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# Tahoe Truckee High School

## Administration

Dr. David Putney, Principal

Grant Steunenberg, Assistant Principal

*11725 Donner Pass Road  
Truckee, CA 96161*

**Phone:** (530) 582-2600 **Fax:** (530) 582-2616

<http://ths.ttusd.org/>



## **TAHOE TRUCKEE HIGH MISSION STATEMENT**

Tahoe Truckee High provides quality learning opportunities to meet the diverse needs of its students, staff and community.

## **TAHOE TRUCKEE HIGH SCHOOL VISION**

Tahoe Truckee High School is a learning community that offers students rigorous curriculum through collaborative teaching. Students are encouraged to challenge themselves in their academics and in extra-curricular activities. Our school community is actively involved and supportive of our students' social and cultural growth as life-long learners. We believe students at Tahoe Truckee High School come to school as special human beings, unique in their own physical, social, intellectual and emotional development. We believe that students have the right to an environment:

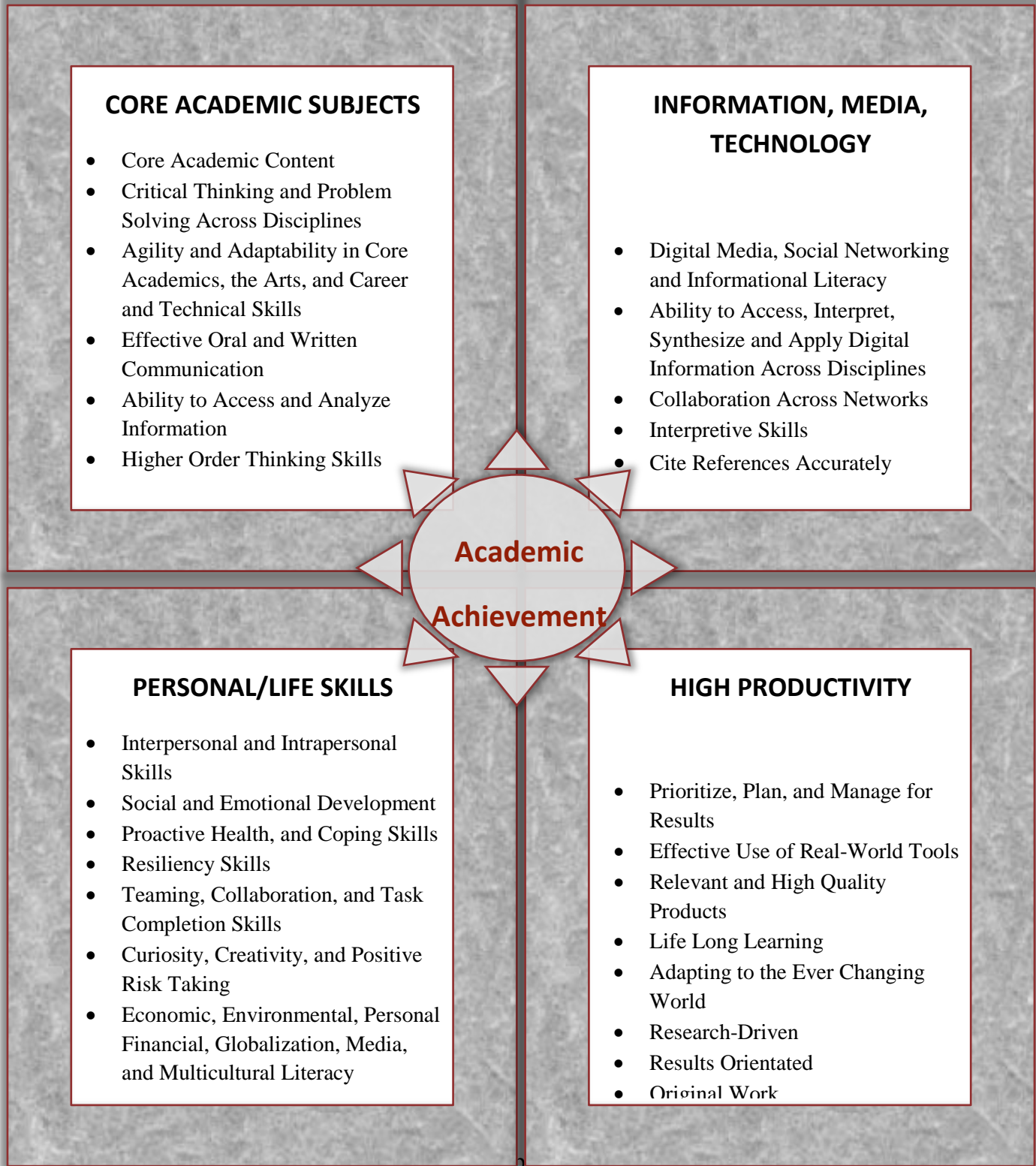
- That encourages student development through a rigorous, relevant, and relationship based learning opportunities
- That is safe, clean and drug free.
- That celebrates social, emotional, academic, and athletic achievement.
- Where people are treated equally, fairly, respectfully and courteously.

To ensure these rights, students will be encouraged and supported to...

- Develop into responsible global citizens.
- Reach their full potential.
- Strive to acquire an understanding that learning is life long.
- Achieve academic excellence.
- Develop skills necessary to participate successfully in society as responsible citizens with character and integrity.
- Stand for integrity, honesty, and ethical treatment of all
- Be partners in the learning process and take responsibility for themselves and their learning.

## **EXPECTED SCHOOLWIDE LEARNING RESULTS**

All Tahoe Truckee High School students will be prepared for the 21<sup>st</sup> 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.



# Tahoe Truckee Unified School District 2011-12

## **District Administration**

Dr. Robert Leri, Superintendent

Mr. Steve Dickenson, Assistant Superintendent, Finance

Vacant, Executive Director, Human Resources

Mr. David Curry, Director, Educational Services

Mrs. Cyndy Spano, Director Business Services

## **Board of Trustees**

Kim Szczurek, President

Randy Hill, Clerk

Kirsten Livak, Member

Dianna Driller, Member

Gaylan Larson, Member

“Every Student Learning Every Day”

## Staff Members by Focus Group

### Leadership Team

David Putney, Principal  
Logan Mallonee Academic Coach  
Brian Kehoe, Academic Coach  
Jessica Jacobs, WASC Chairperson and Social Studies Chair  
Eniko Kuch Mathematics Chair  
Rachael Kuttel Special Education Teacher  
Kathryn Markovchick, Special Education Teacher  
Marlene Bohlman, Special Education Teacher  
Kirby Reed, Science Chair  
Carolyn Keigley, Fine Art/Vocational Chair  
Megan Rosenblatt, English Chair

### Focus Group A ~ Vision and Purpose

David Putney, Principal  
Brian Kehoe, Academic Coach  
Logan Mallonee, Academic Coach  
Kathryn Markovchick, Special Education Teacher  
Rachael Kuttel Special Education Teacher  
Marlene Bohlman, Special Education Teacher  
Grant Steunenberg, Assistant Principal

### Focus Group B ~ Curriculum

Jim Jackson, Teacher  
Paul Smith, Teacher  
Chris Close, Teacher  
Jennifer Evers, Teacher  
Patti McCaffery, Teacher  
Jessica Jacobs, Teacher  
Alicia Guzman, Teacher

### Focus Group C ~ Instruction

Eniko Kuch, Teacher  
Jill Zapata, Teacher  
Abby Cerino, Teacher  
Renee Weller, Teacher  
Erika Murphy, Teacher  
Sue Lowder, Teacher  
Mark Brady, Teacher  
Lisa Furr, Teacher  
Carolyn Keigley, Teacher

### Focus Group D ~ Assessment and Accountability

Nik Fertitta, Teacher  
Margi Seehuetter, Teacher  
Bob Shaffer, Teacher  
Craig Anderson, Teacher  
Kathy Tallant, Teacher  
Tricia Padden, Teacher  
Megan Rosenblatt, Teacher

### Focus Group E ~ School Culture

Val Fletcher, Teacher  
Kirby Reed, Teacher  
Jennifer Smith, Teacher  
Dana Pomeroy, Teacher  
Cecily Merriman, Attendance Secretary  
Melissa Valentino, Registrar  
Jane Torrasan, School Monitor  
Rachel Falk, Counselor  
Grant Steunenberg, Assistant Principal

**Visiting Committee**  
**April 30 - May 3, 2012**

Mr. Bill Zeller, Chair  
Director of Program Evaluation (Retired)  
Yuba City, CA

Mr. Jason Armstrong  
Teacher  
Corning, CA

Mrs. Rikki-Lee Carey  
Teacher  
Cedarville, CA  
Ms. Kara King  
Special Education Teacher  
King City, CA

Ms. Michelle Oliveria  
Education Program Consultant  
Fair Oaks, CA

## Tahoe Truckee High School Staffing

### Staffing By Department

#### Social Science

Anderson, Craig

M7 **Math**

Cerino, Abigail

210

Jackson, James

M1

Fertitta, Nik

103

Kuch, Eniko

M10

Jacobs, Jessica

209

Laroche, Diane

205

#### English

Murphy, Erika

213

Brady, Mark

M4

Pomeroy, Dana

208

Greene, Rick

M2 **PE**

Mooney, Pat

M8

Ivens, Josh

GYM

Parmeter, Jill

207

Merriman, Mike

GYM

Stefani, Annie

207

Shaffer, Bob

GYM

#### Voc Ed/Fine Arts

Driscoll, James

WS/200

#### Science

Lowder, Sue

SL2

Evers, Jennifer

M3/101

Reed, Kirby

107

Green, Dave

MR

Smith, Paul

108

Keigley, Carolyn

100

#### Special Education

Halvorsen, Jon

200

Bohlman, Charlotte

M6

O'Farrell, Rory

TV

Fletcher, Val

211

#### Foreign Language/ELD

Guzman, Alicia

206

Furr, Lisa

Off  
Campus

Rosenblatt, Megan

202

Gannon, Kitty (Thurs. &  
Fri.)

204

Sehuetter, Margi

214

Kuttel, Rachel

105

Markovchick, K

104

Smith, Jennifer

106

## **Classified Staff**

Avalos, Heidi

Battaglia, JoAnna

Cardoza, Patty

Foster, Evelyn

Hambrick, Tiffany

Harvery, Danielle

Heckendorn, Scott

Merriman, Cecily

Morales-White, Angie

Ramirez, Liz

Sarabia, Clemente

Torasson, Jane

Valentino, Melissa

Visconti, Christina

White, Chris

Wright, Lisa



## **The Self Study Process at Tahoe Truckee High School**

Tahoe Truckee High School has undergone an extraordinary amount of changes since the last full WASC self study. Several of these changes are a result of budget shortfalls from the state, staff reductions, and declining enrollment. In addition, Tahoe Truckee High School has been led by four different principals. As a result, we have experienced a dramatic loss of continuity and consistency. We have used this self study as a tool to reinvigorate our school and to set a course for school renewal.

In 2010-11, the new principal requested an extension of our accreditation due to the excessive changes and instability of the school. An extension was granted and we embarked upon our self-study. The first task was to attend to our Mission and Vision, which we redrafted in the spring of 2011. During the fall and winter of 2011-12 the Tahoe Truckee High School administration worked with all staff using the Wednesday collaboration meetings to develop the Expected School Learning Results (ESLRs), in order to align the vision and mission statements and to develop our full self study.

The staff at Tahoe Truckee High School has a strong history with the WASC process. The past practice included a lead teacher directing the process with teacher participation through committee work.

The average teaching experience as reported in 2011-12 is 20 years and average teaching time in the district is 16.5 years. Since the last WASC self-study Tahoe Truckee High School has reduced its teaching staff by 11 FTE. These reductions have hampered our school's ability to develop and attend to the previous WASC self study's action plan.

This spring 2012, we are anticipating lay-offs to our staff based on the current state economic forecast, declining enrollment, and district budget reductions. Tahoe Truckee High School is anticipating as much as 3 FTE reductions across the school. Our district is currently preparing the seniority list, which will be used to determine layoffs.

Since the last visitation the school has addressed several of the key recommendations that include the following:

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

These areas of growth will be addressed in detail later in our self study.

Between the fall of 2009 and 2011, the WASC Chair, Assistant Principal and previous WASC Chair attended one of the all day WASC in-service trainings provided by the Sacramento County Office of Education. Our primary goal of the self study is to continue the work that was already in progress and to use the self study activities to assess our progress toward improving student achievement. We were diligent in including all stakeholders, students, parents, certificated staff, classified staff, and the administration. All stakeholders helped with the analysis and identified our strengths and areas for improvement in the process.

Chapter I  
Student/Community Profile  
and  
Supporting Data and Findings

# Chapter I

## Student/Community Profile and Supporting Data and Findings

### School Profile

Tahoe Truckee High School is located in the town of Truckee. Truckee is located in the Sierra Nevada Mountains and is 100 miles east of Sacramento along the interstate 80 corridor. Truckee’s closet urban neighbor is Reno, Nevada, 40 miles to the east.

The population of Truckee is 15,864 people and includes 5,149 households, and 3,563 families residing in the town. Since the 1990’s the town has seen rapid growth and peaked in 2008 at 15,864. The project 2010 census includes a decrease in year round residents. The population stratification includes 28% are under age 18, 7% ages 18 to 24, 36% from age 25 to 44, 24% from age 45 to 64, and 6% who are age 65 years of age or older.

The table below illustrates the ethnic make up or the town of Truckee.

|                   |        |
|-------------------|--------|
| African Americans | .59%   |
| Native Americans  | .87%   |
| Asian             | .17%   |
| Hispanic          | 12.79% |
| Pacific Islander  | 7.57%  |
| Other Races       | 2.16%  |
| White             | 88.39% |

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

|                   |       |
|-------------------|-------|
| African Americans | .8%   |
| Native Americans  | .2%   |
| Asian             | .9%   |
| Hispanic          | 25%   |
| Pacific Islander  | 0%    |
| Other Races       | 0%    |
| White             | 72.4% |

Tahoe Truckee High School is located in the small rural town of Truckee, California located just north of Lake Tahoe. The high school opened in 1951 and is one of the two comprehensive high schools within the Tahoe Truckee Unified School District. Since the last WASC visit, the building continues to go through extensive expansion that includes a new cafeteria and gymnasium. In 2008, the school district went out for a bond measure that was defeated with a narrow margin. If it had passed, Tahoe Truckee High School would have been modernized to include a new athletic facilities, administration facilities, and technology classrooms. The district plans to return to the local community in future years and seek a bond for these plans.

