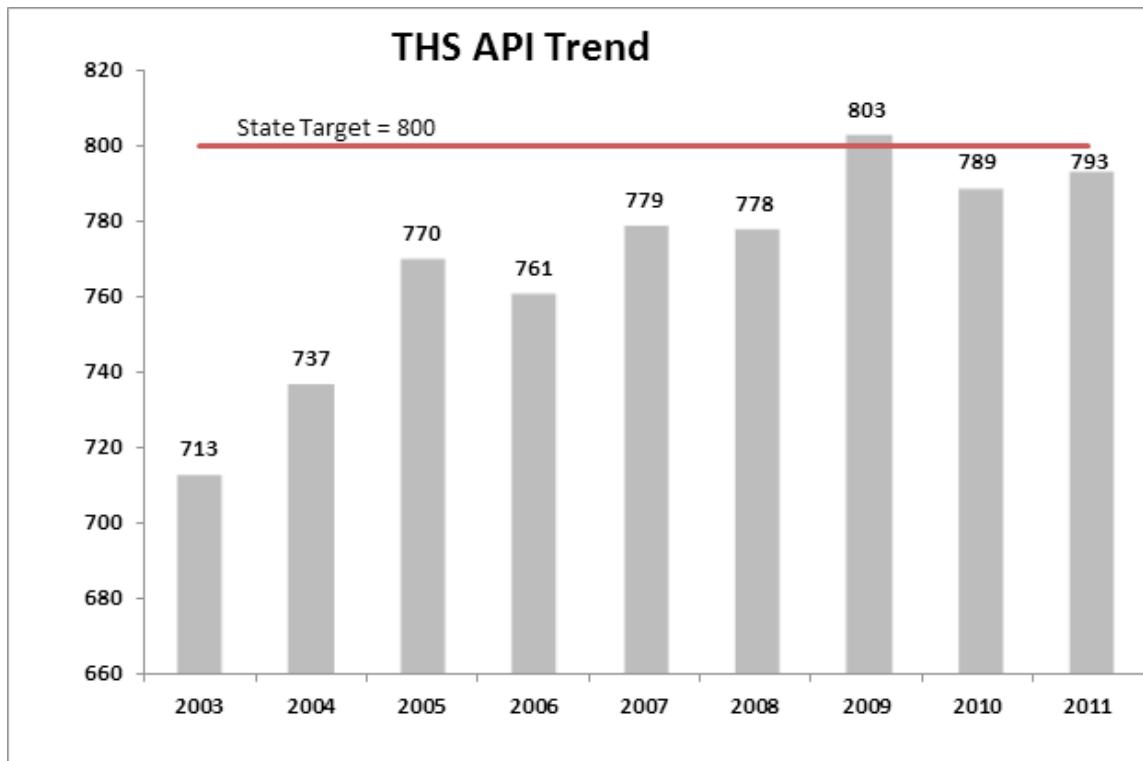
The self-study included many pieces of student performance data including: attendance; API; AYP; graduation rates; CAHSEE; California Standards Test; CELDT; A-G Requirements; AP courses; Post-secondary plans; UC/CSU; discipline; and surveys. It appears that the greatest amount of analysis was done with the discipline information. Extensive data was analyzed and conclusions drawn which led to staff discussions and action. There does not appear to be a similar depth of analysis of any other data.

The following student performance data was included in the TTHS self-study.

Academic Performance Index (API)

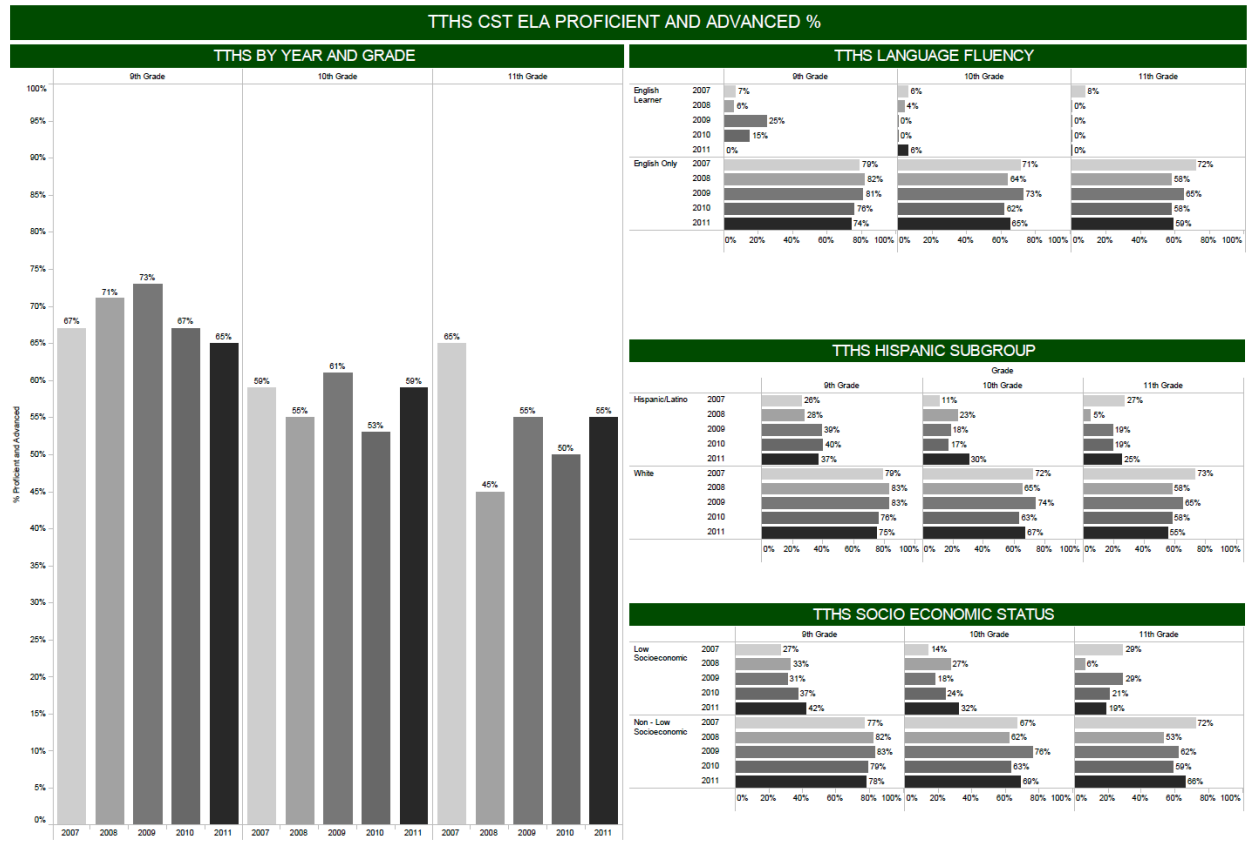
The self-study stated:

Tahoe Truckee High School’s API has grown over the last 9 years. Since 2003, TTHS’s API has grown an average of 10 points each year. The last two years, TTHS has dropped below the 800 mark. There is some speculation that this may be as a result of changing demographics. The school is currently retooling to attend to our changing demographics.

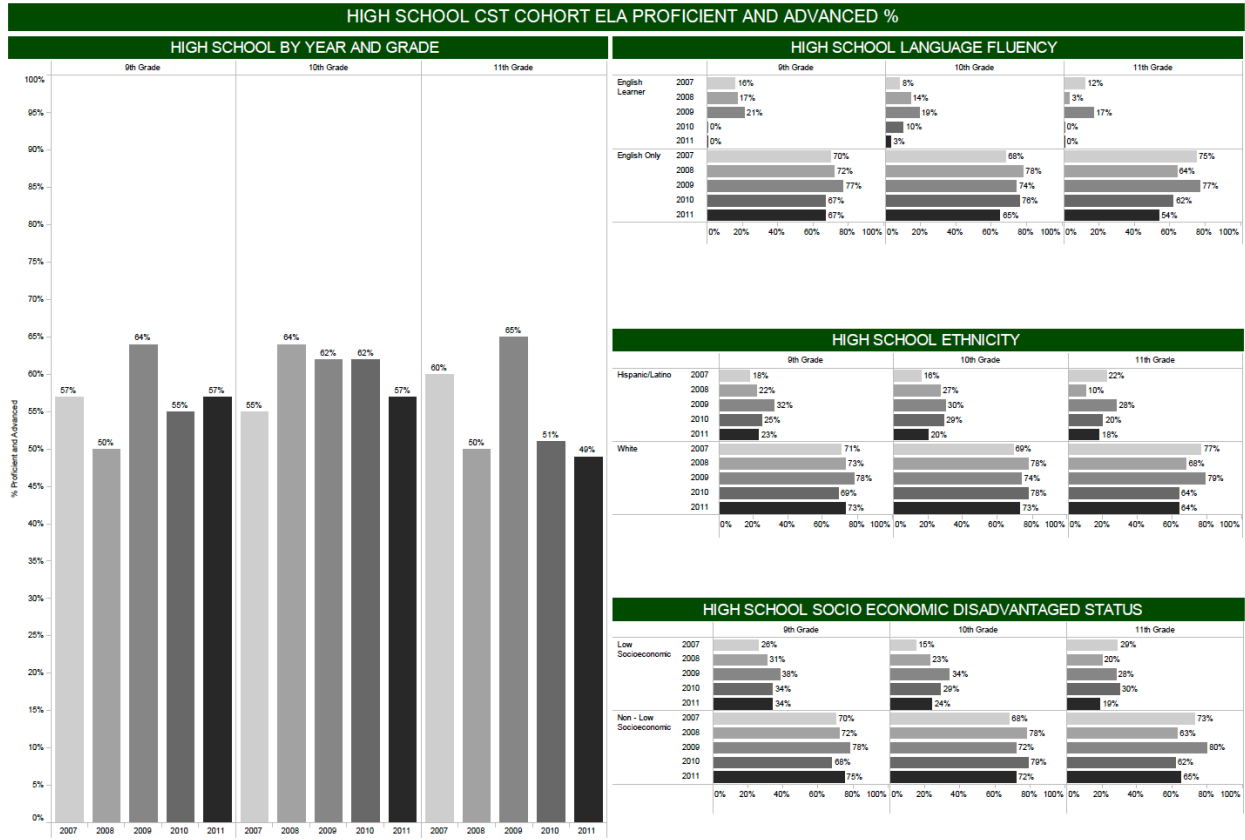


California Standards Test

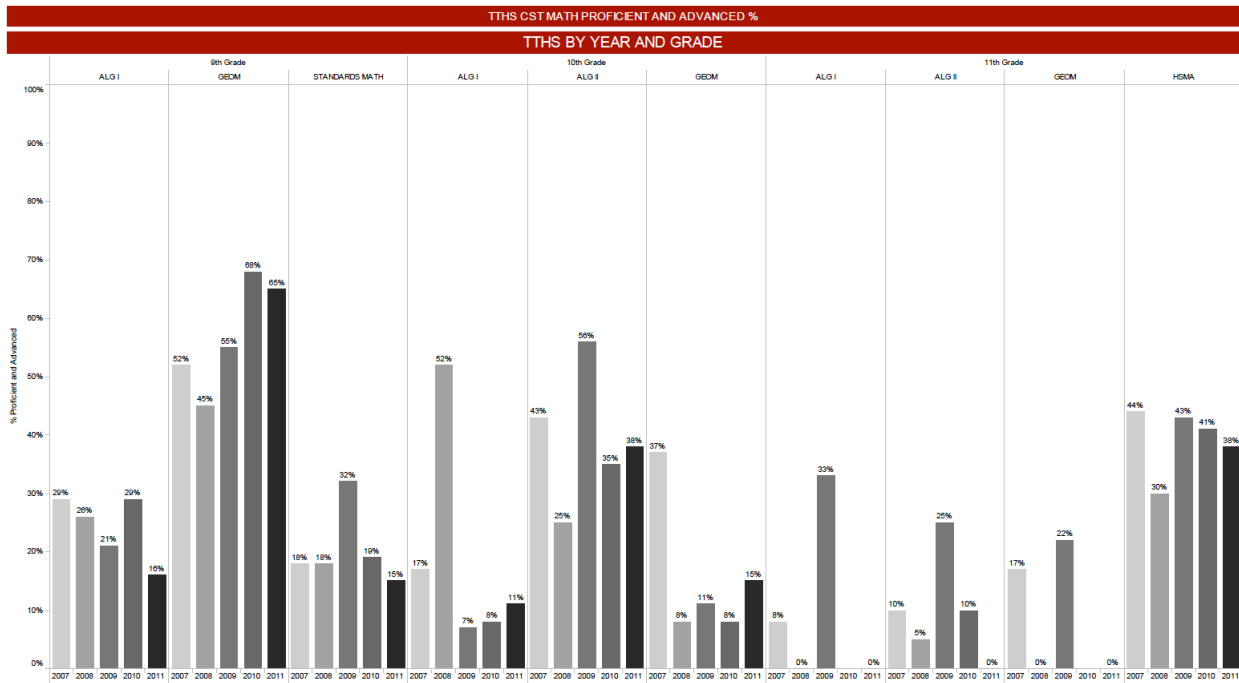
Visiting Committee Note: Frank discussions regarding the use of student performance data were held with the Leadership Team and staff in Focus Group Meetings and department meetings. The CST data is included in the self-study in a difficult to read format. The teaching staff has spent very little time analyzing this information.



Analyzing the CST in ELA for TTHS over the last 5 years illustrates that there is a significant gap between the Socioeconomically Disadvantaged students and English Language Learners with English only students. In addition, there is a trend of students performing lower as their year's progress through Tahoe Truckee High School.

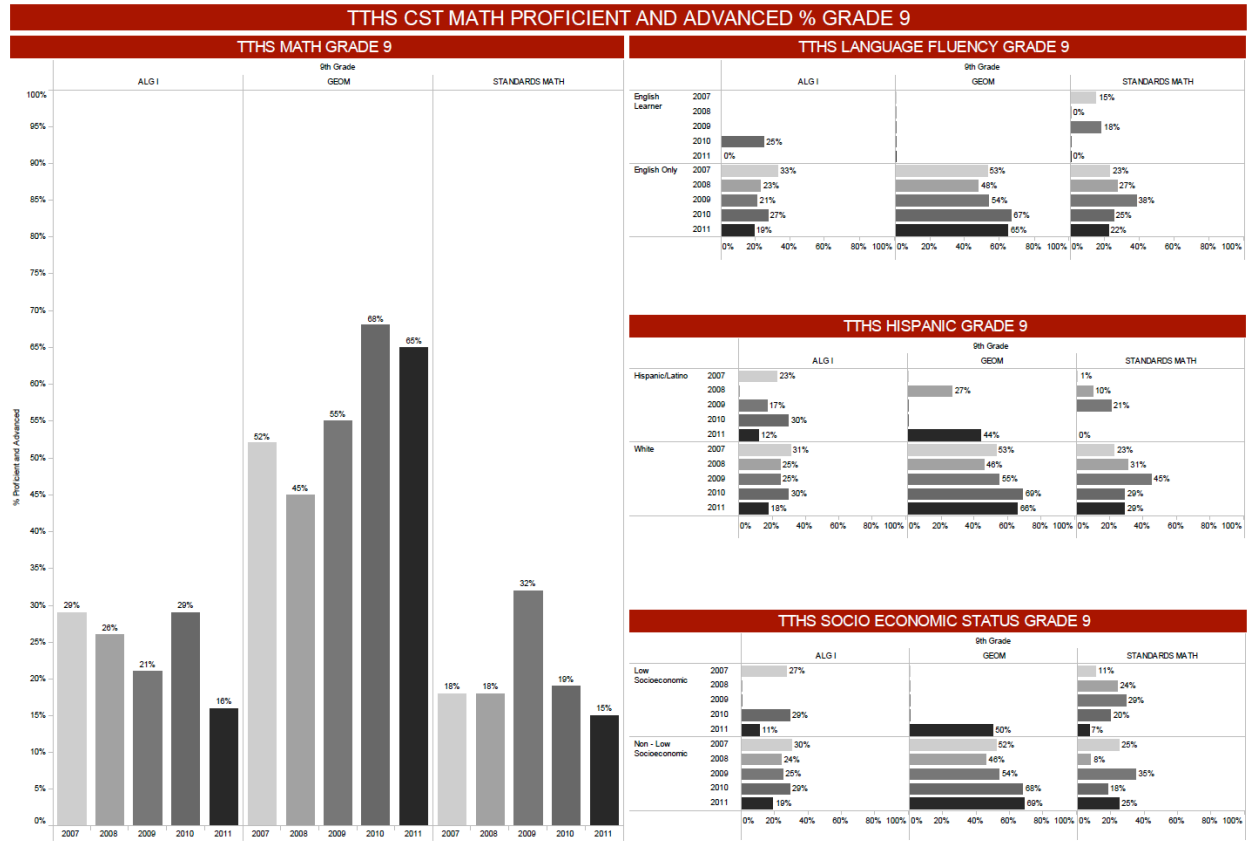


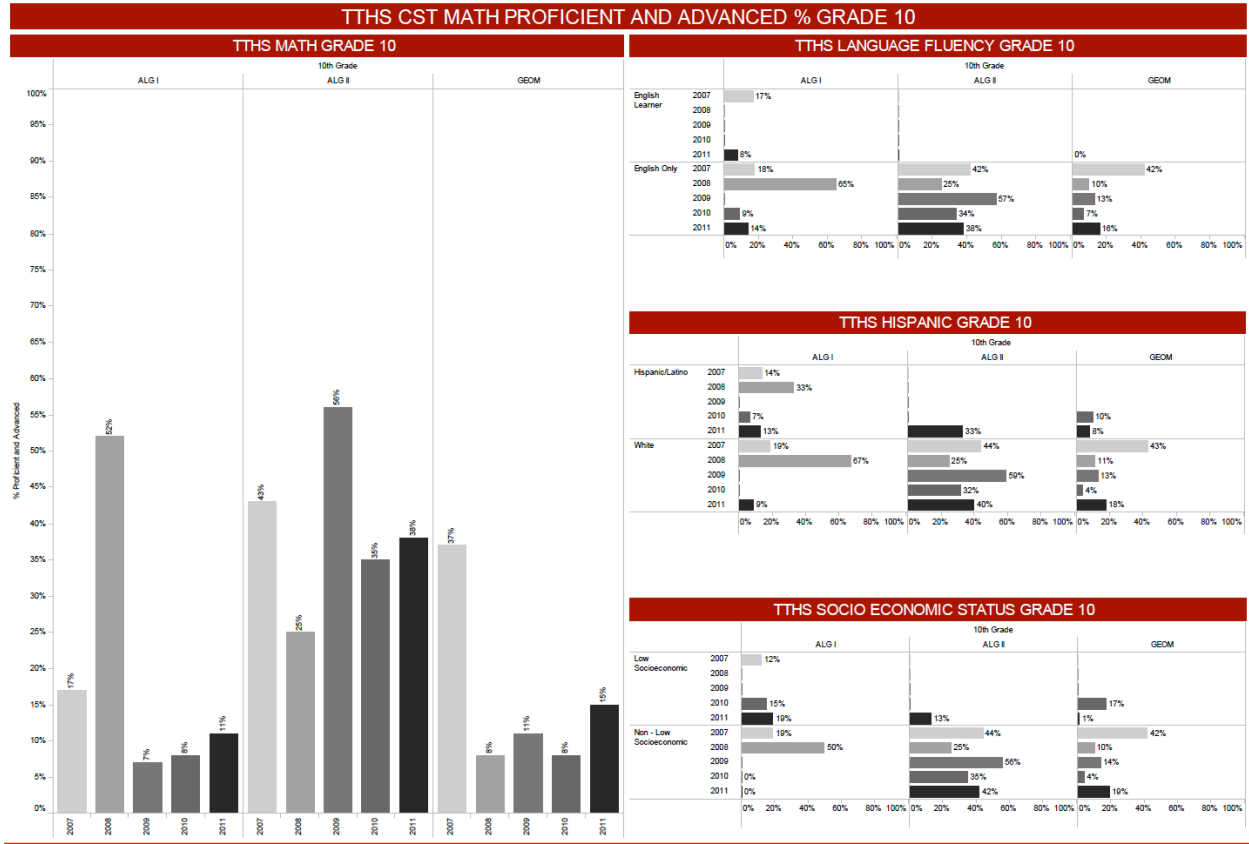
When reviewing cohort groups of students a trend of increase performance appears. This is encouraging that their scores continue to rise for the most part with the exception of a drop off in the 11<sup>th</sup> grade. This suggests that students continue to increase levels of proficiency as they progress through TTHS. There is still a significant achievement gap as illustrated by reviewing cohort groups.