The staff of Tahoe Truckee High School 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. The average number of years teachers have taught at Tahoe Truckee High School is 23 years. All core-certificated teachers are considered highly qualified as defined by NCLB.

Tahoe Truckee High School is a college prep traditional high school. We offer general education, honors, and AP courses and complete A-G offerings. In addition, we have a formal Response To Intervention program. Within our school we offer 17 varsity sports and a variety of student clubs.

Tahoe Truckee High School is on a four x four block schedule, with each class meeting everyday of the week. Each class is at least 85 minutes long. Each full time teacher teaches three periods and has one period as a prep period. Since our last WASC visit our local board of education required Tahoe Truckee High School to implement Response to Intervention within the main instructional time of the day. In doing so, each class period had to be reduced by 10 minutes to accommodate the time for RTI. At Tahoe Truckee High School the school titled the period as TIRE or Truckee Intervention and Remedial Enrichment. The 2009-10 school was the first year of implementation. This year we organized the RTI to be Monday-Thursday at 7:30-7:55 prior to the first period starting. The staff recognizes the need for RTI at the same time advocates for more core instructional time with fewer distractions.

Staff participated in Wednesday collaboration meetings to develop the Expected School Learning Results (ESLRs) and their alignment to the vision and mission statements. This past year the staff reflected on the vision, mission and ESLRs and revised it to reflect the conversations in which the Tahoe Truckee staff engaged. The vision and mission perhaps provides the best picture of who we are as a school.

Parent Education Level at Tahoe Truckee High School illustrates a relatively high level. In addition, this has been consistent over the last 5 years. This high level of education may be one of the contributing factor for the interest in parent participation that TTHS experiences.

## 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 |
|------------------|-------------------|---------------|--------------------|--------------------|---------------------------|--------------------|
| <b>2007-2008</b> | 40/5%             | 89/11%        | 170/21%            | 200/25%            | 163/20%                   | 76/9%              |
| <b>2008-2009</b> | 46/6%             | 92/11%        | 183/23%            | 203/26%            | 154/20%                   | 64/8%              |
| <b>2009-2010</b> | 57/7%             | 104/14%       | 175/23%            | 202/27%            | 138/18%                   | 26/3%              |
| <b>2010-2011</b> | 47/7%             | 100/14%       | 139/21%            | 193/29%            | 132/20%                   | 12/2%              |
| <b>2011-2012</b> | 58/9%             | 94/15%        | 124/20%            | 194/31%            | 118/19%                   | 21/3%              |

### **TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT** **MISSION STATEMENT**

Every Student Learning Everyday

### **TAHOE TRUCKEE HIGH MISSION STATEMENT**

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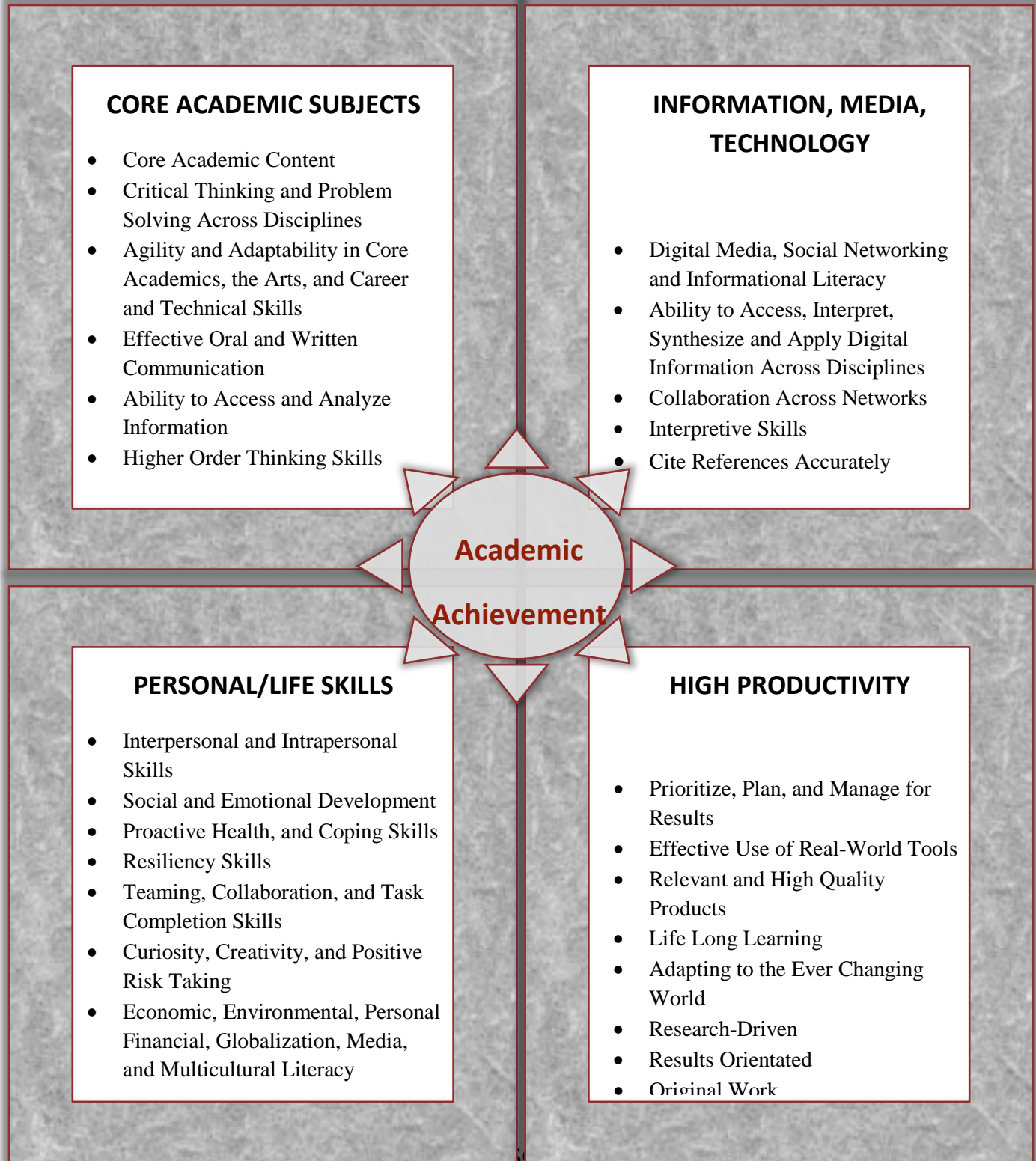
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- Be partners in the learning process and take responsibility for themselves and their learning.

## EXPECTED SCHOOLWIDE LEARNING RESULTS

All Tahoe Truckee High School students will be prepared for the 21<sup>st</sup> 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.



The Vision defines what we want as our outcomes for students, and the Mission is our set of agreements about how we will get there as a school. The Mission was developed to reflect the professional learning community model. For example, on a regular basis our teachers collaborate in department and grade level teams. Within this structure, our staff is working to institute common grading, common assessments and to create equity for the varied learning needs of our student population.

Our Expected Schoolwide Learning Results (ESLRs) are of equal value to the Vision and Mission statements. The ESLRs define the characteristics of our vision of what we are trying to create. In other words, the ESLRs reflect why we teach the standards, what students should be able know, and be able to do when they graduate Tahoe Truckee High.

## Community

Founded in 1950, Tahoe Truckee High School is a member of the Tahoe Truckee Unified School District. The Tahoe Truckee Unified School District encompasses the communities of Truckee, Tahoe City, Tahoe Vista, Kings Beach, Tahoma, Donner Summit, and encompasses 756 square miles. The district is comprised of 11 schools serving more than 3,700 students in Kindergarten through Grade 12.

Tahoe Truckee High School is located in the rural town of Truckee and is approximately 40 miles west of Reno NV. The school is known for its focus on athletic accomplishments and high academics. The school has been remodeled several times since it opened in 1950. Most recently, a new gymnasium and cafeteria were added in 2006.

The Town of Truckee and the Tahoe Truckee Unified School District entered into a joint agreement between the school and town. This agreement allows for joint usage of the high school facility and their park and recreation facilities. In addition, the school's facilities are open for community rental and events. These events include but not limited to, church services, Antique Show, Home Show, and Arts for the Schools.

We are extremely grateful for a strong parent community that supports students through a variety of groups that include Wolverine Boosters, TEMPO (Music Boosters), Measure A, and Excellence in Education. These organizations support our school with specific grants, donations, and annual funds to pay for teachers, materials, and activities.

## Socioeconomic Status

Tahoe Truckee serves the entire spectrum of economic status. The chart below displays the percent of Tahoe Truckee High who qualify for the Reduced Lunch Programs. This is a federal program administered by the US Department of Agriculture. Families must apply for this each school year. Reported parent education levels and free or reduced price lunch status define

student socioeconomic status. Families are made aware of the program and receive information in the annual student registration packet and information on the district website.

| Enrollment of Demographic Groups |         |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|---------|
| Student Group                    | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| Total Enrollment                 | 813     | 782     | 802     | 750     | 674     |
| Low Socio-Economic               | 90      | 133     | 143     | 171     | 165     |
| Hispanic                         | 161     | 160     | 170     | 171     | 159     |
| English Learner                  | 96      | 89      | 93      | 75      | 65      |

### Enrollment

Tahoe Truckee High School’s community is changing. Over the last 5 years TTHS’s English Langue Learners and Low Socioeconomic students have nearly doubled. As a result, the school has worked hard to alter its program to meet the needs of the community. The demographic make-up of the student population is beginning to reflect the other schools in our district. As a result, our district is exploring allocating Title I funds to the school in future years.

#### Enrollment at TTHS

| Student Group    | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
|------------------|---------|---------|---------|---------|---------|
| Total Enrollment | 813     | 782     | 802     | 750     | 674     |

### School Financial Support

The Tahoe Truckee Unified School District is a Basic Aid District. As a result, we have more funds per student than the state allocation. The current rate of funding per student district wide is \$12,456. In addition, we have a local Measure A that brings in an annual 4.5 million dollars to supplement our school programs. Specifically at Tahoe Truckee High School we receive 4.4 FTE allocations from Measure A.

During the 2010-11 school year, TTHS received the following funds:

|           |                             |
|-----------|-----------------------------|
| MEASURE A | \$655,828 (See below)       |
| LOTTERY   | \$14,269 (Materials)        |
| EIA       | \$32,962 (ELD Program)      |
| SLIB      | \$55,750 (Department Funds) |
| ROP       | \$13,429 (Materials)        |

Tahoe Truckee High School receives Measure A funds. These funds are to support extra academic courses that directly enhance the student population. Specifically TTHS receives 5.338 FTE. On an annual basis the principal identifies which sections to fund using the 5.338 FTE. The primary focus is to increase AP, and Honors courses. The chart below illustrates the current assignment of Measure A funds.

| 2011-12                             |
|-------------------------------------|
| Allocations for Measure A           |
| AP Calculus - 2 sections= .667      |
| Honors English - 2 sections = .677  |
| AP US History- 2 sections = .667    |
| Advanced Chem.- 2 Sections = .667   |
| Advanced Physics- 2 sections = .667 |
| Spanish 4- 1 sections =.334         |
| Jazz Band- 1 sections =.334         |
| AP Biology - 2 section=.667         |
| AP Physics - 2 section=.667         |

The Wolverine Boosters helps fundraise approximately \$50,000 annually to help maintain our athletic, clubs, and student programs. Individual parent contributions also help to support various classroom programs. TEMPO (the music boosters club) raises on an annual basis around \$5,000 for our music program. More importantly they have secured donations that included over \$100,000 worth of sound equipment that was installed into our auditorium in the winter of 2011.

### Attendance at TTHS

Tahoe Truckee High School’s student attendance maintains approximately 93% or greater on a regular basis. The following chart illustrates the pattern of student attendance. This data suggests that there isn’t the urgency to maintain a high level of attendance. TTHS’s attendance is below the state average for similar schools. This may be as a result of being a Basic Aid district.

| Month | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | 11/12 |
|-------|-------|-------|-------|-------|-------|-------|
| 1     | 96.35 | 96.95 | 96.68 | 94.01 | 96.65 | 96.62 |

|       |       |       |       |       |       |                   |
|-------|-------|-------|-------|-------|-------|-------------------|
| 2     | 94.29 | 95.85 | 95.25 | 95.90 | 95.87 | 94.62             |
| 3     | 93.39 | 95.49 | 94.73 | 96.21 | 95.12 | 94.68             |
| 4     | 92.00 | 92.54 | 93.87 | 94.29 | 93.97 | 95.08             |
| 5     | 92.75 | 93.85 | 94.05 | 94.55 | 94.76 | 95.30             |
| 6     | 91.05 | 96.33 | 94.47 | 93.50 | 94.29 | N/A               |
| 7     | 91.82 | 98.12 | 92.98 | 93.44 | 93.30 | N/A               |
| 8     | 92.12 | 98.56 | 91.72 | 93.29 | 93.89 | N/A               |
| 9     | 94.06 | 99.62 | 93.87 | 93.45 | 93.90 | N/A               |
| 10    | 94.61 | 99.67 | 94.20 | 93.84 | 95.35 | N/A               |
| 11    | 93.00 | 99.68 | 94.65 | 97.88 | 96.56 | N/A               |
| Total | 93.24 | 96.97 | 94.22 | 94.58 | 94.88 | 95.30             |
|       |       |       |       |       |       | Up to<br>01/01/12 |

TTHS refers truant students to SARB. Below illustrates our most up to date data. In the school year 2006-07 and 2008-09 TTHS has no data available.

| Letters Sent             | 07/08 | 09/10 | 10/11 | 11/12            |
|--------------------------|-------|-------|-------|------------------|
| 5 Day Excessive Excused  | 42    | 53    | 93    | 134              |
| 10 Day Excessive Excused | 12    | 46    | 60    | 31               |
| SARB 1                   | 28    | 36    | 66    | 75               |
| SARB 2                   | 8     | 24    | 26    | 24               |
| SARB 3                   | 4     | 9     | 14    | 8                |
| SARB 4                   |       | 2     | 6     | 4                |
| Active                   |       | 2     | 2     | 2                |
|                          |       |       |       | As of<br>2/15/12 |

### Staff Demographics

Tahoe Truckee High School has a long-standing staff. The majority of teachers have been

teaching in TTUSD for over 20 years. The chart below illustrates the longevity of the staff within the district (teacher surveys).

|            |            |             |             |             |
|------------|------------|-------------|-------------|-------------|
| 1-5 years  | 6-10 years | 11-15 years | 16-20 years | 20 plus     |
| 5 teachers | 3 teachers | 3 teachers  | 2 teachers  | 22 teachers |

The following chart illustrates the years of service at Tahoe Truckee High School (teacher surveys).

|            |             |             |             |             |
|------------|-------------|-------------|-------------|-------------|
| 1-5 years  | 6-10 years  | 11-15 years | 16-20 years | 20 plus     |
| 5 teachers | 12 teachers | 5 teachers  | 3 teachers  | 10 teachers |

In addition, all of our teachers are Highly Qualified as defined by No Child Left Behind and meet the state requirements. All of our teachers are credentialed in the subject matter to which they are assigned.