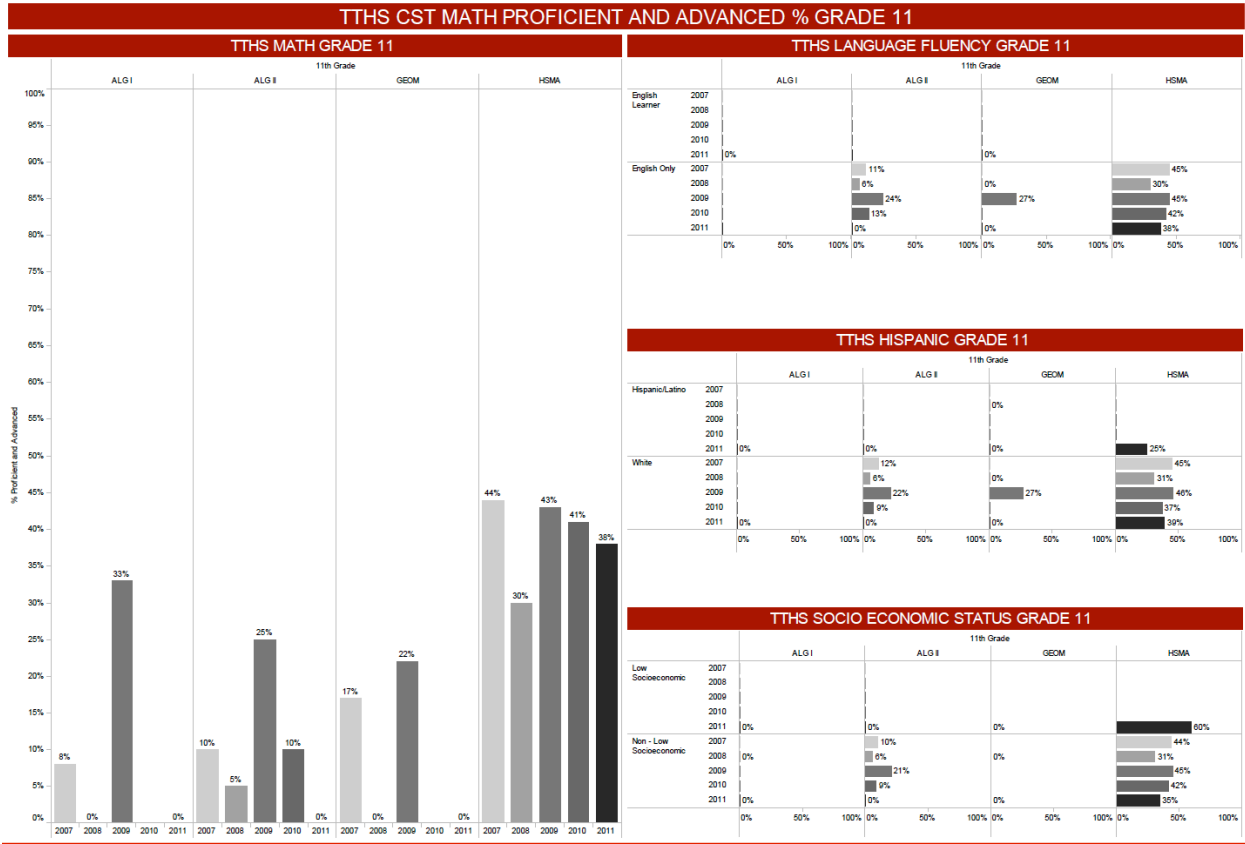


Reviewing student’s progress through TTHS’s math classes as analyzed by the CST a variety of points of interest arises. Students perform better in all math CST earlier in their high school career. For example, 9<sup>th</sup> grade students perform higher in Algebra I then they do in 10<sup>th</sup> grade and 11<sup>th</sup> grade. This trend is consistent across all math classes.

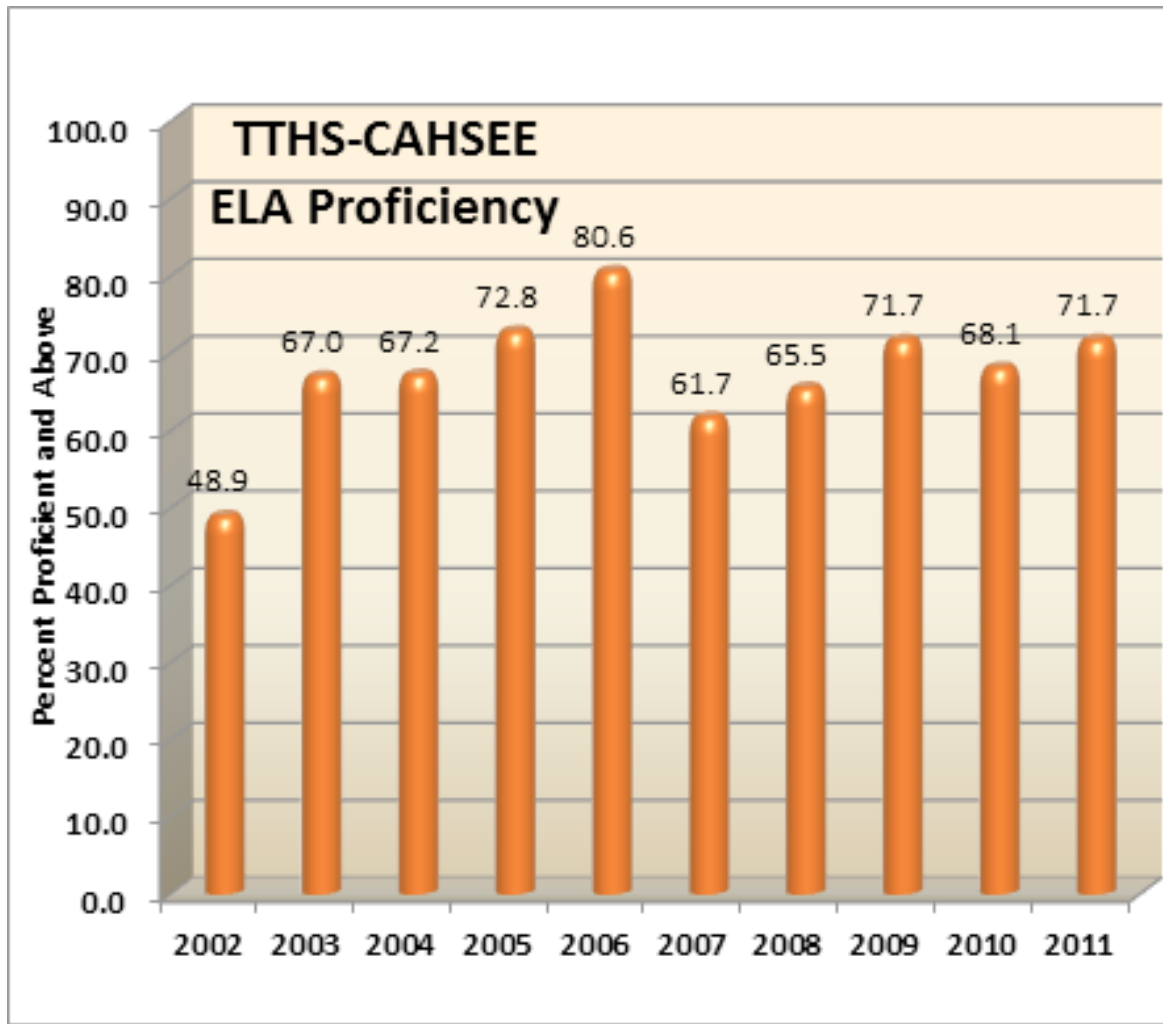
A closer look into each grade level illustrates that our achievement gap is present across all sub groups.

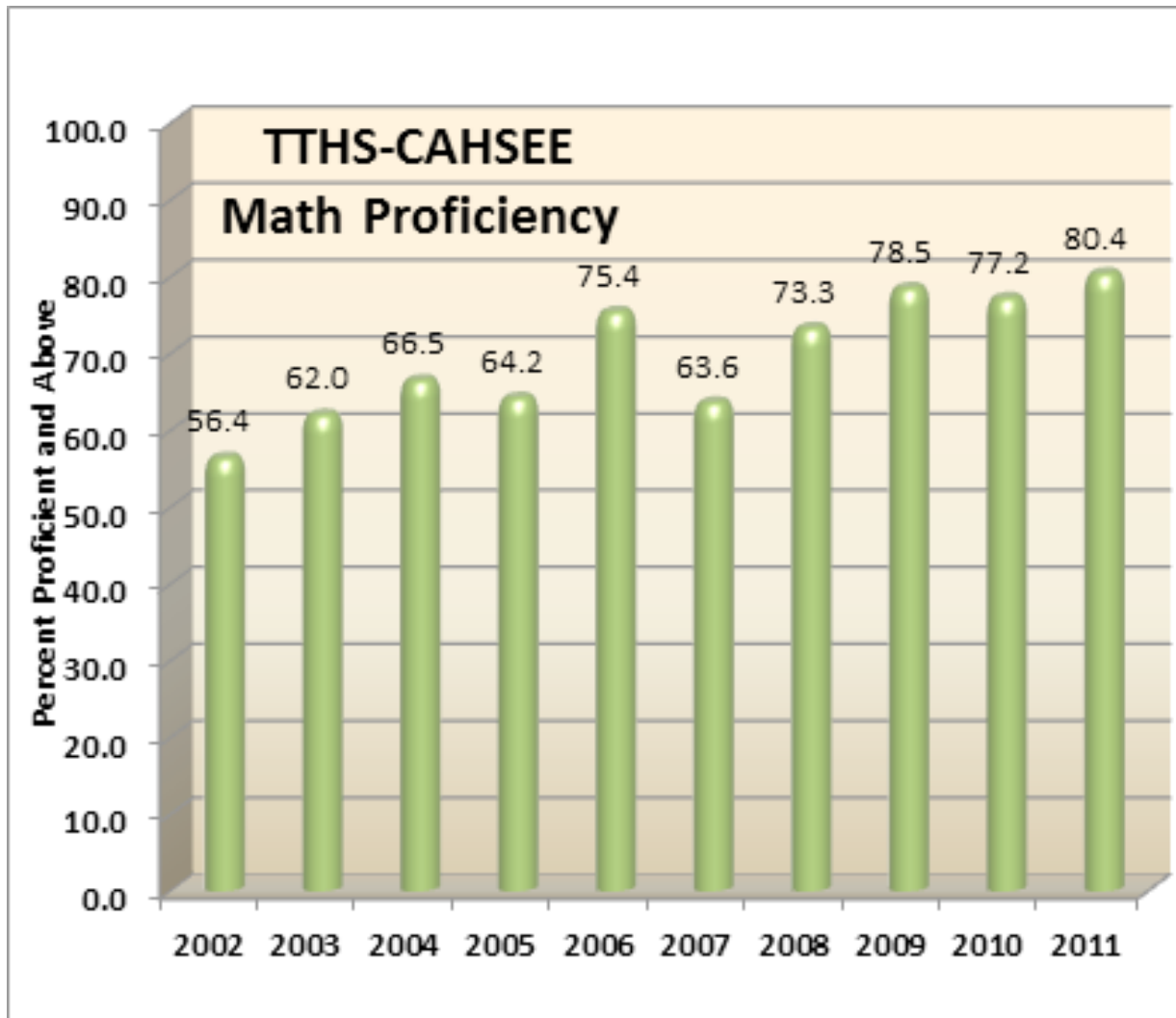






California High School Exit Exam (CAHSEE)





Graduation Rates

The self-study summarized:

Tahoe Truckee High School has a strong history of graduation rates. When students are at risk of not graduating they are referred to our two alternative high schools.

<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
98.22%	95.85%	98.39%

Number of Students Meeting A - G Requirements

The majority of courses offered at TTHS are A-G approved.

	Number of Grads	UC Eligible	% of class with meeting a-g
Class of 2008	144	57	39.58%
Class of 2009	153	19	12.42%
Class of 2010	151	45	29.80%
Class of 2011	135	56	41.48%

Suspension/Expulsion Data

TTHS carefully monitors suspension and referral data. Data was provided for the following areas: Average Referrals Per Day per Month, 2011-12; Referrals by Problem Behavior, 2011-12; Referrals by Location, 2011-12; Referrals by Time, 2011-12; and, Race Discipline Statistics.

School Year	Total Days of Suspension	Number of Students Suspended	Number of Students Expelled
2005-2006	294	71	0
2006-2007	319	71	1
2007-2008	148	45	2
2008-2009	183	48	3
2009-2010	139	34	0
2010-2011	131	42	0
2011-2012 (8/31/11-3/19/12)	137	27	1

## Socioeconomic Status Discipline Statistics

The first table compares students from middle or high SES with students from low SES. The school wide percentage of students from a low SES background is 29% at this school site. An 18.2% discrepancy exists suggesting the students from a low SES background disproportionately receive disciplinary referrals.

### *Socioeconomic Status of Students with Discipline Issues*

Status	<i>n</i>	%
Middle or High SES	47	52.8
Low SES	42	47.2

## Race Discipline Statistics

Racial Demographic	<i>n</i>	%
Caucasian	49	55.1
Hispanic/Latino	38	42.7
African American/Black	1	1.1
Two or more races	1	1.1

The school concludes that:

1. An 18.2% discrepancy exists suggesting the students from a low SES background disproportionately receive disciplinary referrals.
2. A 16.7% discrepancy exists within this group of students suggesting the Hispanic/Latino students at this school site receive a disproportionate number of disciplinary referrals in relation to the actual percentage of Hispanic/Latino students school wide.
3. These findings suggest the staff at Tahoe Truckee High School need to reflect upon their practice regarding discipline issues at the school.

Tahoe Truckee High School prides itself upon its close ties to and active support of the community. Visible examples of that support are: Wolverine Boosters, TEMPO (Music Boosters), Measure A (a voter approved tax to benefit schools), and Excellence in Education. These organizations support the school with specific grants, donations, and annual funds to pay for teachers, materials, and activities.

## Chapter II: Progress Report (2 pages)

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Significant factors have affected Tahoe Truckee High School since the last WASC accreditation visit in 2005.

1. Four different principals have served the school in six years. A fifth new principal will be hired this spring.
2. The current principal requested a one-year extension of the accreditation period due to "excessive changes and instability of the school."
3. There has been a total reduction of 11.0 full-time equivalent teachers.
4. There is an anticipated additional reduction of up to 3.0 full-time equivalent teachers for the 2012-13 school year.
5. Key staff have retired, and the school has difficulty in retaining new teachers.
6. Counseling staff have been reduced from five to three.
7. There has been turnover of key personnel at the district level including three superintendents and two assistant superintendents. A new superintendent began work this past month, and the Human Resources position is currently filled with a temporary employee.

As a result of the last self-study and previous Visiting Committee report, the following recommendations were made:

1. Expand the opportunities for EL students to enter into college or vocational training programs.

The school has instituted measures which support this area of follow-up. In some cases funding has eliminated or reduced the intervention. New textbooks were purchased for EL classes. EL students have the opportunity to visit a college and participate in the Hispanic Youth Leadership Conference. ELAC meetings are now regularly held. All teachers are now SDAIE or CLAD certified. Fee waivers are available for SES students.

2. Expand the remediation and the learning opportunities for students achieving below proficient on their STAR/CST assessments.

The general remedy is for identified students to receive academic help in the TIRE period. The effectiveness of this program is questioned by the staff. Students are also generally advised to seek assistance from teachers before or after school or during a teacher's prep period. Some staff identify the timing of receiving individual student CST results as an impediment for intervention. There do not appear to be any other

specific interventions for students achieving below proficient on their STAR/CST assessments.

3. Implement a staff development plan with common planning time that facilitates training areas of integration of curriculum, ESLRs, and state standards.

The school chose to provide individual department responses addressing what was occurring. While departments speak of working on issues such as standards, assessments, pacing guides, it appears that there is no cohesive “staff development plan.”

4. Research successful models for drug and alcohol education involving schools and community agencies. Use this research to devise a plan to be submitted to the school stakeholders and district.

While a comprehensive plan was not developed, successful models were researched and implemented. Numerous alcohol and drug education programs have been implemented at the school. Examples of this include a three week unit in Health, “Friday Night Live,” and Tahoe Truckee Future Without Drug Dependence (TT-FWDD).

**Chapter III: Self-Study Process (1–2 pages)**

- Include a copy of the school’s expected schoolwide learning results.

The self-study included the following:

EXPECTED SCHOOLWIDE LEARNING RESULTS

All Tahoe Truckee High School students will be prepared for the 21st Century by becoming proficient/advanced in the following skills prior to graduating. To ensure that all students have access to these skills our staff, teachers, parents and administration collaborate on a regular basis to support the growth and development of our school.

**CORE ACADEMIC SUBJECTS**

- Core Academic Content
- Critical Thinking and Problem Solving Across Disciplines
- Agility and Adaptability in Core Academics, the Arts, and Career and Technical Skills
- Effective Oral and Written Communication
- Ability to Access and Analyze
- Higher Order Thinking Skills

**INFORMATION, MEDIA, TECHNOLOGY**

- Digital Media, Social Networking and Informational Literacy
- Ability to Access, Interpret, Synthesize and Apply Digital Information Across Disciplines
- Collaboration Across Networks
- Interpretive Skills
- Cite References Accurately

## PERSONAL/LIFE SKILLS

- Interpersonal and Intrapersonal Skills
- Social and Emotional Development
- Proactive Health, and Coping Skills
- Resiliency Skills
- Teaming, Collaboration, and Task Completion Skills
- Curiosity, Creativity, and Positive Risk Taking
- Economic, Environmental, Personal
- Financial, Globalization, Media, and Multicultural Literacy

## HIGH PRODUCTIVITY

- Prioritize, Plan, and Manage for Results
- Effective Use of Real-World Tools
- Relevant and High Quality Products
- Life Long Learning
- Adapting to the Ever Changing World
- Research Driven
- Results Oriented
- Original Work

- Comment on the school's self-study process with respect to the expected outcomes of the self-study.
  1. The involvement and collaboration of all staff and other stakeholders to support student achievement  
 Between the fall of 2009 and 2011, the WASC Chair, Assistant Principal and previous WASC Chair attended a full-day WASC training. In the spring of 2011, the school examined the Mission and Vision statements for the school. They were redrafted. All staff were invited to participate on the leadership team. The principal then encouraged key staff to join the team. The team consists of the principal, 2 Academic Coaches (district positions that serve multiple schools), the 2 school counselors, the vice principal, and 7 teachers. A lead teacher directed the process. All staff were given a choice of which focus group they would like to join. Classified staff were also included. Parent and student surveys were conducted. Staff meetings were held each Wednesday afternoon beginning in October to focus upon the WASC self-study. Approximately twelve meetings were held. The leadership team generated possible responses to prompts. In January, the work shifted to departments which then responded to each criterion of Chapter IV. The previous action plan and Focus on Learning rubrics were reviewed. While the writing of the self-study was completed by members of the leadership team, staff contributed writing using GoogleDoc.
  2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)

During the fall and winter of 2011-12, the TTHS administration worked with all staff to develop ESLRs and align them with the new Mission and Vision statements. ESLRs were reviewed by the whole staff. The ideas generated were then synthesized by the administration and redistributed to the staff for approval. Also, in the fall and winter of

2011-12, during advisory period, each teacher shared and discussed the ESLRs with all students. The ESLRs are supported by and aligned with the governing board.

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

TTHS reported data for a wide variety of areas including discipline and student achievement. While there was an abundance of data, the analysis that was done was basic. Interestingly, the most in depth analysis was done with discipline data. Current data, through last month, even analyzed the time and location of referrals. The self-study mentions several times in different words that "Tahoe Truckee High School acknowledges that we have a lot of work on becoming a data driven school." (sic) (p.55) However, the self-study also states that the school's use of data has increased and improved since the last self-study. The Visiting Committee noticed a disjoint between some Areas of Strength and Areas of Growth that were self-identified in the five categories of Chapter IV. A number of items appeared as strength/growth issues but were not discussed in the self-study. The Visiting Committee also noticed that a number of Areas of Strength and Areas of Growth issues were also recommended verbatim in the school's previous self-study in 2005. Some may still be applicable after seven years. The Visiting Committee discussed the issue with the Leadership Team and asked whether the self-identified strengths and areas of growth were still valid. The Leadership Team stated they were valid.

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

The school has chosen to focus upon its three goals in its action plan. Goals #1 and #3 are recommendations from the Midterm Visiting Committee Report dated April 29, 2008.

Goal #1: Expand the opportunities for the ELL, socioeconomically disadvantaged and underperforming students to enter into postsecondary education (to include vocational training programs, community college or college).

Goal #2: Redevelop our Response to Intervention (Truckee Intervention Remediation and Enrichment) to be more effective and begin to look at tier 2 and tier 3 Responses to Intervention.

Goal #3: Continue our PLC staff development with common planning time that facilitates training, areas of integration of curriculum, ESLRs, standards, and district alignment. Begin to use data within our curriculum to inform instruction.

## Chapter IV: Quality of the School's Program

### Part A: What Currently Exists (10–20 pages)

Based on the school's self-study and Visiting Committee findings, for each criterion (in the following categories) provide an analytical summary of what currently exists and its impact on student learning:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

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

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

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

Tahoe Truckee High School's vision and purpose are clearly stated through their mission and vision statements. Their mission statement "Tahoe Truckee High provides quality learning opportunities to meet the diverse needs of its students, staff and community," is supported by the school's vision statement and expected school-wide learning results. Tahoe Truckee High School's vision statement is based on high standards, current research, student needs, and supports students in achieving high levels.