### Academic Test Results

Tahoe Truckee High School adheres to California Department of Education and the US Department of Education. Below is a brief excerpt from the California Department of Education’s Parent Handbook on Accountability:

*The primary goal of California’s Accountability Progress Reporting (APR) system is to measure and report the academic success of California’s nearly 10,000 public schools in over 1,000 school districts and local educational agencies (LEAs). The system includes three major components:*

*The Academic*

*Performance Index (API) Report*

*The Adequate Yearly Progress (AYP) Report*

*The Program Improvement (PI) Report*

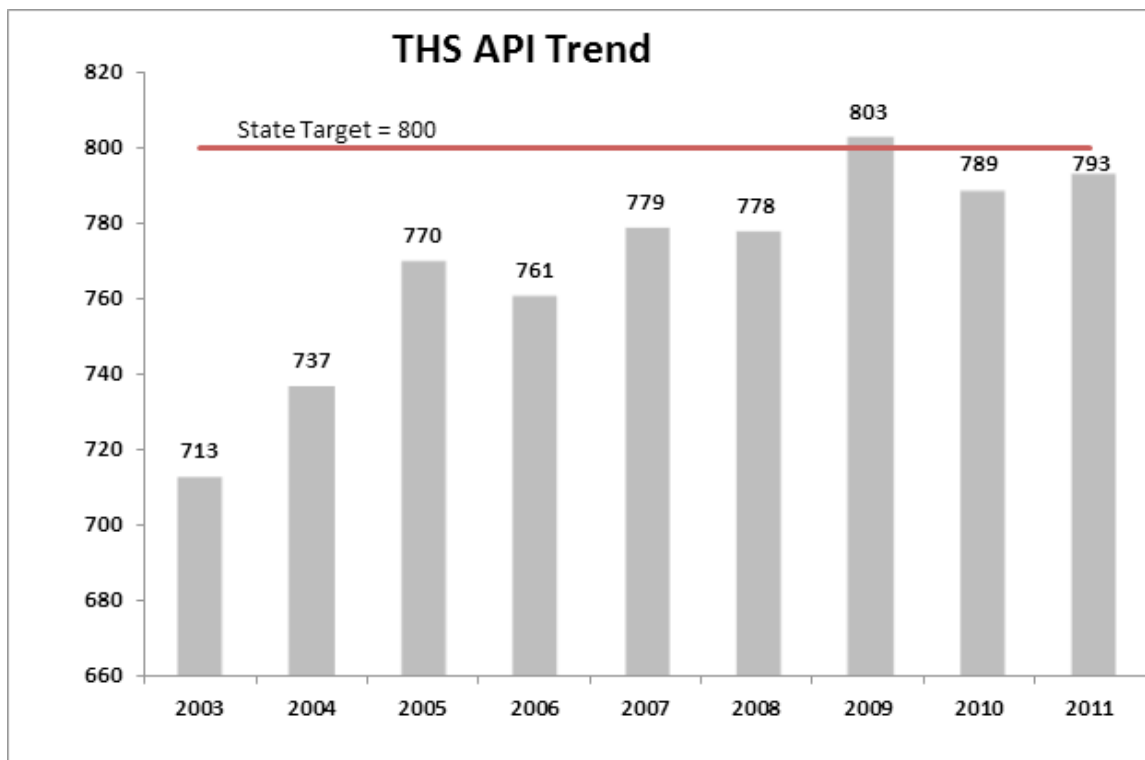
*The California Department of Education (CDE) prepares these reports on each school, school district, and LEA. The reports are available on the CDE APR Web page at <http://www.cde.ca.gov/apr/>.*

*Schools Accountability Act (PSAA) of 1999. This report shows how much a school is improving from year to year based on its API. A school’s API is a number that ranges from 200 to 1000 and is calculated from the results for each school’s students on statewide tests. The state has set 800 as the API target for all schools to meet. Schools that fall short of 800 are required to meet annual growth targets until that goal is achieved. API targets vary for each school. The annual API growth target for a school is 5 percent of the difference between the school’s API and the statewide performance target of 800 with a 5 point minimum. Schools that meet or exceed an 800 API are expected to maintain that level of achievement and to continue working to improve the academic performance of all students.*

The AYP Report is required by the federal Elementary and Secondary Education Act (ESEA). This report shows how well schools and school districts are meeting common standards of academic performance, as measured by whether the school or school district makes AYP. Required AYP targets increase yearly until 2013-14 when all schools must have 100 percent of their students performing at or above the proficient level on statewide tests. By law, all California schools and school districts receive annual AYP results.

### Academic Performance Index (API)

Tahoe Truckee High School's API has grown over the last 9 years. Since 2003, TTTHS's API has grown an average of 10 points each year. The state's expectation is that we would grow at least 5 points annually. The last two years, TTTHS 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.



### Adequate Yearly Progress (AYP)

Tahoe Truckee has an excellent history of reaching AYP. We have met AYP every year in all areas since our last WASC self-study (2006).

### Graduation Rates

Tahoe Truckee High School has a strong history of graduation rates. Below is a chart illustrating our last three years of graduation rates. In addition, when students are at risk of not graduating they are referred to our two alternative high schools. Cold Stream Alternative is an independent study school and Sierra Continuation High School works with students who are credit deficient. Both of these schools are model programs with a strong success rate.

|         |         |         |
|---------|---------|---------|
| 2007-08 | 2008-09 | 2009-10 |
| 98.22   | 95.85   | 98.39   |

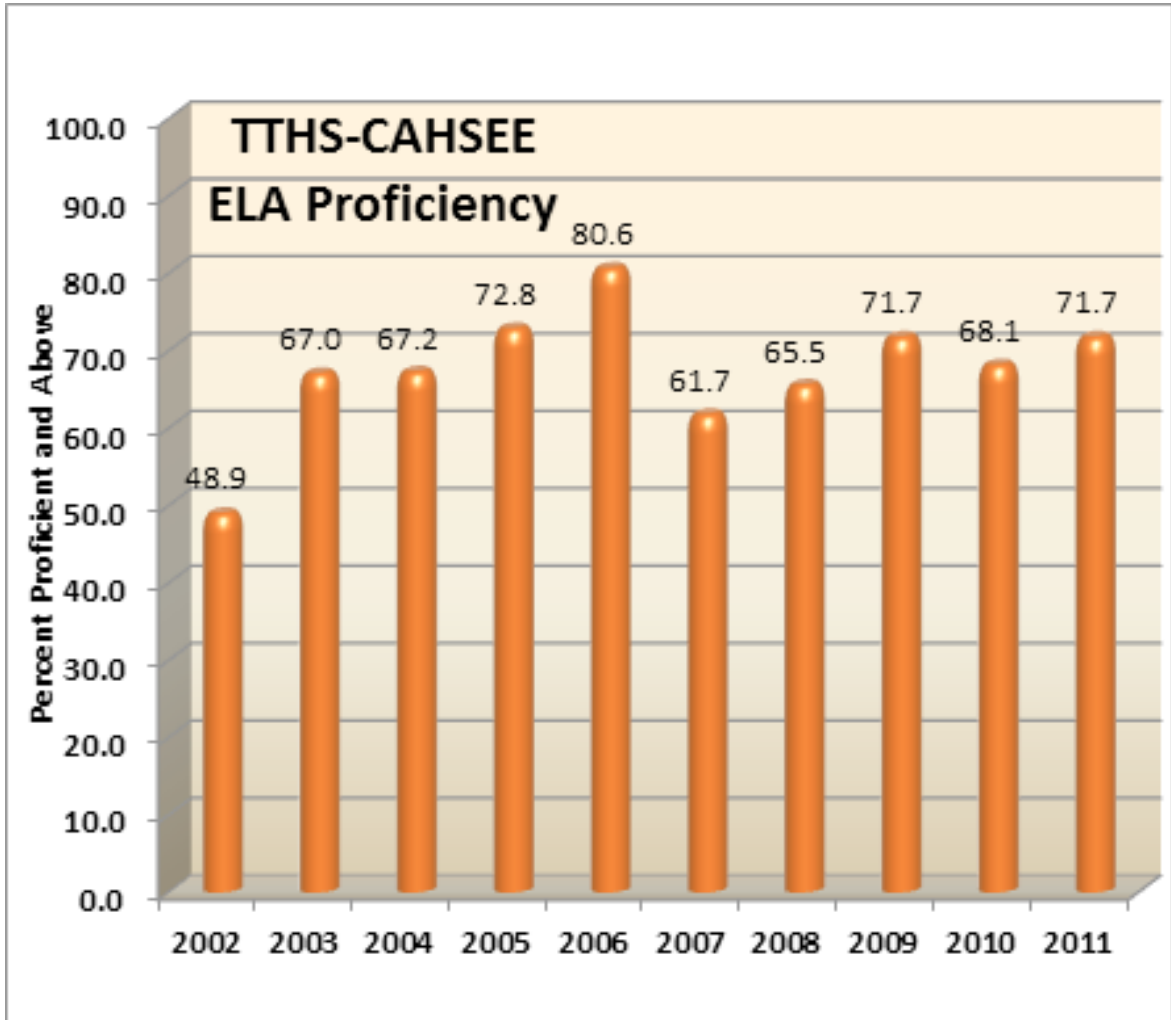
### Program Improvement (PI)

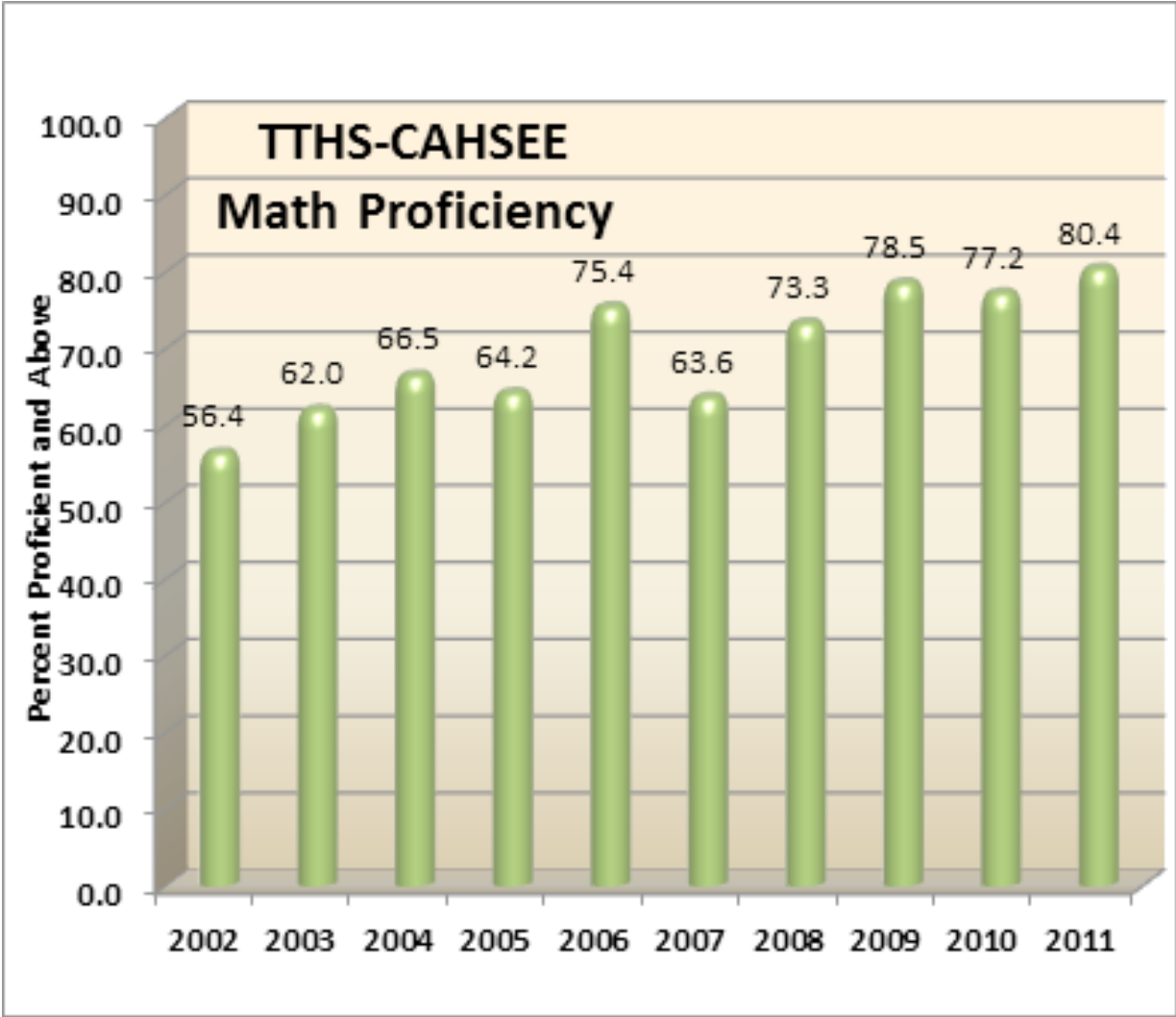
Tahoe Truckee High School does not receive Title I funds and as a result, we are not held to the PI standard. Below is an excerpt from the California Department of Education’s Handbook about PI.