Tahoe Truckee High School's purpose is aligned with the Tahoe Truckee Unified School District's mission: "Every student learning every day," as exhibited by its mission and vision statements. The district's mission statement helped to give focus to the TTHS mission and vision statements. There is optimism surrounding the current governing board and staff feels that the board is listening and student focused. There have been many new board initiatives. Communication between the central administration office and TTHS requires improvement. Expectations that provide a path for student achievement are stated through expected school-wide learning results (ESLRs) that have been reviewed and developed during the past year. However, the new ESLRs have not been fully embraced by the staff and there is an overall feeling from staff that the new ESLRs are not as succinct as the previous ESLRs. Since their development, the new ESLRs were shared with the entire staff, students, and parents through print and they were posted throughout the school. To increase student understanding of the ESLRs, teachers have shared the ESLRs with students during the advisory period. Students are expected to be prepared for the 21<sup>st</sup> century by becoming proficient/advanced in four specific domains including Core Academic Subjects, Information Technology and Media, Personal and Life Skills, and High Productivity. Through the

Core Academic Subject domain, the academic standards and their inclusion in the school's rigorous curriculum, further support the school's purpose.

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

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan?

Overall, Tahoe Truckee High School's purpose is aligned with the Tahoe Truckee Unified School District's purpose. The focus on instruction and continuous improvement in the governing board's policies and bylaws support the school's purpose and the achievement of the ESLRs and academic standards. However, the implementation of policies and bylaws to support the school has not been successful; and the implementation of data-driven instructional decisions needs additional work.

Board policies are delegated to the TTHS administration and some staff members. TTHS staff does not have a clear understanding of board policies or whose responsibility it is, other than the school principal's, to communicate those policies to the staff. There are staff feelings of disconnect and varying levels of understanding of board policies.

The single school-wide action plan is created by the TTHS principal and reviewed by TTHS leadership team. It is presented to the governing board on an annual basis in the form of a presentation with opportunity for feedback from the board. Formal action to accept the school-wide action plan is taken by the governing board. Other than weekly district meetings attended by the principal to discuss the single school-wide action plan and its relationship to the district plan, there is no additional monitoring of the single school-wide action plan by the governing board.

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

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

Tahoe Truckee High School leadership and staff currently use DataWise (web-based assessment tool) and Aeries (grading and communication tool) to monitor student achievement; however data use is limited and much more data requires review to improve student achievement. The current use of monthly collaboration meetings, common preps, and informal meetings, have not been successful in allowing subject and grade level teams to focus on reviewing data for student achievement. The district provides two Academic Coaches to the school for teacher instructional support,

however there are misconceptions from school staff regarding the role and purpose of the Academic Coaches.

In the past, the Site Improvement Plan (SIP) was reviewed and monitored by TTHS administration, Site Plan Improvement Coordinator, and the School Site Council on a yearly basis. Currently, the School Site Council is inoperative as noted by several staff members. It was the responsibility of the School Site Council to monitor and measure student progress within the SIP. It is the intention of the Tahoe Truckee High School staff to align the School Improvement Plan with the school-wide action plan for WASC to ensure continuity.

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

Tahoe Truckee High School's hiring practices are guided by the Tahoe Truckee Unified School District's policies, thereby providing the school with qualified staff. TTHS staff is Highly Qualified, SDAIE trained, NCLB compliant, and hold the proper credentials for their teaching assignments. Systems of preparation, induction, and on-going professional development for TTHS staff are sporadic. Previously, new TTHS staff were introduced to the school through a full day of activities including a school tour, barbeque, formal introduction at a staff meeting, etc. However, TTHS no longer introduces staff in this manner and the district no longer hosts induction days for new teachers due to the low amount of turnover in staffing. New teacher induction including the county operated BTSA and CTE TEACH programs are operational on a limited basis. There is not a clear plan for ongoing professional development for TTHS staff. Tahoe Truckee High School staff may participate in the professional development activities provided by the district which are often free of charge to teachers and offer post baccalaureate credit. Other than mandated training by the district such as the Step - Up To Writing training, choice in professional development is at the discretion of the individual teacher. Many staff learn of professional development opportunities from other staff members. To continue training and preparation, the school's staff often takes a proactive stance participating in additional trainings and seminars at their own expense.

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

There is not a clear plan for leadership and staff regarding ongoing professional development that focuses on identified student learning needs for TTHS staff. Leadership and staff do participate in ongoing research and professional development by participating in workshops, conferences, ACSA academies, Doctoral programs, and mentorship programs offered through the county.

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

The human resources at TTHS are in the beginning stages of being utilized effectively. Some staff recognize the strengths in each other and some staff have been matched to specific assignments based on knowledge, experience, or specialty, e.g. math based learning center. There is also a sense of collegiality among the staff evidenced by their willingness to shift students based on their individual needs to staff members who are a better fit for those students.

Material resources including equipment at Tahoe Truckee High School are adequate as noted by staff members and all staff members adhere to the district budget request process. Each department is allocated a dollar amount for the school year and the individual department determines each staff member's budget allocation. Adjustments for individual budget shortfalls are worked out among the staff members in the department to ensure that material needs are met.

Physical resources at Tahoe Truckee High School include the school facility which has been modernized several times. A new gymnasium and cafeteria were built in 2006 along with updates to the science classrooms. The Culinary Arts classroom and Special Education room have been updated to be ADA compliant, and most recently, the Theater improved its sound equipment.

Tahoe Truckee Unified School District is a basic aid district and provides TTHS with its funding. Understanding that this basic aid does not meet the required funding to run all of the school's programs, a strong parental and local community supports the school through the Boosters (Athletics), PTO, TEMPO (music), Measure A (staff and department funding), and Excellence in Education (regional grant) funding.

TTHS is fiscally sound in its operational budget. A yearly audit is conducted which includes reviews of funding, attendance, the independent study program, and all student body accounts. The State Department of Labor also conducts an audit pertaining specifically to work permits that are issued to students.

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

**Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any):**

1. Tahoe Truckee High School's mission and vision statements are student centered and supported by the governing board, staff, and community at large.
2. Parental and community financial support through Measure A and other donations to Truckee High School are extraordinary.
3. Some Tahoe Truckee High School staff have shown commitment to school leadership by participating on the WASC Leadership Team.

4. Tahoe Truckee High School staff is optimistic about their future with a new Superintendent.

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

1. An effective communication process between the governing board/district and Tahoe Truckee High School staff must be implemented to ensure that policies and initiatives are explicitly understood.
2. Tahoe Truckee High School needs to implement school-wide training on the effective review and use of data to be able to make data driven decisions to increase student achievement.
3. The Tahoe Truckee High School Site Council must be reinstated and the School Site Improvement Plan must be created.
4. Tahoe Truckee High School should work with the Tahoe Unified School District to develop an ongoing professional development plan for staff that focuses on identified student learning needs.

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

1. TTHS Self Study Report
2. District and TTHS Mission and Vision Statements
3. Expected School-Wide Learning Results
4. TTHS Leadership Team
5. Staff, parent, and student comments
6. Focus Group A discussion
7. Department meetings

**CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

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

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

Students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards.

Curriculum is developed, reviewed, and updated by each department during department meetings and on an ad-hoc basis, e.g. lunch. The district has formal policies regarding textbook and curriculum adoption and evaluation, and is an ongoing adoption process. There are defined academic standards for each subject area including Career Technical Education as evidenced by course textbooks and course curricula that are standards aligned. Staff has the flexibility in choosing which textbooks/curriculum to use from an approved list. Supplemental materials are at the teacher's discretion. Staff participates in various professional development opportunities and conferences providing them with current educational research and strategies to try out and implement.

Tahoe Truckee High School offers its students a rigorous curriculum as evidenced by the wide range of courses, levels offered within courses, and the number of honors and AP courses that are offered. All students are eligible to enroll in challenging courses and all students with qualifying grades are eligible to enroll in all honors and AP classes.

Tahoe Truckee High School offers its students a relevant curriculum as demonstrated by the use of current events in all subject areas, and specific examples noted such as the Science department using the local area and environment to teach biology.

Integration among disciplines such as the AP English classes editing the 9<sup>th</sup> grade Global Studies research papers proved to be a successful integration among disciplines; however the block schedule makes it difficult for others disciplines to do this type of work. Tahoe Truckee High School offers limited elective and Career Technical Education, providing students with a chance to learn about future career pathways while providing them with real world skills to move on to the workplace.

Tahoe Truckee High School offers its students a coherent curriculum as evidenced by the middle schools and high schools working together through the district textbook and curriculum adoption process. Some departments follow the same course outlines, yet have flexibility with timelines as to when the curriculum is delivered. Articulation between the middle school and within the high school departments helps to avoid unnecessary duplication of content. Some subject areas have created pacing guides aligned with the standards and common assessments while other departments struggle to reach common ground.

Staff understands the different instructional needs of their students, making curriculum accessible to students as evidenced by strategies such as differentiated learning instruction and using like work groups. Some students participate in concurrent enrollment at the local community college giving them the opportunity to take courses that are not offered at the high school as evidenced by the math department working with the college to offer a Statistics course. However, concurrent enrollment as an option for students has not been fully embraced by all staff.

There is not a formal process for conducting follow up studies to track students after graduation which would help to evaluate the effectiveness of the curricular program.

The school-wide learning results are accomplished through standards based learning as evidenced by classroom observations and student work. School-wide learning results

are posted in every classroom and many of the staff members post the daily learning objectives, standards being addressed, and correlating activities on the board in their classrooms. Core standards are the standards that staff have collectively chosen to address through their curriculum as the most important standards for students to accomplish.

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

Tahoe Truckee High School students have a support system including Guidance Counselors and an Advisory period staff member to help prepare students for their academic, personal, and school-to-career goals. Incoming Tahoe Truckee High School students that are in the 8<sup>th</sup> grade participate in a Getting Ready for High School Program and freshman and sophomore students are walked through completing their four year personal learning plan which students keep and a copy is not filed at the school. Previously, the counseling department was able to meet with every 9<sup>th</sup> – 12<sup>th</sup> grade student individually, however with budget cuts and the loss of a Counselor and a Career Tech position, meeting with every student individually has become a challenge. To help meet the needs of students, the school has implemented several grade level group meeting nights to address students needs as evidenced by the 11<sup>th</sup> grade meetings which focus on SAT, ACT, college essay writing, etc.; and the 12<sup>th</sup> grade meetings which focus on college preparation. Seniors meet with their Advisory teacher and counselor to make sure that they fulfill their graduation requirements and receive assistance in program and college selection.

Regarding career goals, Tahoe Truckee High School students have the opportunity to take a career exploration class which is offered as an elective course once per semester and mostly utilized by 9<sup>th</sup> and 10<sup>th</sup> grade students. Pre-technical training for students is offered in a limited and dwindling selection of Career Technical Education courses as evidenced by the master schedule and noted by student and parental concern. Specifically, the loss of ROCP funding and courses is a major concern to staff, students, and parents.

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

Tahoe Truckee High School students are able to meet all the requirements of graduation upon completion of the high school program as evidenced by their 98% graduation rate. The two percent of students who do not meet the requirements for graduation are put on contract during their 11<sup>th</sup> grade year and meet with the alternative school principal to determine their options for attending the alternative school and or independent study. To meet student needs, students may be enrolled at Tahoe Truckee High School, Sierra High (alternative), and Cold Stream (independent study) simultaneously. Staff

recognizes the critical need for a credit recovery system to be implemented to keep students at Tahoe Truckee High School.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

1. Tahoe Truckee High School offers honors and AP courses to challenge students.
2. The school implements a standards-based and aligned curriculum.

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

1. Need additional elective and Career Technical Education pathway options for students
2. Need structured time for departments to solely focus on curriculum development and review

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

1. Master Schedule
2. Classroom observations with objectives, standards, and activities posted
3. Staff, parent, and student comments
4. Focus Group B discussion
5. Department meetings
6. Student work

## **CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

- C1.** To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

Student work samples, CST and CAHSEE scores show that students are engaged in learning experiences that meet standards and are challenging. All students last year passed the CAHSEE. Over the past two years, there have been various remedial opportunities for students who did not pass the CAHSEE as sophomores. Last year, TTHS piloted an APEX online CAHSEE preparatory curriculum. The teachers involved in the piloting did not think the APEX program was a good fit for their students. In addition, one of the math teachers taught quarter long CAHSEE prep classes, 9 weeks for ELA and 9 weeks for math. This year, there is no CAHSEE intervention in place. Teachers believe that some CAHSEE remediation needs to be consistently in place for students who do not pass as sophomores.

Standards are outlined in syllabi, pacing guides, lesson plans and program descriptions. All teachers provide a syllabus to students, post the syllabus online and many teachers also have their syllabus available at Back to School Night. Standards may or may not be posted in the classroom, but teachers feel that learning objectives are clear to students and that teachers are all doing a good job of connecting student learning to real life application. Content areas/departments are at different places in working on pacing guides. The math department for example, has pacing guides and a common assessment for algebra I and geometry and they are working on algebra II and calculus. Within the pacing guide, math has the standards outlined and students have a copy of the pacing guide. The English department (and for at least one assignment in social science), students are required to use Turnitin.com to check for plagiarism and copying of previously published student work. This was put into place with the English department's focus on expository writing. Expectations by teachers are that students will turn in type written work. Teachers have the opportunity to sign their class up for one of the two computer labs or the library computer lab. For students who do not have access to computers at home, the library is available at lunch or after school for individual use. Teachers do not have computers for student use in their classrooms with the exception of ELD, special education and technology electives.

The school's instructional staff differentiate instruction. There are opportunities for strategic student grouping as well as more informal collaborative work among students. Teachers use labs (science), note taking workbooks (math) and iPads (ELD). ELL's are placed based on CELDT data into appropriate ELD classes. Students CELDT 3 and above may have an ELD class coupled with a core language arts at their grade level. The ELD teacher is the department chair for language arts and she is working closely with language arts teachers. The ELD teacher is coordinating with a state expert on English language development long- term intermediate CELDT students. The majority of second language learners at TTHS are CELDT level 3 and 4. The ELD teacher and one academic coach volunteered to write curriculum for an ALD class (academic language development). The district office has been supportive in the development of the EL program. The ELD teacher works with the language arts teachers to support students in mainstream ELA classes. Teachers are willing to modify student work based on ELD teacher recommendation. Students are reclassified annually. There is a before school TIRE class which is a TTHS response to intervention. Students are placed in TIRE when they score below 75% in any core class. A teacher requires a student to attend until their grade raises to 75% or higher. TIRE is from 7:30-7:55 four days a week and every core teacher is available for TIRE as it is part of the regular contract day. If a student chooses not to attend TIRE when it has been assigned, they are given a detention. Students who have multiple classes below 75% attend a different TIRE each day and teachers must have communication when they share a student who is below proficient in multiple classes. During TIRE students can make up missing assignments or receive re- teaching. Resource students and AP/honors students also use TIRE regularly. Many students reported that they attend TIRE even when their grades are all passing. Students and teachers feel positively about the effectiveness of the TIRE period even though instructional minutes were moved from regular class time to create this period. Other opportunities for intervention are Tuesdays and Thursdays

afterschool in the Wellness Center and library. Students overwhelmingly feel that their teachers are available for extra help if they ask.

There are A-G courses in core areas. Many classes have web pages where students can access links, assignments and information if they have been absent, as well as using AERIES for missing assignments and current grades. Students have returned to tell teachers in the math department that they were well prepared for college. ESLRs are posted in classrooms, however many staff feel no ownership for the ESLR's and also feel that ESLR's are too wordy. TTHS staff utilizes the state standards and additionally have identified which essential standards to use for their content areas. Some departments have begun conversation around the common core standards. In the math department, there are common grading practices and agreed upon note taking that supports students as they problem solve easy to difficult equations. There is not a system for pre-testing students, but teachers believe that they know their students' levels and who does not understand the skills being taught. Due to the block schedule, classes move very quickly and sometimes the semester is over before ample time is given to re-teach. Elective classes are only one quarter long. In the language arts department, many opportunities are available to deepen student understanding of complex literary concepts. Instructional strategies include partner and group work. The AP science classes apply their skills and learning in the local community. The social science department has an opportunity for students to role play real life juvenile court cases in lieu of participating in the real juvenile justice system. This is an enormous pooling of resources as it involves a real judge and agreement from the offender that the consequence will be acceptable. This 'peer court' program is an after school extra-curricular activity. The ELD department implements academic instruction to ensure that ELL's meet graduation requirements and performance standards. The foreign language department has Spanish classes levels 1-3 and AP Spanish as well as working to add a 'Spanish for Spanish speakers' course. Incoming freshmen are placed in English 9 or honors English (by 8<sup>th</sup> grade teacher recommendation) and for math, various diagnostic measures are used along with 8<sup>th</sup> grade teacher recommendation.

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

The vocational education department and music department have strong links to the community: networking with businesses, festivals, fundraising. These types of connections keep classes relevant. Staff professional development is an area teachers would like more control over. Professional development topics for early release days are assigned. Teachers have limited opportunities to participate in professional growth partly because of Truckee's location in relation to their county office of education.

Teachers create assignments and learning experiences for all levels. Learning can be project based and sometimes cross-curricular. There are student run activities such

writing for the local newspaper, the annual talent show, ROP video, working on community based projects (specifically in science), real world experiences and technology use to work with all levels of learners. When a student is struggling in a class, a teacher will employ strategies such as talking one on one with the student, calling home, talking to a coach, assigning TIRE class or possibly talking to a counselor. Teachers have become responsible for a weekly advisory class which supplants the TIRE class on Friday mornings. There is not a consensus on how best to use advisory class. Many teachers feel advisory should be once a month. Some teachers are unclear on the process for initiating a student study team meeting and when there has been a student study team meeting, there is no follow up or end result.

In some classes, students are using technology from their personal cell phones. In most classes technology use include iPads, web pages, Google Docs, PowerPoint and specific software to further their learning experience. Teachers are using interactive computers and have graphing calculators in math and scientific calculators in science. Whereas teachers feel that appropriate technology use is important, there is no consistent practice for teaching appropriate use of personal technology and each teacher can decide if they will allow any educational use of personal devices. There is currently not a four year plan for technology, although students who are interested can take elective courses. Each of the core departments designs instruction so students participate in and take responsibility for their own learning, this includes: use of current events, Socratic seminars, round table discussions and mock juries. TTHS teachers are working towards common assessments. Teachers meet on early release Wednesdays for collaboration. Some departments are working across the curriculum. Grade levels have also met as PLC's and there is articulation with the feeder schools. All teachers are challenging students to meet the standards. Non- core departments are working with the same high expectations for all students and also use a variety of strategies and resources. Resource students have a period in the learning center where they receive extra help and they can also take their tests in the learning center. Students are encouraged to use AERIES to check grades on an ongoing basis. Students can access extra help and clarification through the TIRE period. Teacher collaboration has been WASC focused this school year. Administrative changes over the past few years have shifted the focus of teacher collaboration. Teachers begin anew with clarifying objectives and working in new directions with each new site administrator.

### **CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**

#### **Areas of strength for Standards-Based Student Learning: Instruction (if any):**

1. TTHC teachers connect curriculum and learning to their school community and community at large as evidenced by projects in science, music, Spanish, clubs, social sciences.
2. Technology is utilized throughout the school: interactive computers used by teachers, iPads, computer labs and web pages.

3. Students feel comfortable approaching teachers for extra help and feel that the TIRE class is useful.

4. A variety of student groupings are used by teachers: project based learning, partners, informal groups and strategic groups.

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

1. Teachers need to individually and as departments look at formative and summative information and adjust instruction and/or curriculum accordingly.
2. There needs to be clear understanding and use of timelines for completing the work that address common core standards, common assessments and pacing guides.
3. There needs to be clear understanding of instruction in advisory class.
4. ESLR's are not clearly connected to instruction.

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

1. Student Interviews
2. Focus Group Meetings
3. Department Meetings
4. Pacing Guides
5. Common Assessments
6. CST and CAHSEE data
7. TTHS self-study
8. Classroom observations
9. 2010 - 11 Staff Development Minutes

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

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

TTHS does not have an effective assessment process to collect, disaggregate, analyze and report student performance data for all students, to parents and other shareholders of the community as evidenced by the following:

TTHS is in compliance with all state expectations related to the administration of the full battery of state standardized tests, including the California High School Exit Exam (CAHSEE), end-of-course California Standards Tests (CSTs), and the California English Language Development Test (CELDT) for English language learners. The school shares

student performance data from these results with students sporadically during the Advisory period, depending on the desired outcomes of the teacher. From meeting with the Leadership Team, it is evident that CST data is not shared with stakeholders beyond the release of the API score on the school's website.

A program called DataWise (web-based assessment tool) and AERIES (grading and communication tool) are being used to collect and disseminate information on student performance. DataWise houses student CST data, but according to staff, information is not provided in a format that is user friendly. Data analysis, beyond discipline issues and the EL program is not occurring in any meaningful way.

TTHS states that the Site Improvement Plan is reviewed and monitored by the administration and that the School Site Council is responsible for "monitoring and measuring student progress." This statement is not supported by evidence. Discussion with Focus Group A states that the Site Council is currently not in operation. Teachers felt that Site Council participation varied greatly in the past few years, dependent upon on the continually changing administration.

TTHS has seen success with their API scores, seeing the scores rise in the last nine years. The last three years have shown the scores hovering near 800. CAHSEE scores are higher than the state's average. Data disaggregation and analysis is being used to look closely at the achievement gap with the socioeconomically disadvantaged and English learners. The self study demonstrates the staff's acknowledgment of the low performances of ELL and SES students in mathematics and English Language Arts.