*The PI Report supplements the AYP Report by providing information on the PI status of schools and school districts. A school or school district that receives federal Title I, Part A, Basic, funds is subject to identification for PI if it does not make AYP for two years in a row. A school identified for PI must notify its parents and guardians about its PI status and offer certain types of required services during each year that it is a PI school. A school or school district is eligible to exit PI if it makes AYP for two years in a row. Information about PI reports and identification is located on the CDE AYP Web page at <http://www.cde.ca.gov/ayp/>. Information about PI required services and/or interventions is located on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.*

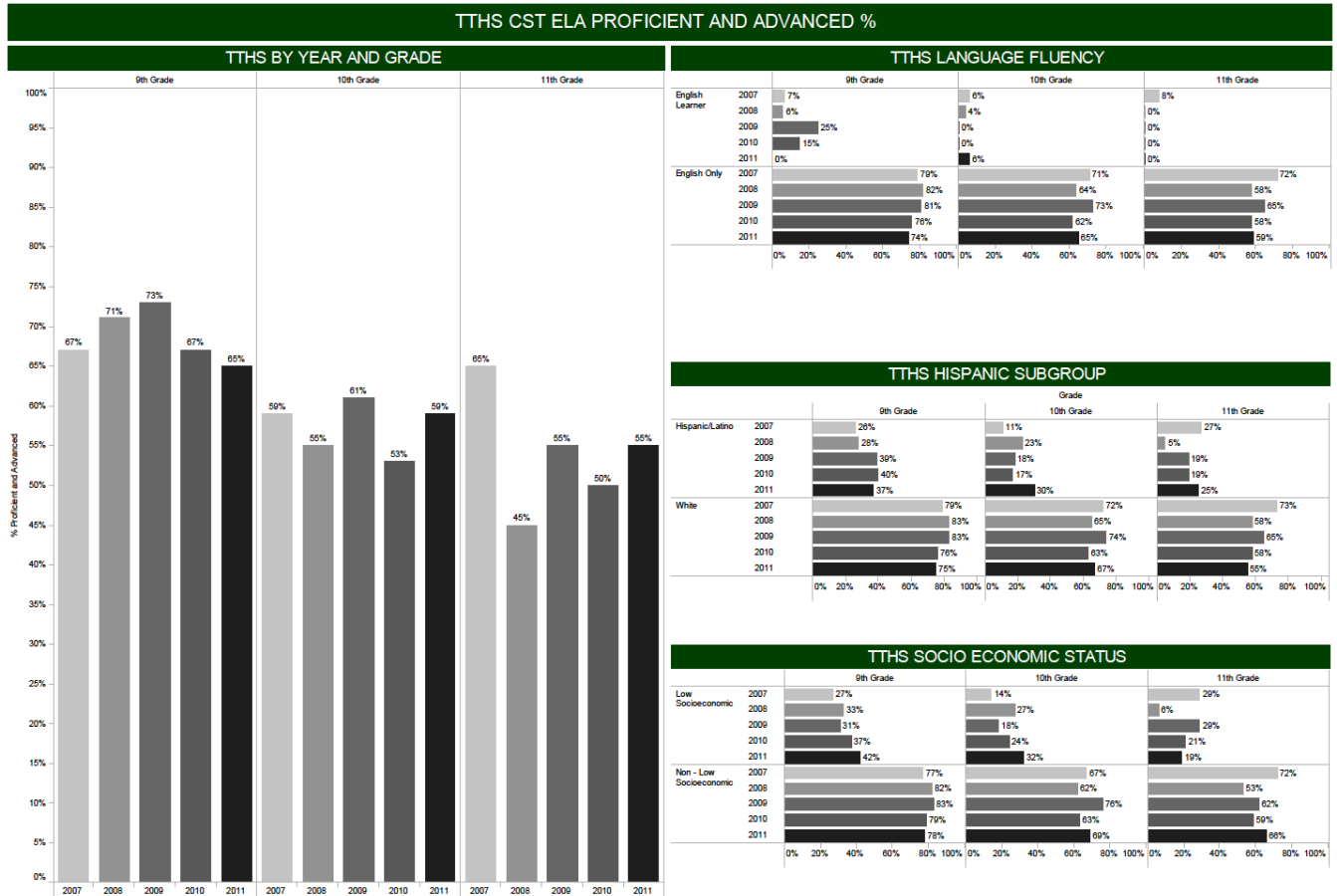
### California High School Exit Exam (CAHSEE)

Tahoe Truckee High School students perform very well on the CAHSEE. Below illustrates that on average 67 % of our students pass the CAHSEE in English Language Proficiency on their first attempt. By the end of our students four years 100% of our graduates pass. In Math, 69.75 % of our students pass the CAHSEE their first attempt. By the end of our students four years 100% of our graduates pass.

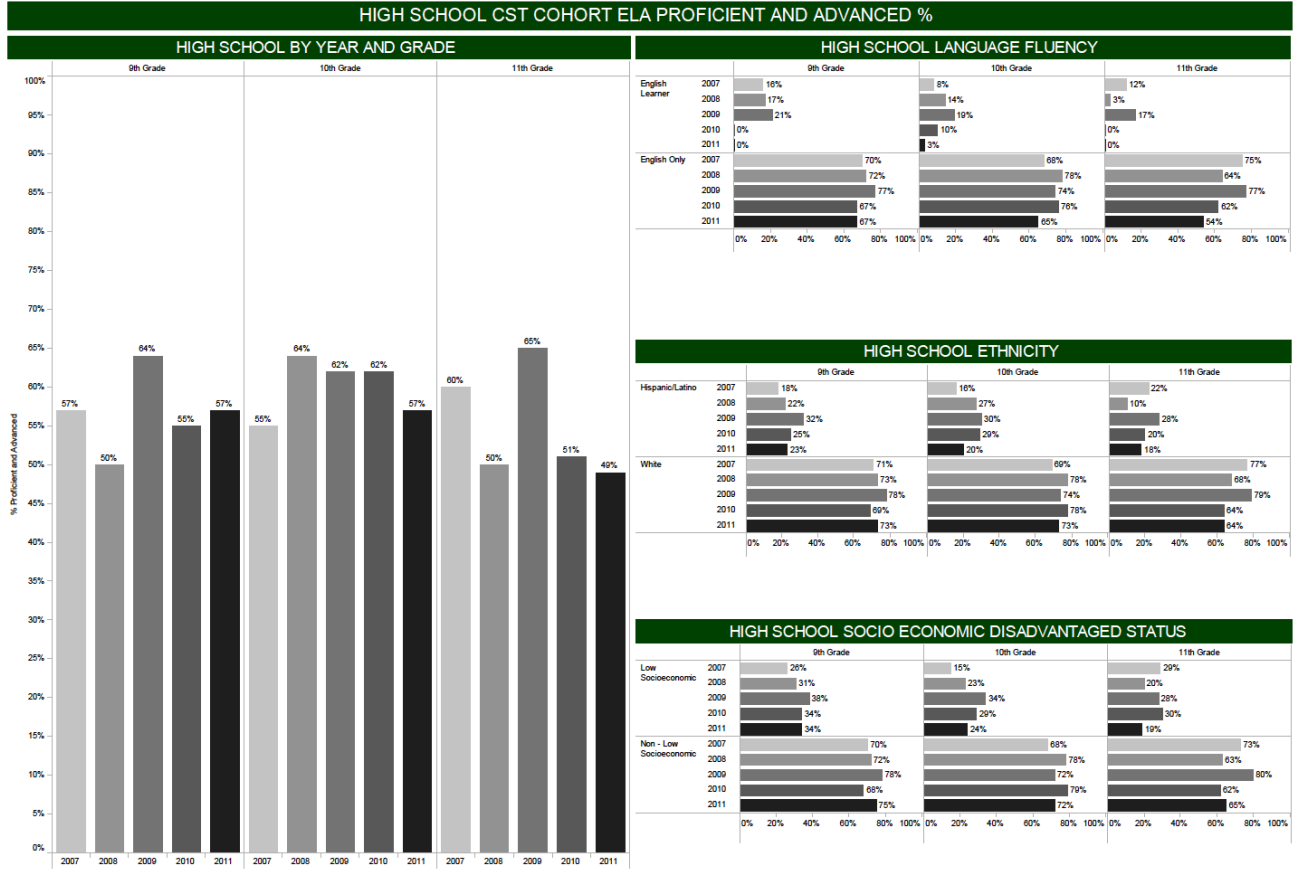




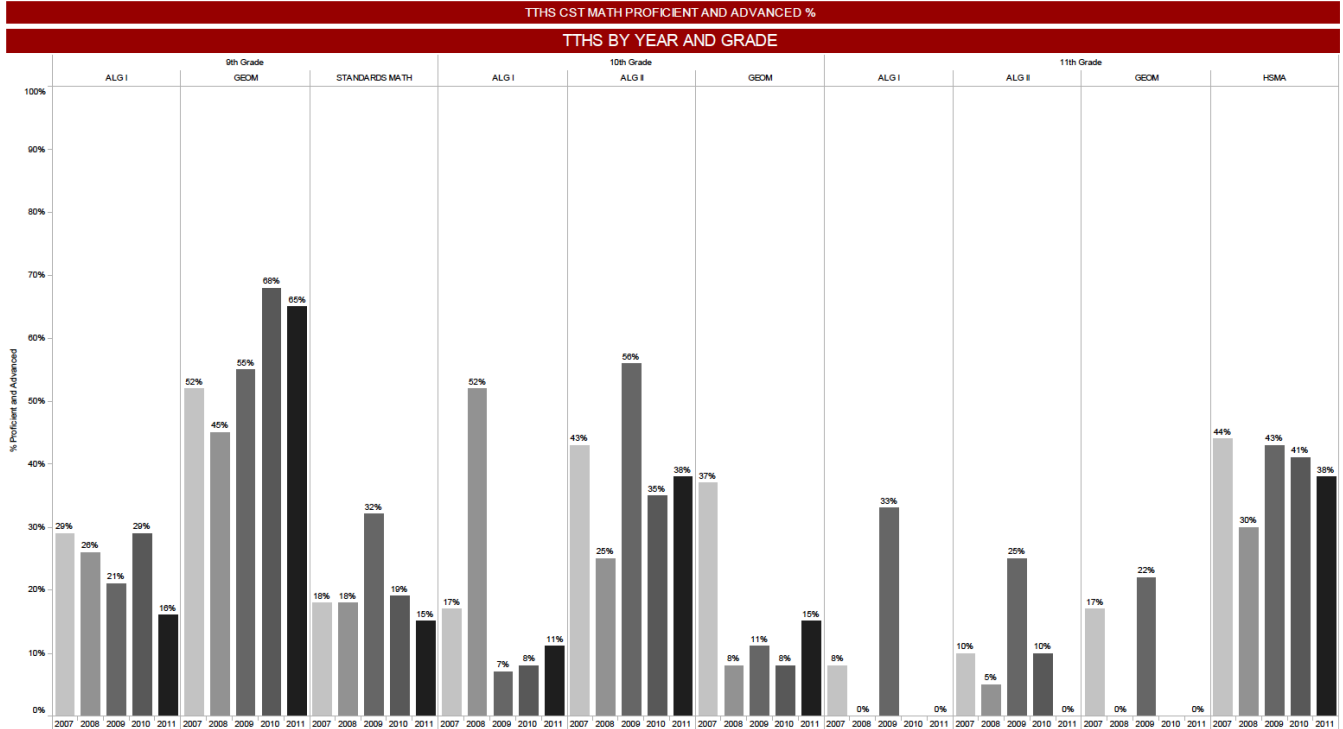
# California Standards Test



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.