Another conclusion drawn from analysis of CST data, as stated in the TTHS Self-Study Report, is the apparent trend that "students perform better in all math CST earlier in their high school career." (sic) CST data also seems to suggest that their math scores are experiencing a general decline, with the exception of Geometry. In numerous conversations with staff at TTHS, it would appear that no analysis of CST data for the general education population is occurring. While some data is available on AERIES, many teachers are unsure of how to retrieve that information. No time is set aside for data analysis, and without clear guidance it may prove futile. Teachers seem to be under the impression that CST data is only useful as a tool for evaluating what students have learned, as opposed to a tool for evaluating curriculum and teaching practices. Mathematics scores are low, but on par with state averages. Conversations have not typically focused on how to improve CST test scores. Block scheduling may be a contributor to low test scores as courses are finished months before the CSTs or, conversely, curriculum isn't far enough along in the spring to adequately address the tested standards.

An interesting use of data collection and disbursement occurs in the spring when the counselors collect data from students for their plans after high school. This information is literally mapped in two different locations on campus. The counseling staff offers grade level group meetings with parents and students annually to ensure a successful path for students. Parents and students are given the opportunity to meet with the counseling staff to make changes and adjustments when a student's goals have

changed. In addition, the advisory staff meets with seniors to verify graduation requirements. Information regarding post-secondary education is informally collected and shared with public through the school's website.

There is a strong partnership with the community's local newspapers as evidenced by students' college admissions being published in the paper.

Professional Learning Communities have recently been instituted in the Tahoe Truckee High School. Under the purview of the PLC, one goal has been to create common assessments across departments. Some departments have finished this process and are using common, standards based assessments. In contrast, it was stated during focus group meetings that some departments are just beginning the conversation about assessment. Implementation of common assessments has been mixed, from full usage, to rejection. Departments using common assessments agree that their teaching strategies and instruction have improved.

Curriculum is standards-based and multiple forms of assessments are being widely used. Mastery of California State Standards is not being specifically measured in the classroom. Benchmark testing, formative and summative assessments, labs, portfolios, presentations, and performances are all used to assess student progress. Student interviews confirm the variety of assessments given at TTHS. Benchmark tests were created by some departments during PLC time. However, the process a department uses to design an assessment is based on the opinion of teachers regarding what is or is not important. There does not appear to be a clear system in place for making decisions regarding what should and should not be assessed.

Students in grades 9 and 11 responded to a Healthy Kids Survey. Parents were also surveyed, and the responses were compiled. The results of these surveys lead to goal creation and timelines. Implementation of these goals is handled by the school's BEST team and Student Safety Committee.

Available to parents and stakeholders with internet access is the school's profile, downloadable as a PDF. This document contains important information such as the school's API score, SAT/ACT scores, future plans of students, and post TTHS college placement. Results of the CEDLT test are shared with parents within 30 days of testing.

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

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

Standards based curriculum is used in the Language Arts and Mathematics programs. EL and IEP students are closely monitored and curriculum is modified as needed. An example of this might be a decreased workload for a struggling student on a particular assignment. ESLRs are not evaluated, although some staff refer to the use of ESLRs in curriculum development. Students interviewed declared that their tests adequately assessed the concepts they have learned in class.

Benchmark testing is used regularly, but it would appear that little data analysis is being done beyond individual students' exams. Students falling behind are referred to TIRE (placement is determined by a grade of less than 75%), but it appears this program is being used mostly for homework completion, and not for re-teaching, or intervention. Student interviews find that the students at TTHS like the TIRE program.

When a student is identified as credit deficient, they are deemed, "at risk," and recommended for alternative education. The process by which a student is placed in alternative education is inconsistent, with the SST process being used only occasionally.

The AERIES program is used to generate grades and allows students, parents and teachers the ability to monitor student progress in courses. EL students are tracked extensively and their growth is monitored, as evidenced by a detailed spreadsheet of student data. The EL department meets monthly to look at classroom, CST and CAHSEE data. It does not appear however, that any long-term data is tracked with the general education population. Students do come up with a comprehensive four-year plan with the counseling staff, but a copy of that plan is not kept in school files.

Some teachers are using the Advisory period to email other teachers about students' CST scores, and to monitor the students' performance in classes as well. While this is not happening consistently, students seem positive about the results when they are being monitored on a regular basis.

- D3.** To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

Towards the beginning of the school year, Back-to-School Night provides an opportunity for teachers to explain their objectives, expectations, grading policies and communication options as evidenced by parent interviews and Focus Group discussions. Syllabi and pacing guides are handed out to each student at the beginning of the year in most departments. Some teachers also use AERIES to post all upcoming assignments. This allows students who are going to be absent to access assignments in a timely fashion.

There appears to be no evidence that an effective process to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school-wide learning results is in place. Comments in several Focus Groups have mentioned the district office "holding onto" CST scores, and not providing relevant, user friendly data. The staff appears to be eager to use specific CST information from the District Office.

- D4.** To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

TTHS states that every teacher has identified core standards and has created assessments to determine a student's mastery of the material. It is still unclear regarding how many departments have finished and implemented this process. Multiple teachers were observed using similar mnemonic devices in mathematics. This provides evidence that the staff is working collaboratively with each other. DSA's (District Summative Assessments) are used regularly in the Math department, but not in any other departments. Based on these assessments, departmental conversation is occurring and students' needs are addressed through staff tutoring, schedule change, and TIRE. Conversations also occur departmentally regarding grading policies, but how many departments are working collaboratively is unclear.

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

**Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

1. EL process of student identification, data analysis, and communication with general education teachers is effective and useful.
2. The use of the AERIES program as a means of communication with parents is well received.
3. API scores remain consistently high, with scores hovering around 800.
4. TTHS publishes student accomplishments in the local papers.

**Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students:**

1. CST data needs to be systematically analyzed and regularly considered when making curricular decisions.
2. Standards based common assessments need to be developed by all departments.
3. Information regarding data driven instruction needs to be shared with key stakeholders.
4. Data needs to be a driving factor in the TIRE intervention classes.
5. Data regarding TTHS performance in math needs to be evaluated as a means of improving math scores.

6. A professional development plan needs to be written based on the needs of students.
7. Teachers need to be provided with appropriate CST data.
8. Advisory goals need to be agreed upon by all staff.

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

1. TTHS Self-Study Report
2. Focus Group interviews
3. Department interviews
4. Student interviews
5. Data spreadsheets
6. Classroom observations
7. Student materials/curriculum
8. Course syllabi

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

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

Based on the school report and Visiting Committee meetings, it is clear that the school leadership at Tahoe Truckee High School employs a wide range of strategies to encourage parental and community involvement, including the teaching/learning process. Many of these strategies involve either committees or community events put together by the school. The school has an ELAC committee that meets once per month to create cohesion with between Latino families and the school. A Socio-Emotional committee was also formed to allow parents to have a voice in discussing the needs of their students with the school. As a result of this committee and their ideas, the SOS (Source of Strength) club was started and has been successful in helping to identify and get assistance for students who are experiencing social or emotional problems. The school has a newly formed PTO organization that staff is excited about, as well as a Booster club. Together, these organizations supply necessary support for athletics and clubs on campus. Parents stay involved with activities at the school by organizing events like Project Grad, a safe and sober event following graduation.

To help ensure that parents and the school community understand student achievement of the academic standards, counselors at TTHS hold student/parent informational

meetings during the fall to go over graduation requirements, college entrance requirements, as well as co-curricular opportunities available to them. TTHS also facilitates a College/Career Night, and Latino College Night with a goal of sharing opportunities available to all students in both the College and Career areas. Teachers communicate regularly with parents through various methods including email, phone calls, and grade checks that parents must sign to ensure that parents know the progress being made by their student. In addition, most staff uses the AERIES online gradebook system which allows parents to log in and check on student progress at any given time. Not all teachers are using this system.

**E2.** To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

TTHS has a number of policies and procedures in place to ensure that the environment is safe, secure and orderly. TTHS has both a school resource officer and adult hall monitor who work in coordination with the Vice-Principal. The resource officer is present 3-4 days per week serving various roles such as conducting welfare checks and student searches. Staff indicates that they would like to see an expanded role for the resource officer. Some suggestions by the staff included increased patrolling around campus, presence in the classroom, as well as becoming more a part of the school culture. The school also has a Safety Committee comprised of administration, teachers, and community members who update maps and emergency response procedures that are then provided to staff members and classrooms. There is also a Safety Committee made up of students only who also review and make recommendations regarding safety procedures after drills. The Visiting Committee had the opportunity to see these procedures firsthand, as there was an actual lockdown, not a drill, during the visit. It was evident that staff and students knew the procedures, and were diligent in their application during the actual lockdown. Two years ago, the school also organized a BEST (Building Effective Schools Together) team to help change the culture of the school. This committee was made up primarily of staff and was very active during the first years of its existence. Both staff and students report that this team does exist, but commitment to it during this school year has been minimal.

Tahoe Truckee High School demonstrates caring, concern and high expectations for students. Many different members of the school staff organize and take part in events such as prom and the Backpack program to benefit all students. All freshmen participate in Challenge Day which helps to immediately identify students who need social or emotional supports. While staff report in the Self-Study that students feel safe at school, statistics from the 2010 Healthy Kids Survey indicate otherwise. Thirty-five percent of juniors and seventeen percent of freshmen reported that they feel safe all the time at school. In addition, thirty-five percent of freshmen and fourteen percent of juniors reported being pushed or hit at school within the last 12 months. Teachers acknowledged this data, and stated a tradition of hazing freshmen has existed at the school. While this is acknowledged and there are supports for students in general, no definitive course of action has been developed based on this data. Communication

between staff, students, and the community has helped shape and grow the culture of the school. TTHS also demonstrates an atmosphere of respect, and professionalism. This is evidenced by the staff's willingness to work together, collaborate on issues, and help whenever needs arise. While there is trust shared between many members of the school certificated and classified staff, trust between staff and school/district administration has diminished in part to the turnover in many administrative positions at both levels.

- E3.** To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success
- E4.** To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

All students at TTHS receive appropriate support along with an individualized learning plan to help ensure academic success. TTHS students are assisted in their class selections by the counseling department and certificated staff. The Counseling Department at TTHS is staffed by two full-time guidance counselors for all grades and one full-time registrar. They assist with all aspects of scheduling, as well as with college applications, scholarships, testing, and college/career information night. The department also provides individual and group counseling for academic and emotional needs. The SOS team and the wellness center are also resources that students may seek out for assistance. The Tahoe Safe Alliance is also used to offer counseling groups dealing with anger management and conflict resolution.

Students are placed in classes that meet state requirements for each grade level and meet the academic needs of the student. TTHS uses a block schedule that has allowed them to complete more coursework and enroll in a greater number of courses during the school year. All students have individualized learning plans that they keep. The school does not retain a copy of this document.