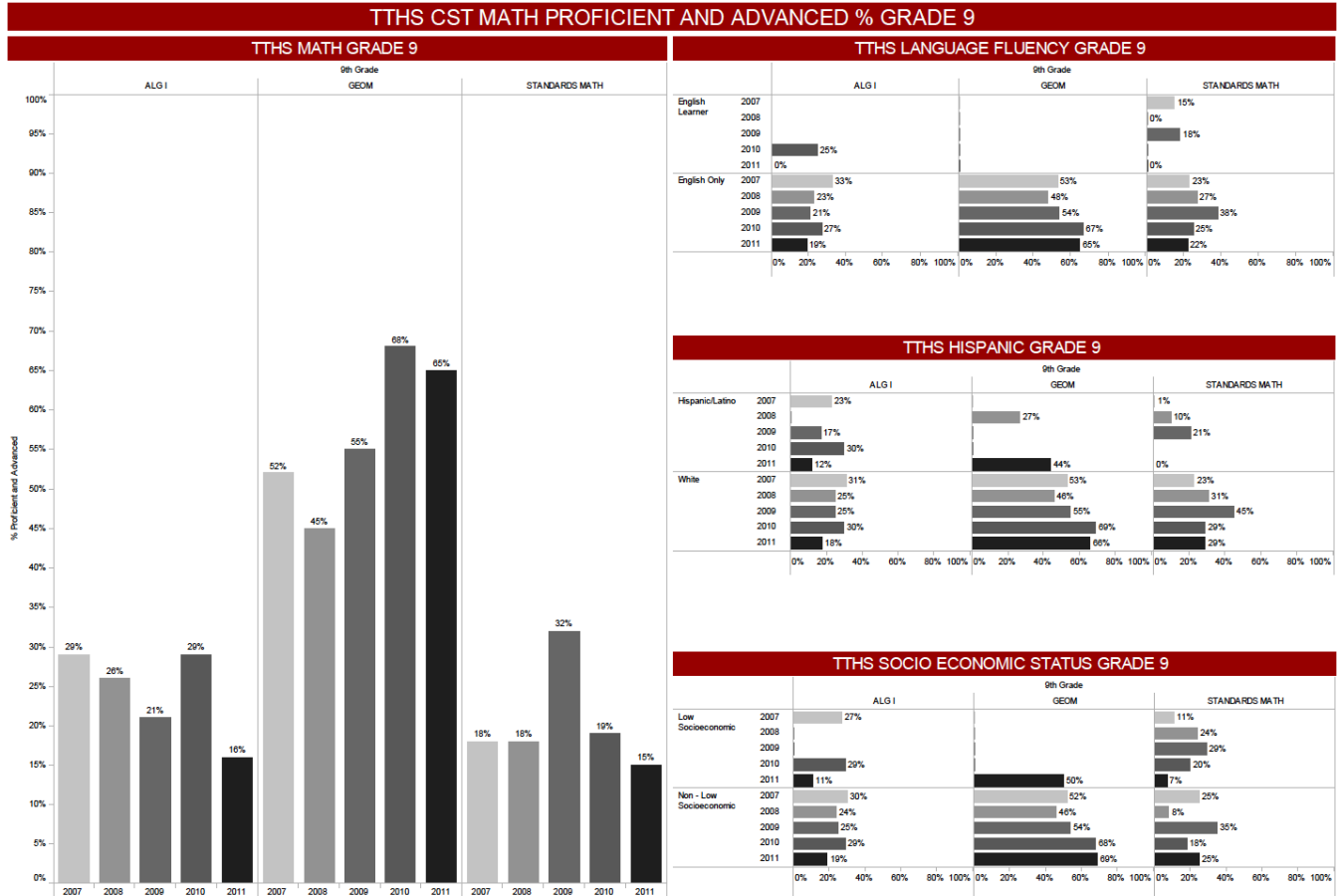


When reviewing cohort groups of students a trend of increase performance appears. This is encouraging that their scores continue to rise for the most part with the exception of a drop off in the 11<sup>th</sup> grade. This suggests that students continue to increase levels of proficiency as they progress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

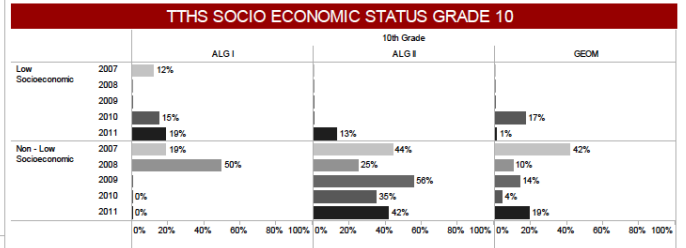
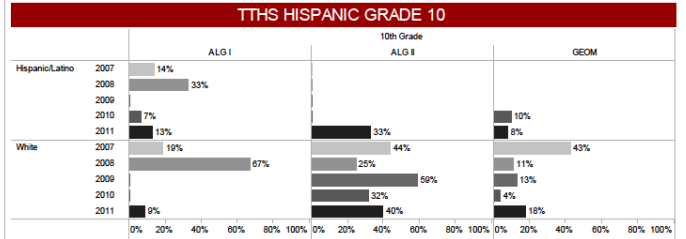
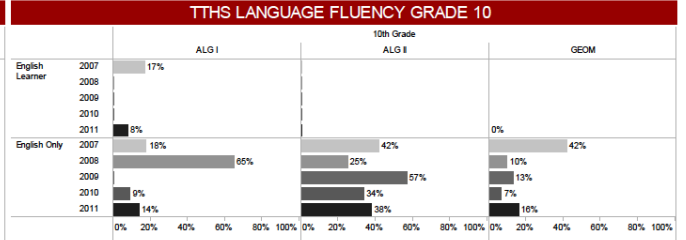
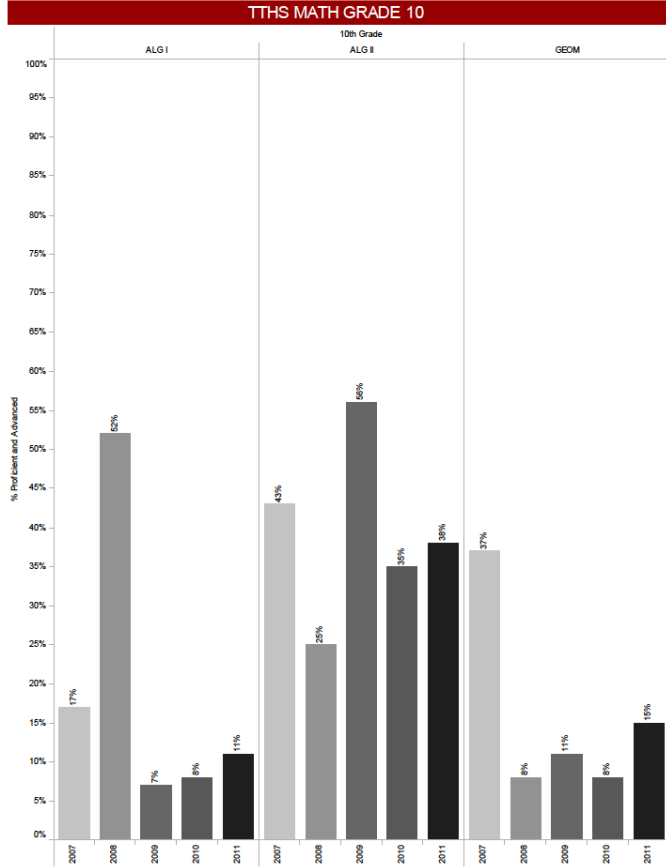


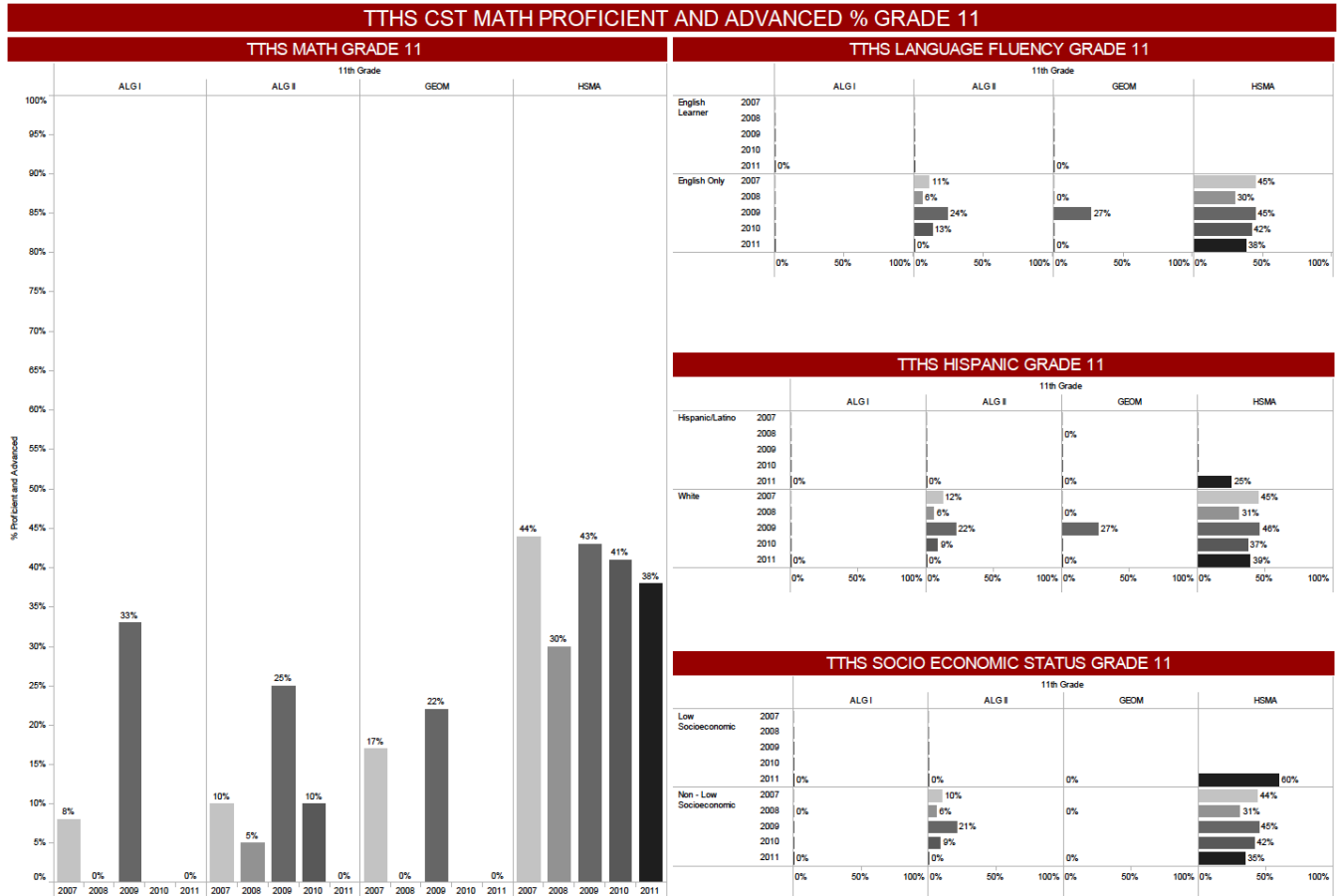
Reviewing student's progress through TTHS's math classes as analyzed by the CST a variety of points of interest arises. Students perform better in all math CST earlier in their high school career. For example, 9<sup>th</sup> grade students perform higher in Algebra I then they do in 10<sup>th</sup> grade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



## TTHS CST MATH PROFICIENT AND ADVANCED % GRADE 10





## English Language Learners (EL)

Our English Language Development (ELD) program identifies those students whose primary language is other than English and who have been determined to lack clearly defined English skills of listening comprehension, speaking, reading and writing necessary to succeed in our instructional programs. The state-written CELDT exam provides the criterion for inclusion in the ELD program. Students with limited English proficiency are enrolled in ELD. Students are grouped into the appropriate ELD class based on student needs. Over the last several years that district has provided professional development to enhance our main academic courses that include SIOP, Step Up to Writing, and Differentiated Instruction. Our ELL population has fluctuated between 55 to 86 students per year over the last 5 years. Our Hispanic population is increasing while our EL population is relatively stable. Our ELL students are primarily native Spanish speakers.

Below is a chart illustrating our EL population and designation.

| <b>2010-11</b>     | <b>9</b>       | <b>10</b>      | <b>11</b>      | <b>12</b>      | <b>Total</b>   |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Advanced           | (0.0%)         | 2<br>(11.0%)   | (0.0%)         | (0.0%)         | 2<br>(3.0%)    |
| Early Advanced     | 6<br>(32.0%)   | 4<br>(21.0%)   | 3<br>(21.0%)   | (0.0%)         | 13<br>(20.0%)  |
| Intermediate       | 9<br>(47.0%)   | 7<br>(37.0%)   | 6<br>(43.0%)   | 6<br>(46.0%)   | 28<br>(43.0%)  |
| Early Intermediate | 1<br>(5.0%)    | 3<br>(16.0%)   | 4<br>(29.0%)   | 2<br>(15.0%)   | 10<br>(15.0%)  |
| Beginning          | 3<br>(16.0%)   | 3<br>(16.0%)   | 1<br>(7.0%)    | 5<br>(38.0%)   | 12<br>(18.0%)  |
| Number Tested      | 19<br>(100.0%) | 19<br>(100.0%) | 14<br>(100.0%) | 13<br>(100.0%) | 65<br>(100.0%) |

| <b>2009-10</b>     | <b>9</b>       | <b>10</b>      | <b>11</b>     | <b>12</b>      | <b>Total</b>   |
|--------------------|----------------|----------------|---------------|----------------|----------------|
| Advanced           | 1<br>(5.0%)    | 1<br>(6.0%)    | (0.0%)        | (0.0%)         | 2<br>(4.0%)    |
| Early Advanced     | 6<br>(30.0%)   | 2<br>(13.0%)   | 1<br>(13.0%)  | 2<br>(18.0%)   | 11<br>(20.0%)  |
| Intermediate       | 8<br>(40.0%)   | 11<br>(69.0%)  | 4<br>(50.0%)  | 6<br>(55.0%)   | 29<br>(53.0%)  |
| Early Intermediate | 3<br>(15.0%)   | 1<br>(6.0%)    | 1<br>(13.0%)  | 1<br>(9.0%)    | 6<br>(11.0%)   |
| Beginning          | 2<br>(10.0%)   | 1<br>(6.0%)    | 2<br>(25.0%)  | 2<br>(18.0%)   | 7<br>(13.0%)   |
| Number Tested      | 20<br>(100.0%) | 16<br>(100.0%) | 8<br>(100.0%) | 11<br>(100.0%) | 55<br>(100.0%) |

| <b>2008-09</b>     | <b>9</b>       | <b>10</b>      | <b>11</b>      | <b>12</b>     | <b>Total</b>   |
|--------------------|----------------|----------------|----------------|---------------|----------------|
| Advanced           | (0.0%)         | (0.0%)         | (0.0%)         | (0.0%)        | (0.0%)         |
| Early Advanced     | 10<br>(45.0%)  | 3<br>(17.0%)   | 1<br>(10.0%)   | 1<br>(11.0%)  | 15<br>(25.0%)  |
| Intermediate       | 5<br>(23.0%)   | 4<br>(22.0%)   | 4<br>(40.0%)   | 4<br>(44.0%)  | 17<br>(29.0%)  |
| Early Intermediate | 5<br>(23.0%)   | 5<br>(28.0%)   | 3<br>(30.0%)   | 3<br>(33.0%)  | 16<br>(27.0%)  |
| Beginning          | 2<br>(9.0%)    | 6<br>(33.0%)   | 2<br>(20.0%)   | 1<br>(11.0%)  | 11<br>(19.0%)  |
| Number Tested      | 22<br>(100.0%) | 18<br>(100.0%) | 10<br>(100.0%) | 9<br>(100.0%) | 59<br>(100.0%) |