Each core department offers a variety of classes including ten school-wide AP courses and five honors. Through class visitations, it is evident that courses and curriculum are standards based and teachers are focused on using objectives during their lessons. ESLR's are posted in every classroom, but the correlation between the ESLRs and the curriculum is unclear.

The number of electives offered at TTHS has dropped significantly. Sheltered and intervention courses have disappeared from the master schedule. ROP (Career Technical Education) courses have diminished over the past five years as well. The current 4x4 block schedule allows students to complete 320 credits over four years. However, the current graduation requirement at TTHS is 240 credits. These factors result in students completing graduation requirements by the end of their junior year and repeating elective courses, or not attending school full-time.

EL students receive support through the ELD program at TTHS. It offers five different levels of classes. An ELD aide “pushes into” general education classes to provide additional support to students who need it. In addition, every single EL student receives at least 30 minutes of ELD instruction daily for the entire school year. ELD classrooms also have 12 iPads to ignite learning and provide translation software for students.

The Special Education Department offers several different program options for identified students who possess a wide variety of needs. Each student’s educational program is developed at an annual IEP meeting based on student needs. Special education and general education staff collaborate to support the needs of all students with disabilities on campus. Students range from being fully mainstreamed to being served in self-contained environments. Off-site community based instruction and employment is also offered. On-site offerings include four learning center classes, two literacy skills classes, a basic math class and an Algebra 1A class co-taught by a special education teacher and regular education teacher. Life skills and social skills classes are also offered with four sections of Community Based Instruction and four sections of Transitions Skills program.

To assist the classroom curriculum, TTHS has two rooms available for classroom support, the Tech Labs, and the library. The library has a full-time librarian and is open throughout the week. Teachers may reserve the Tech Lab online and request technical assistance.

The staff at TTHS utilizes numerous and varied strategies that promote personalized approaches to learning. Many teachers offer a variety of means of support to help inform the parents and students of class expectations, objectives, and student progress. These range from class web pages, handouts, phone contacts, email, Aeries parent access, and syllabi. Back to School Nights are also held during the first few weeks of each term where teachers explain pertinent class information on expectations, grading, and objectives. Objectives for daily lessons are also posted in classrooms.

Based on student’s individual needs, teachers provide a variety of teaching strategies and support. Every teacher has either a SDAIE or a CLAD/BCLAD certificate. Teachers use group work, individual assignments, projects and technology to reach the entire student body. In addition to these programs, academic coaches were recently added for teacher instructional support. However, there are misconceptions by the teachers as to what the roles of the academic coaches are. Various methods are used to evaluate student progress. The most commonly used are homework, labs, tests, oral and written reports, and class participation. Departments are in various stages of developing pacing guides and common assessments to gather data related to student achievement.

TTHS makes efforts to be proactive in identifying students who may need assistance in the classroom or outside the classroom. Teachers are the first level of support, and then make referrals as necessary if they feel additional support is needed or required. A SMART referral may be used to deal with a problem that may be affecting a student’s

performance and/or behavior. This team works with the student and family to provide basic needs, social-emotional, and academic improvements. Teachers use both TIRE and Advisory for additional academic support. Students appreciate the TIRE period. Both students and teachers question the effectiveness of Advisory in its current state. There is an inconsistency with its design and use depending on the teacher.

Tutoring sessions are also provided by Adventure Risk Challenge (ARC) staff on Tuesdays and Interact students on Thursdays and Fridays. The Student Assistant Center provides academic counseling for all students and parents. Students register on-line annually for the following school year for all four quarters and are presented with a PowerPoint presentation on graduation requirements to help them schedule classes.

When a student is credit deficient, there are several options the school has at its disposal. Students may be placed at Sierra High School, an alternative setting, or enter into Coldstream, the independent study program. Other credit options include Sierra College, Brigham Young University (online), Forest Charter, Coldstream Independent Study, Sierra High School, and Custom Learning Academy. Staff recognizes a need for TTHS to offer a credit recovery program to keep students at the school, but no such program has yet been implemented.

Teachers at TTHS are highly involved with students in curricular and co-curricular events outside the classroom. Teachers are required to do two adjunctive duties, with most being filled by working at athletic events or dances. They also coach, volunteer, help with fundraising, put on spring musicals and plays, build homecoming floats, cater school events, work on nature trails, provide AP study sessions and have yearbook conferences.

There are many opportunities available for students to feel connected to TTHS and to the community. These opportunities are a source of pride for the students, staff, and community and are the heartbeat of TTHS. The school offers 21 clubs, 19 sports teams, a school newspaper, yearbook, leadership, and performing arts opportunities. Students are encouraged to participate in these opportunities. Club meetings are posted daily in the bulletin and on the school webpage. The school held its first Club-A-Palooza event for the student body. The goal was to cultivate a deeper understanding of the clubs and activities offered at TTHS. Every year there is a Fall Play, a Spring Musical, and Talent Show in which many students participate. The school has an active music department with over 50 members who perform in the marching band, jazz band, symphonic band, and pit band. Each year, the band travels to Northern California and plays for retirement homes, veteran facilities, and elementary schools. The Art Department also hosts an annual art show at the school.

Approximately 65% of the student body is on at least one of the athletic teams. Ten teachers coach sports with the rest of the coaches being comprised of active community members. Student athletes are held to high academic standards, having to maintain a 2.0 GPA, and completing required weekly grade checks. No student may participate if they receive an F on these reports. In 2007-2008, students at TTHS won the Academic

Athletic Citizenship Award for the state of Nevada. In 2011, TTHS was awarded academic state champions/all league. TTHS has also won 36 consecutive Varsity football games. Athletes remain involved in community events through working with the boosters club, cooking for the Truckee Home show, and working at the Truckee Rodeo to raise funds for athletics.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**

**Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):**

1. TTHS offers numerous opportunities for student involvement in clubs and athletics.
2. TTHS has multiple avenues for students to receive academic and socio-emotional health counseling through the school and community.
3. The staff, students, and community have worked together through academics, clubs, and athletics to make TTHS a source of pride in the community.

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

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

1. The BEST team needs to become a more active part of school culture.
2. TTHS needs to develop a plan to ensure that freshmen students feel more welcome and safe at school.
3. TTHS needs a clearly defined set of standards and goals for the Advisory period.
4. Intervention and elective courses including Career Technical Education classes need to be added to the schedule.
5. Graduation requirements need to be increased.

## Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

### General Comments:

The Leadership Team of Tahoe Truckee High School are commended for their professional approach in discussions with the Visiting Committee. Their frankness and sincerity went far in assisting the Visiting Committee in its work.

- Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

### Schoolwide Areas of Strength (list numerically)

1. The staff, students and community have worked together through academics, clubs and athletics to make TTHS a source of pride in the community.
2. A capable leadership team has developed through the WASC self study process and is committed to ongoing school improvement.
3. TTHS offers numerous opportunities for student involvement in clubs, activities and athletics.
4. There is a renewed sense of optimism and enthusiasm among staff.
5. Parental and community support through Measure A and other donations to TTHS is extraordinary.
6. The development of pacing guides, common assessments and planning for common core standards has begun.
7. TTHS students are respectful, well mannered and friendly.
8. Significant progress has been made in the identification and academic support of English language learners.
9. The special education department at TTHS provides a highly effective continuum of services to students.
10. The pride at TTHS is evidenced by a clean and well maintained facility.
11. A caring and dedicated staff go above and beyond to meet student needs.

### Schoolwide Critical Areas for Follow-Up (list numerically)

1. A systematic method must be implemented by which standards based student performance data is regularly collected, disaggregated, analyzed, and reported so instructional staff can draw conclusions and modify instruction. This must include regular opportunities for staff to perform this work and must include district, administrative, instructional, and guidance staff.
2. Make site agreements for operational norms for PLC's; the Advisory class and the TIRE program; and, implement the agreements school wide.

3. Implement improved communication practices between Board, district office and site.
4. Based on identified student needs with staff input, TTHS will implement a minimum one year staff development plan with clear timelines and objectives.
5. Increase the number of credits needed for a high school diploma at TTHS.
6. Additional elective, intervention, and Career Technical Pathway (ROP) classes must be offered for students.

### **Chapter V: Ongoing School Improvement (1–2 pages)**

- Include a brief summary of the schoolwide action plan
1. Expand the opportunities for the ELL, socioeconomically disadvantaged and underperforming students to enter into postsecondary education (to include vocational training programs, community college or college).

Rationale: TTHS recognizes that SED student population has grown over the last few years and with the state of the economy it appears that it will continue to grow. In addition, TTHS wants to continue to close the achievement gap.
  2. Redevelop our Response to Intervention (Truckee Intervention Remediation and Enrichment) to be more effective and begin to look at tier 2 and tier 3 Responses to Intervention.

Rationale: Varying degrees in success in our current response to intervention model indicates that it is being used more for homework help rather than targeted intervention/enrichment model as originally designed.
  3. Continue our PLC staff development with common planning time that facilitates training, areas of integration of curriculum, ESLRs and standards, as well as use data to inform instruction.

Rationale: Through our self-study findings, we have identified the need to continue our PLC development with emphasis on integrating curriculum, ESLRs and standards, as well as use data to inform instruction.
  4. Continue to strengthen student wellness initiatives that are researched based to address the social, emotional, and physical health of our students and community.

Rationale: The California Healthy Kids Survey indicates a need to focus on student's social and emotional well-being.

- Comments on the following school improvement issues:
  - ✓ Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up
    - ♦ Do the action plan sections address the critical areas for follow-up?
    - ♦ Will the action plan steps enhance student learning?
    - ♦ Is the action plan feasible within existing resources?
    - ♦ Is there sufficient commitment to the action plan, schoolwide and system-wide?
  - ✓ Existing factors that will support school improvement
  - ✓ Impediments to improvement that the school will need to overcome
  - ✓ Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The members of the Leadership Team at Tahoe Truckee High School were credible, frank, and realistic regarding the status of the school program. Meaningful dialogue occurred between the Leadership Team and the Visiting Committee. The action plan items are appropriately developed. They are feasible and will enhance student learning.

The Visiting Committee views Tahoe Truckee High School's challenge quite simply:

Are the school and the school district, in a time of diminishing resources, willing to agree to come together and find solutions to tough issues; and is the school committed to implementing those agreed upon solutions?

With declining enrollment, resulting staffing reductions, and a need for consistent assistance and guidance from the district, significant impediments exist. The Visiting Committee is concerned about the school's commitment to carrying out action plan items. However, the Visiting Committee believes that an opportunity is available to accomplish this imperative work. The Visiting Committee sensed a renewal of optimism and enthusiasm upon the arrival of the new superintendent. A credible and knowledgeable Leadership Team is in place. There appears to be a desire by a significant number of the Tahoe Truckee High School staff and the entire Leadership Team to work together.

The follow-up process the school intends to use may result in the accomplishment of the schoolwide action plan. Much depends on the commitment of the staff and the district to this process.