| <b>2007-08</b>     | <b>9</b>       | <b>10</b>      | <b>11</b>      | <b>12</b>      | <b>Total</b>   |
|--------------------|----------------|----------------|----------------|----------------|----------------|
| Advanced           | (0.0%)         | (0.0%)         | (0.0%)         | 1<br>(7.0%)    | 1<br>(1.0%)    |
| Early Advanced     | 9<br>(43.0%)   | 11<br>(44.0%)  | 10<br>(40.0%)  | 2<br>(13.0%)   | 32<br>(37.0%)  |
| Intermediate       | 4<br>(19.0%)   | 6<br>(24.0%)   | 10<br>(40.0%)  | 6<br>(40.0%)   | 26<br>(30.0%)  |
| Early Intermediate | 5<br>(24.0%)   | 7<br>(28.0%)   | 1<br>(4.0%)    | 3<br>(20.0%)   | 16<br>(19.0%)  |
| Beginning          | 3<br>(14.0%)   | 1<br>(4.0%)    | 4<br>(16.0%)   | 3<br>(20.0%)   | 11<br>(13.0%)  |
| Number Tested      | 21<br>(100.0%) | 25<br>(100.0%) | 25<br>(100.0%) | 15<br>(100.0%) | 86<br>(100.0%) |

| <b>2006-07</b>     | <b>9</b>       | <b>10</b>      | <b>11</b>      | <b>12</b>     | <b>Total</b>   |
|--------------------|----------------|----------------|----------------|---------------|----------------|
| Advanced           | (0.0%)         | (0.0%)         | 1<br>(9.0%)    | 3<br>(43.0%)  | 4<br>(7.0%)    |
| Early Advanced     | 5<br>(26.0%)   | 5<br>(25.0%)   | 2<br>(18.0%)   | 1<br>(14.0%)  | 13<br>(23.0%)  |
| Intermediate       | 6<br>(32.0%)   | 7<br>(35.0%)   | 2<br>(18.0%)   | 1<br>(14.0%)  | 16<br>(28.0%)  |
| Early Intermediate | 4<br>(21.0%)   | 2<br>(10.0%)   | 1<br>(9.0%)    | 1<br>(14.0%)  | 8<br>(14.0%)   |
| Beginning          | 4<br>(21.0%)   | 6<br>(30.0%)   | 5<br>(45.0%)   | 1<br>(14.0%)  | 16<br>(28.0%)  |
| Number Tested      | 19<br>(100.0%) | 20<br>(100.0%) | 11<br>(100.0%) | 7<br>(100.0%) | 57<br>(100.0%) |

Tahoe Truckee High School provides ELD services for students who have less experience with English and need more intensive instruction. We offer ELD I- V. Students are also co enrolled in English 9 through 12 depending of grade and academic level. The ELD teacher is also the English Chair person. Advanced ELD is for students who are emerging and are near exiting the program and are more independent on their use of English.

### Number of Students Meeting A-G Requirements

Tahoe Truckee High offers students the opportunity to take a wide range of college-preparatory courses including, honors and Advanced Placement courses. A-G refers to the courses that are required for entrance to the University of California and the California State University systems. A-G consists of a series of 15 courses (18 recommended) in seven subject areas, including english, math, history, lab science, foreign language, and the visual and performing arts. Tahoe Truckee High School offers rigorous courses in which the majority of our courses are A-G approved. This supports our student population who plan to attend a college or university after high school. The table below displays the number of twelfth-grade students, over four years, completing the UC/CSU a-g requirements.

|               | 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%                      |

### Advanced Placement Courses

Tahoe Truckee High School provides 10 AP courses. The chart below illustrates the rate of students taking and passing the AP test with a 3 or better. Our results vary because of the 4 x 4 schedule. The staff reports that when students take fall AP courses (a year completed course) they are less likely to take the exam in the spring.



## Graduation Rates

Tahoe Truckee High School has a very high graduation rate. The charts below illustrate our dropout. It is important to note that our highest level of dropouts are students who identify as being two or more ethnicities.

The four year adjusted rate is as follows:

| <b>2006-10<br/>Dropout Rate as adjusted by<br/>the state</b> |      |
|--|------|
| <b>Ethnic Category</b>                                       |      |
| Hispanic or Latino of Any Race                               | 2.1% |
| American Indian/Alaska Native,<br>Not Hispanic               | **   |
| Asian, Not Hispanic  | 0%   |
| Pacific Islander, Not Hispanic                               | **   |
| Filipino, Not Hispanic                                       | **   |
| African American, Not Hispanic                               | **   |
| White, Not Hispanic  | 2.9% |
| Two or More Races, Not<br>Hispanic                           | 33%  |
| School rate  | 3.1% |

\*\* Asterisks in the 4-year derived rate column indicate that one or more grade levels have zero enrollments and a rate cannot be calculated.

After reviewing this data it is alarming that students of two or more ethnicities are 33% more likely of not graduating Tahoe Truckee High School.

|               | <b>2006-10<br/>Dropout Rate as adjusted by<br/>the state</b> |      |
|---------------|--|------|
| <b>Gender</b> | <b>Ethnic Category and Gender</b>                            |      |
| Male          | Hispanic or Latino of Any Race                               | 0%   |
| Female        | Hispanic or Latino of Any Race                               | 4.3% |
| Male          | White, Not Hispanic  | 0%   |
| Female        | White, Not Hispanic  | 1.5% |
| Male          | All Students   | 0%   |
| Female        | All Students   | 2.2% |

Ethnicities not illustrated did not have significant numbers of students.

### Post-Secondary Plans

The following chart represents where students reported attending post-secondary education. In the spring of each year counselors collect data from students on their plans after high school. This information is posted on a map inside the counseling office. In addition, students create a star and then post the star with their location that they plan to attend in senior hall.

|                 | Class of 08 | Class of 09 | Class of 10 | Class of 11 |
|-----------------|-------------|-------------|-------------|-------------|
| 4- Year         | 52%         | 45%         | 41%         | 39%         |
| 2-Year          | 28%         | 22%         | 35%         | 47%         |
| Trade/Tech      | 6%          | 5%          | 7%          | 3%          |
| Work            | 10%         |             | 1%          | 1%          |
| Other/Undecided | 4%          | 28%         | 17%         | 9%          |

## 2008 Graduating Class until Present - UC/CSU Qualified

|                     | % UC Qualified | % CSU Qualified |
|---------------------|----------------|-----------------|
| 2007-2008           | 34.1           | 55              |
| 2008-2009           | 11.6           | 14              |
| 2009-2010           | 27.4           | 44.5            |
| 2010-2011           | 38.9           | 62.5            |
| 2011-2012 (Current) | 18.3           | 23.8            |

Description of the Safety Conditions, Cleanliness, Adequacy of the School Facilities and Technology

Tahoe Truckee High School is an older building that has been remolded several times over the last 60 years. In the last 10 years the school has received a new gym and cafeteria. Visitors must check in at the front office and receive a visitor pass. A nurse is available for consultation to the school staff and makes occasional visits to review medical issues. The school is designated as a community shelter in case of a general emergency, and appropriate procedures and equipment are in place. A School Resource Officer is a member of our staff and there is one full-time campus monitor. The school is kept clean by a custodial staff of 1 day time and 3 evening custodians.

Suspension Data

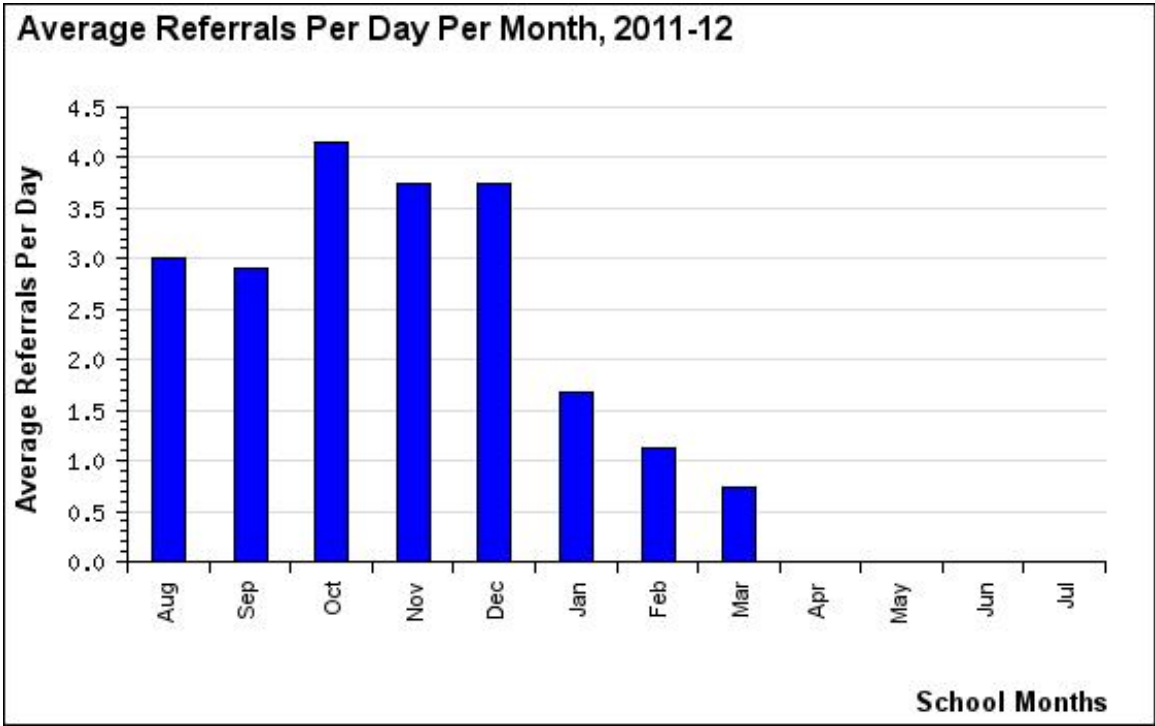
The chart below represents the number of suspension and (stipulated) expulsion incidents. Note: a student may have been suspended multiple times. These reports summarize the crimes or other serious incidents that involved TTHS students. Most of the incidents occurred on campus during school hours; however, the school also attends to incidents that occur to and from school and at school related activities. The numbers of expulsions are very low; overall the students on this campus are compliant and want to do the right thing. To help support positive behaviors, Tahoe Truckee High School is building on a program called BEST (Building Effective Schools Together) to increase a safe school climate. The school is using three main tenements as a way to increase positive school climate. They are Respect, Responsible, and Safe.

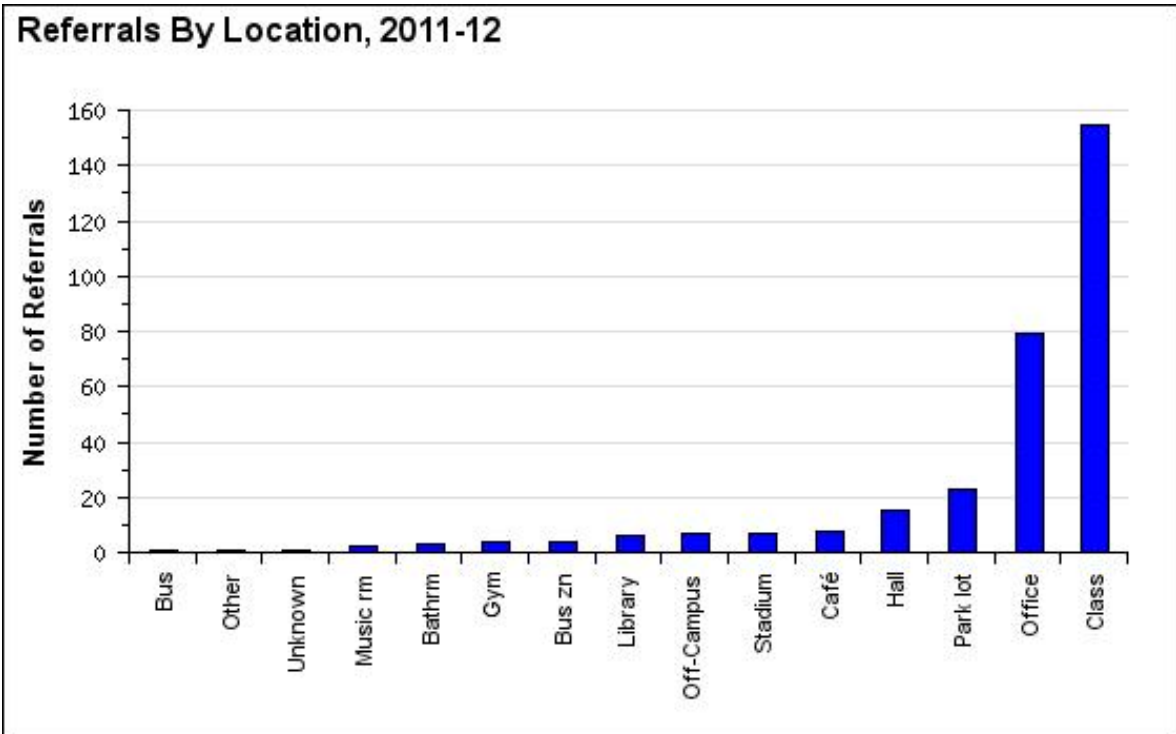
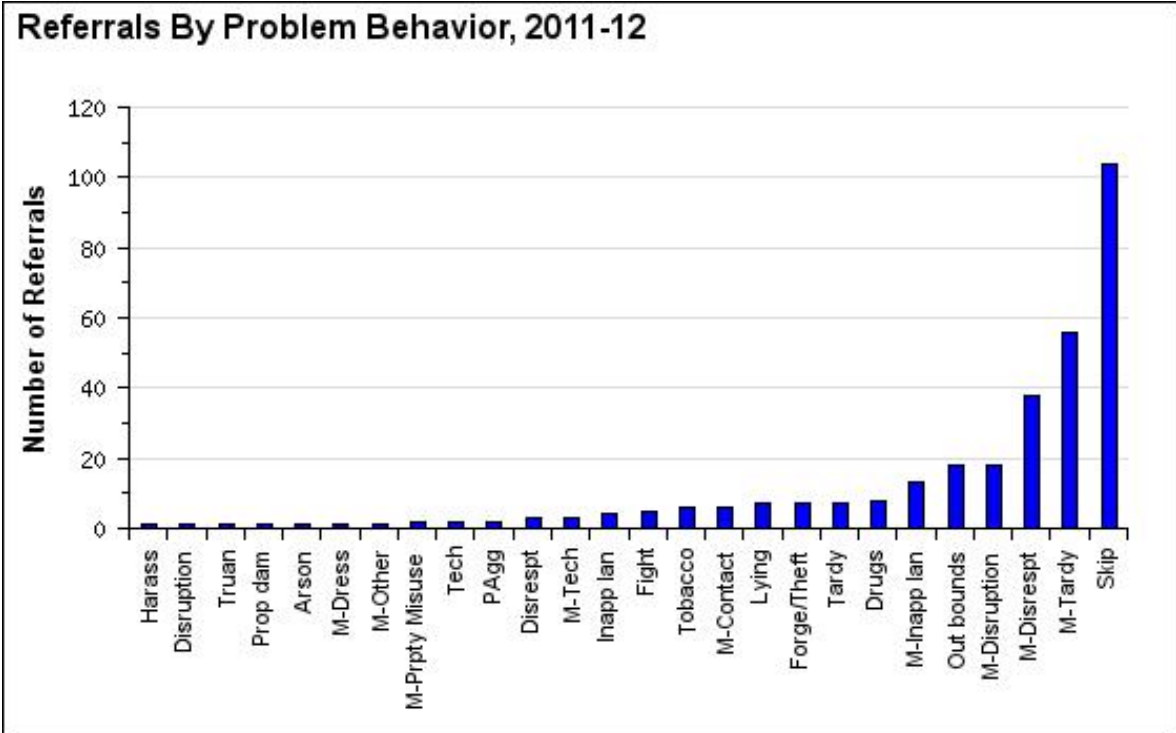
| School Year | Total Days of Suspension | Number of Students Suspended | Number of Students Expelled |
|-------------|--------------------------|------------------------------|-----------------------------|
|-------------|--------------------------|------------------------------|-----------------------------|

|                             |     |    |   |
|-----------------------------|-----|----|---|
| 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 |

Detention/Referral

The following chart illustrates the SWIS data. This is the first year that we have data on student referrals. This data is shared with the staff semi-annually during staff meetings. In addition, the BEST team reviews that data and makes recommendations for future interventions. The last two years that school has focused on the hallways as a place to increase safety.







### *Race of Students with Discipline Issues*

| 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  |

These findings suggest the staff at Tahoe Truckee High School need to reflect upon their practice regarding discipline issues at the school. Because of the disproportionate number of discipline referrals for students from a low SES background as well as students from a Hispanic/Latino background the staff at Tahoe Truckee High School may be inadvertently targeting our most at risk students. Reflection and discussion about how we may provide support is an area of growth that should be explored.

### School Program

Tahoe Truckee High School provides students with rigorous, standards-based curriculum. Students must earn 240 credits and pass the California High School Exit Exam in order to graduate from our school district. Students must complete three years of math (one must be Algebra 1), two years of science (one physical and one life), three and a half years of social science, and four years of English. A complete listing of our graduation requirements can be found in the appendix.

### GATE/Advanced Placement and Honors Program

Our students have access to taking various honors course based on teacher recommendations and that they are proficient on the CST the year prior in English Language Arts and or their current Math level. GATE students are encouraged to take Honors and AP courses. We do not have any other GATE program at TTHS. Advanced Placement classes are available in 10 subjects: English, Science, Social Science, Art, Math, and Spanish.

### Special Education

The Special Education department is well respected by the district. Our school is very progressive in the manner in which we support special education students. Currently, there are 48 special education students which include: 37 students in our Resource Program (RSP), 11 students in our Special Day Class Mild (SDC M), and 2 students in our Special Day Class Moderate to Intensive (SDC M/I). Within the SDC Mild program, a special education teacher who delivers content in their Individualized Educational Plan (IEP) teaches students core curriculum. Most of these students are on a diploma track and will take the CAHSEE. Students whose disability is SDC Moderate to Intensive are also taught curriculum such as life skills.

Students who are on a certificate of completion track, will transition after their senior year into

the district's transition program. These students generally remain in the transition program until they turn 22 years old. Resource students are all mainstreamed into the regular college preparatory program, with a case manager monitoring their progress. Resource students are enrolled in one period of Study Skills. This class is taught by their case manager and is part of the student's four period day. This additional class allows the case manager to work with students on meeting their Individualized educational Plan (IEP) goals. Our Special Education staff works closely with the counseling staff to ensure our special education students are placed appropriately in their classes.

|                    | <b>2011-2012<br/>(607)</b> | <b>2010-2011<br/>(623)</b> | <b>2009-2010<br/>(702)</b> | <b>2008-2009<br/>(742)</b> | <b>2007-2008<br/>(748)</b> |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Total 504</b>   | 29                         | 34                         | 30                         | 31                         | 34                         |
| <b>Percent 504</b> | 4.80%                      | 5.50%                      | 4.30%                      | 4.20%                      | 4.50%                      |
| <b>Total ED</b>    | 5                          | 6                          | 7                          | 8                          | 6                          |
| <b>Percent ED</b>  | 0.82%                      | 0.96%                      | 0.99%                      | 1.08%                      | 0.80%                      |
| <b>Total RSP</b>   | 58                         | 53                         | 57                         | 65                         | 67                         |
| <b>Percent RSP</b> | 9.60%                      | 8.50%                      | 8.11%                      | 8.80%                      | 9.00%                      |
| <b>Total SDC</b>   | 16                         | 16                         | 26                         | 21                         | 19                         |
| <b>Percent SDC</b> | 2.60%                      | 2.60%                      | 3.70%                      | 2.83%                      | 2.54%                      |

### School Safety Plan

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Students at Tahoe Truckee High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

School rules are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, on the school website, and through school publications.

Tahoe Truckee High's truancy rate was 42.6% during the 2010-11 school year. Expulsions occur only when required by law or when all other alternatives are exhausted.

The safety of students and staff is a primary concern of Tahoe Truckee High. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in September 2010 by the Safety Committee and the principal. The Safety Plan is reviewed with all staff members during October of each school year. Key elements in developing a Site Safety Plan include:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills are conducted on a monthly basis throughout the school year.

### California Healthy Kids Survey Results, Spring 2010

Percentage indicated represents, 85% (181 total) students completing the survey in 9<sup>th</sup> grade and 75% (165 total) students completing the survey in 11<sup>th</sup> grade.

| <b>Key findings</b><br><b>* Includes Performance Indicators</b><br><b>Recommended by the CDE</b>             | District 2010 |            |            |            | Truckee High<br>2010 |            |
|--|---------------|------------|------------|------------|----------------------|------------|
|  | Gd. 5         | Gd.7       | Gd.9       | Gd.11      | Gd. 9                | Gd. 11     |
| *NA = not available  |               |            |            |            |                      |            |
| <b>Response Rate</b>   | <b>76%</b>    | <b>89%</b> | <b>80%</b> | <b>73%</b> | <b>85%</b>           | <b>75%</b> |
| Have ever used tobacco (lifetime)  | 2%            | 13%        | 22%        | 29%        | 21%                  | 20%        |
| Smoked tobacco in the past 30 days   | NA            | 5%         | 10%        | 12%        | 12%                  | 13%        |
| Chew tobacco or snuff in the past 30 days  | NA            | 3%         | 12%        | 12%        | 7%                   | 15%        |
| Have ever used marijuana (lifetime)  | 0%            | 11%        | 31%        | 39%        | 35%                  | 39%        |
| Have used marijuana in the past 30 days  | NA            | 7%         | 18%        | 20%        | 23%                  | 19%        |
| Have ever used alcohol (full glass lifetime)   | 3%            | 22%        | 56%        | 66%        | 58%                  | 67%        |
| Have used alcohol in the past 30 days (full glass)   | NA            | 7%         | 18%        | 20%        | 34%                  | 43%        |
| Have ever used inhalants (lifetime)  | 1%            | 11%        | 10%        | 4%         | 13%                  | 3%         |
| Have used inhalants in the past 30 days  | NA            | 5%         | 6%         | 2%         | 7%                   | 2%         |
| Had mean rumors or lies told about you at school in the past 12 months                                       | 45%           | 50%        | 44%        | 36%        | 42%                  | 37%        |
| Been hit or pushed at school when they are not playing around? (Bullying past 12 months)                     | 51%           | 50%        | 36%        | 15%        | 35%                  | 14%        |
| Carried a gun on to school property in the past year   | 3%            | 5%         | 6%         | 3%         | 5%                   | 3%         |
| Carried any other weapon on to school property in the past 12 month  | 3%            | 13%        | 8%         | 5%         | 8%                   | 7%         |
| Saw someone with a gun or other weapon on school property in the past year                                   | 23%           | 26%        | 21%        | 15%        | 21%                  | 19%        |
| Had mean rumors of lies told about you on the internet? (Cyber Bullying past 12 months)                      | 10%           | 19%        | 24%        | 23%        | 24%                  | 24%        |
| Students that feel <u>very</u> safe at school (reported "yes, all of the time".                              | 58%           | 23%        | 19%        | 37%        | 17%                  | 35%        |
| Students that report <u>high</u> levels of caring relationships with an adult at their school                | 60%           | 32%        | 35%        | 50%        | 27%                  | 51%        |
| Students that report <u>high</u> levels of high expectations from a teacher or another adult at their school | 64%           | 54%        | 52%        | 52%        | 46%                  | 51%        |

|   |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|
| Students that report <u>high</u> levels of opportunities for meaningful participation at their school | 18% | 17% | 13% | 27% | 8%  | 24% |
| Students that report high levels of personal school connectedness                                     | 70% | 55% | 48% | 50% | 46% | 50% |

***Vision: Truckee High School is a safe place where students and staff have a sense of community-connectedness and committed to high academic achievement.***

***Mission Statement:*** Truckee High School continually strives to be a respected place of learning where all individuals feel safe, cared for, and connected. Our mission is to provide each individual with an advocate and to develop an awareness of self-responsibility for all. It is through this belief that the staff, parents, and community will guide our students to becoming caring and contributing members of their families, their community, and their society as a whole. Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavior expectations, disciplinary policies that are consistently and fairly administered, student's affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus.

The goals and objectives of our plan are in complete alignment with the goals and objectives of the Tahoe Truckee Unified School District and the state of California. It is our intent to support students and staff in recognizing and building on the cultural richness of our school community. It is also our intent that by the end of this school year, students and staff will feel more connected, more accepted, and more informed concerning activities both academically and socially at Truckee High School. The following goals are based on results from the California Healthy Kids Survey taken in the spring of 2010, Attendance Rates of our site, Standardized Test Scores, student referrals, and other observation data collected at the site.

**Component 1: People and Programs  
Objectives/Activities:**

**Goal 1:**

To increase staff awareness and knowledge of the California Healthy Kids Survey and its results.

- By Oct. 24, 2011, the Site Safety Committee will meet to revisit the CHKS results of spring 2010 with the Safe Schools Consultant. The team will discuss how results from the CHKS shaped current practice in regards to BEST goals.
- By Nov. 6, 2011 the Site Safety Committee will meet to develop a plan and timeline to improve the percentage of students who will complete the CHKS survey for grades 9 and 11 students as evidenced by meeting notes.
- By Nov. 9, 2011, THS administration will revisit with the staff the results from the 2010 CHKS and review the outcomes from the Nov. 8 2010 staff meeting regarding key elements discussed in that meeting.
- By Nov. 9, 2011, the Safety Committee will lead a discussion with 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grade level PLC groups to review areas of need identified in the 2010 CHKS survey and evaluate how these areas of need will be further addressed in the 2011-12 school year.
- By Jan. 3, 2012, 9<sup>th</sup> – 11<sup>th</sup> Grade Level Advisory groups will design lessons to discuss with and prepare students for the CHKS to be given in the spring of 2012.

**Goal 2:**

To increase student and staff connectedness within our school community at TTHS through BEST strategies (Building Effective Schools Together).

- By Oct. 25, 2011, the AP will reinitiate contact with the 2 parent volunteers on the BEST committee and provide them with dates the BEST team will meet.
- By Nov. 24, 2011, THS administration will revisit and reinforce with staff the importance of staff presence during passing periods in order to provide more inclusion for students, i.e. teacher at the classroom door, shaking students' hand, and welcoming them in.
- By Oct. 21, 2011, the BEST Team will meet to discuss the reinforcement of our school's behavior expectations and evaluate the outcomes of implementation of these expectations in our hallways during 2010-11.
- By Nov. 30, 2011, the BEST Team will address TTHS staff about implementing our behavior expectations in the classrooms for the 2011-12 school year.

**Goal 3:**

To increase awareness and knowledge of alcohol and other drug use/abuse by our high school youth.

**Objectives/Activities:**

- By June 15, 2012, 90% of sophomore students will have completed the General Health class at THS which includes alcohol and other drug information as directed by state standards.
- By June 8, 2012, AP and SRO will work collaboratively to generate a timeline as well as identify students to participate in the drunk driving program "Driven".

**Goal 4:**

To improve the efficiency and accuracy of student and adult accountability during emergency situations at Tahoe High School.

**Objectives/Activities:**

- By Sept. 9, 2011, the Safety Committee will finalize the revision of the Wing Leader call out listing for the site. Information will include contacting the Kid Zone and SHS during all emergencies as evidenced by the calling log presented to staff.
- By Oct. 14, 2011, the site administrator will submit to the district office a minimum of ten planned emergency drills for the school year as evidenced by the district's Accountability Log.
- By November 16, 2011, the Site Safety Committee will have reviewed the following procedures with the staff: Emergency Clipboards and procedures, calling 911, and Accountability Procedures as evidenced by staff meeting notes.
- By June 15, 2012, the Site Safety Committee will have had the opportunity to review safety issues and concerns at a minimum of 4 staff meetings during the school year as evidenced by meeting notes provided by administration.
- By June 15, 2012, the Site Safety Committee and Incident Management Team will have worked with the Safe Schools Consultant for a minimum of two visits during the 2011-12 school year as evidenced by the submission of a report to the District Office.

## **Component 2: Places**

### **Objectives/Activities:**

#### **Goal 1:**

Continue to monitor and improve the communication effectiveness throughout the THS campus.

#### **Objectives/Activities:**

- By Sept 9, 2011, the Site Safety Committee will update the sites "Wing Leader" call out listing as evidenced by the AP. This list will be included in the staff review of shelter-in-place and lock-down procedures.
- By November 3, 2011, all physical education teachers will meet with the AP to discuss and review the use of cell phones/handheld radios as their means of communication on a daily basis to the main office as evidenced by principal observation.
- By September 14, 2011, all Wing Leaders will initiate their call out procedures to the designated classrooms and Operations member in the main office during a site drill as evidenced through the site's Drill Evaluation Process completed by the Incident Command.

#### **Goal 2:**

Improve the general supervision of students and the school campus.

- By Nov. 24, 2011, site administrators will define in writing and present to all staff their expectation on increased presence on behalf of all staff members at the time of all passing periods in the hallways and surrounding areas as evidenced by administrative observation.
- By Aug. 31, 2011, site administration will increase supervision of the student parking lot by one additional individual as evidenced by Site Safety Committee minutes.
- By June 15, 2012, there will be a 5% decrease in student referrals to the office as evidenced through discipline records produced on Aeries and THS administration.

- By June 15, 2012, there will be a 5% decrease in reported vandalism on the campus of THS as indicated through site custodial reports and maintenance reports.



Chapter II  
Student/Community Profile-  
Overall Summary from Analysis of Profile  
Data

## Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data

Tahoe Truckee High School staff reviewed the data during various times with the WASC process as well as periodically throughout the years at staff, curriculum leader and department meetings. Below are the conclusions after analyzing the School Profile data, some areas of strength and some area of need.

### Areas of Strength

| Findings  | Evidence   |
|---|--|
| Students achieving at high levels   | <ul style="list-style-type: none"> <li>• API Scores range at 800</li> <li>• Since 2003 our API has risen 100 points</li> <li>• Graduation rate is at 98% on average over the last three years</li> <li>• 67% of our 10<sup>th</sup> graders pass the ELA part of the CAHSEE on the first attempt</li> <li>• 69% of our 10<sup>th</sup> graders pass the Math part of the CHASEE on the fist attempt</li> <li>• CAHSEE passing rates in math and ELA both were 100% passing in 2009-2011.</li> <li>• Closing the achievement GAP in CAHSEE</li> <li>• Increase in the number of Advanced Placement Test taken ad above the state average</li> </ul> |
| Students are academically motivated with college matriculation rates are high | <ul style="list-style-type: none"> <li>• Graduation Rate 98%</li> <li>• 86% of students reported planning to attend either a 4-year or 2-year college after graduating.</li> <li>• Measure A passed in the community and continue to fund AP/Honors/Vocational courses</li> <li>• 10 AP courses on the master schedule and always a high demand from students and parents</li> <li>• Over 50 students co-enrolled in Community College annually and earn dual credit</li> <li>•</li> </ul>   |
| Curriculum is challenging   | <ul style="list-style-type: none"> <li>• Majority of our classes are college preparatory and meet a-g requirements</li> <li>• 10 Advanced Placement courses and 3 honors courses available to students</li> </ul>  |
| Collaborative Staff   | <ul style="list-style-type: none"> <li>• Staff meets weekly in structured meetings to discuss student learning</li> <li>• Staff created pacing guides in Math and SS</li> <li>• Staff identification of the need for the use of common assessments and willingness to work on this need in the coming years.</li> </ul>  |
| Development of Leadership Team  | <ul style="list-style-type: none"> <li>• New Leadership Team developed in 2011-12</li> <li>• Leadership Team guiding the WASC process</li> <li>• Leadership Team involved in attending to staff issues and the hiring of the new principal</li> </ul>  |

## Areas of Need

| Findings  | Evidence   |
|---|--|
| Math performance improvement for ELL and SES students   | <ul style="list-style-type: none"> <li>• ELL and SES students are performing at lower rates in Algebra and Geometry</li> <li>• 13% ELL students are proficient in Algebra I (2011)</li> <li>• 19% of SES are proficient in Algebra I (2011)</li> <li>• ELL and SES students are not articulating into higher levels of math</li> </ul>   |
| ELA performance improvement for ELL and SES students  | <ul style="list-style-type: none"> <li>• ELL and SES students are performing at lower rates in ELA in all grades and Geometry</li> <li>• Between 2007 and 2011 ELL 9<sup>th</sup> grade students have decreased in ELA fluency from 16% to 0% proficient (This may be as a result of reclassification). This trend is similar across grades</li> <li>• SES students ELA proficiency is higher in recent years but continues to be lower than peers. The range is between 26% to 34% proficient.</li> <li>•</li> </ul>  |
| Continued professional learning and collaboration around meeting the needs of students who are academically underprepared | <ul style="list-style-type: none"> <li>• PLC time structure is new and the staff continues to struggle with norms</li> <li>• PLCs need training in formative assessment, the use of data, and practice focusing on student learning</li> <li>• Argumentative staff that is focus on structural arguments rather than on student learning needs.</li> <li>• District lack of consistent professional development plan</li> <li>• Low percentage of staff being trained on district professional development</li> <li>• Consistent leadership change in the district and at the school site</li> <li>• Union and district disharmonious relationship that has developed a lack of trust</li> </ul> |
| TIRE intervention program needs to be redeveloped   | <ul style="list-style-type: none"> <li>• Lack of teacher buy-in and clarity of focus</li> <li>• Lack of targeted re-teaching- used primarily for homework help</li> <li>• Teacher Leadership will facilitate research of RTI options</li> </ul>  |
| Development of Leadership Team  | <ul style="list-style-type: none"> <li>• New Leadership Team developed in 2011-12</li> <li>• Leadership Team guiding the WASC process</li> <li>• Leadership Team involved in attending to staff issues and the hiring of the new principal</li> <li>• There is a need to continue this shared leadership to establish consistency at TTHS</li> </ul>   |

Below is the interpretation of the parent and student surveys. The complete results are in the appendix for further review.

### Summary

| Findings  | Evidence   |
|---|--|
| Teachers provide my student with the help he/she needs.   | <ul style="list-style-type: none"> <li>• 61 % of parents either agree or strongly agree</li> <li>• 25% of parents somewhat agree</li> <li>• Less then1 % disagree</li> </ul>                         |
| The school is doing a good job preparing my student for college or a career after high school and I am satisfied with the course offerings at Truckee High. | <ul style="list-style-type: none"> <li>• 42% of parents either agree or strongly agree</li> <li>• 33% of parents somewhat agree</li> <li>• 14% disagree</li> <li>• Less then 8 % disagree</li> </ul> |
| TIRE has provided my student with the opportunity for extra help when needed.   | <ul style="list-style-type: none"> <li>• 65% of parents either agree or strongly agree</li> <li>• 18% of parents somewhat agree</li> <li>• 8% disagree</li> <li>• Less then 6% disagree</li> </ul>   |
| I feel welcomed and supported at the front office and when working with the administration.   | <ul style="list-style-type: none"> <li>• 53% of parents either agree or strongly agree</li> <li>• 27% of parents somewhat agree</li> <li>• 14% disagree</li> <li>• Less then 1 % disagree</li> </ul> |
| The counselors meet my students/families needs.   | <ul style="list-style-type: none"> <li>• 60% of parents either agree or strongly agree</li> <li>• 25% of parents somewhat agree</li> <li>• 9% disagree</li> <li>• Less then 5 % disagree</li> </ul>  |

Tahoe Truckee High School acknowledges that we have a lot of work on becoming a data driven school. The staff is committed to embrace this need and work to establish new practices.

Chapter III  
Tahoe Truckee High School's  
Progress Report

### **Chapter III: Tahoe Truckee High School's Progress Report**

In 2005 Tahoe Truckee High School had a mid term review. Below are the recommendations and the action steps that the school has taken to address the recommendations.

#### ***1. Expand the opportunities for the ELL students to enter into a college or vocational training program.***

- In the Math Department, bilingual aides/resources aides have been part of our classrooms as a push-in. We have adopted new textbooks with support for ELL students and teachers review transcripts to ensure proper placement. We believe we have mostly achieved this need by the class offerings we provide using qualitative data. The Math Department would still like to see some quantitative data to assess the true results. Math vocabulary is still lacking for a lot of students. We offer a variety of class choices which enable students to reach our highest level classes due to our block schedule. Our students can take as many math classes as they want with the way the schedule is currently set up. All of the math teachers are willing to tutor our students outside of class times. The Math Department is concerned about the progress that has been made being cut back due to budget constraints. We would like to see more instructional time in the classroom. We believe that minimum days and furloughs have cut into our time.
- In the English Department, ELD support is provided to students while concurrently taking an English class. Students have the opportunity to attend TIRE to receive reteaching, remediation, and to redo-assignments.
- The ELD department uses various resources to expand the opportunities for EL students to enter college or a vocational program. As a site, EL schedules are monitored to ensure students are enrolled in classes that meet graduation and/or A-G requirements. EL students are also given the opportunity to visit college and university campuses. Each year a group of juniors and seniors take part of the Hispanic Youth Leadership Conference, in which area Latino students visit the University of Nevada-Reno campus. This year, Sierra College has presented information regarding popular Vocational Education programs. In April, students will board a bus and get to see the Mechatronics, Welding, and Auto program at Sierra College-Rocklin. The Truckee High School English Learner Advisory Committee (ELAC) meetings provide information regarding college enrollment, financial aid, and scholarships. ELAC has yearly meetings at the Sierra College Campus to expose parents to the local community college opportunity.
- While funding was available, our department was able to offer a section of sheltered World History for English Language Learners. The following year, we had an ELL content support teacher who assisted students in all courses offered in Social Science. The teacher met with teachers of the different courses and coordinated with students on assignments, skills, and strategies to support English Learners. We have textbooks for various levels of learners as well as Spanish supplemental materials to assist English Learners. ELA money was used to purchase historical fiction books with varied reading levels. Our department strives to keep our AP courses open to all students. We do not

have an entrance requirement in order to be eligible for AP U.S. History or AP Government and Politics.

- In the Science Department, all teachers are SDAIE/CLAD trained. Classes with ELL students use SDAIE strategies and embed these strategies within the curriculum along with modifying individual learning to students IEP/goals and objectives. Each teacher within the science department uses the TIRE period to serve as an ELL intervention. The teachers also offer tutoring to these students as needed. Advisory provides a consistent relationship with one teacher throughout the students' high school years to assist them with any future plans and goals. Advisory teachers inform students of career opportunities, job skills preparation and college planning. Most ELL students are enrolled in General Ed grade level courses as a graduation requirement. The Science Department has met the goal in some ways as mentioned above, but feel there are many things that can be improved on and areas we can grow in such as after school tutoring, after school transportation, and extra support in classes. We offer honors and AP courses in science and many ELLs have taken advantage of the many classes offered.
- The Foreign Language Department is helping EL Spanish speaking students by scheduling them as aides where they can use their Spanish to help in the lower level Spanish classes. Native speakers are encouraged to take higher level courses and Spanish speakers now make up more than 50% of the class in Spanish 4 or AP. The Foreign Language Department is being trained in a new curriculum which includes a section of Spanish for Spanish speakers, but presently we don't offer this course. We have been collaborating with other professionals- coaches, Spanish teachers from ACMS etc. to see how we can better serve students with the new curriculum. We consider ourselves to be a work in progress. We have need for improvement when it comes to communicating as a department to our administration or counseling staff about the frustration of scheduling students into Spanish classes they don't qualify for or scheduling Spanish speakers in Spanish 1 while not even offering Spanish for Spanish Speakers course anymore. We can pat ourselves on the back for a job well done when it comes to building relationships with ELL students and influencing them to believe in themselves enough to seek out their gifts and talents or to continue studying Spanish to truly be bilingual in all aspects to the language. All teachers in our department have attended an AP workshop to help prepare Spanish speakers for the AP exam.
- Since 2005 each teacher in the Physical Education Department has completed and is certified in SDAIE and/or CLAD training. This has allowed us to lesson plan and implement instruction using the CLAD/SDAIE strategies. We feel that in our department we have reached our goal. We get a lot of ELL students in our classes and they have the same successes as many other students. If we could do anything better it would be to learn a new language. Being bilingual would be very beneficial. Because our curriculum is skill based it makes it easier to teach content. We use examples and various visual aides to reach. One of the things we do well is pairing new students up with students that have been in our classes before. This allows students to learn from their peers and make connections they might not have made with the teacher. This really helps when there is a language barrier.
- In the Fine Arts Department, all teachers are trained in SDAIE and embed SDAIE into their goals, objectives and teaching techniques in order to help the ELL students succeed

at the high school level so that they have the qualifications to enter College or vocational programs. An example of this in the visual arts is that all lessons are in a PowerPoint format with Spanish translation so that the Spanish speaker may learn the academic language in the concepts of art in both languages. Since the visual arts program is more visual and hands on learning, students of all different languages can more readily succeed when compared with more language driven subjects.

- In the Special Education Department, through systemic individual transition planning we coordinate with outside agencies such as Department of Rehab, ALTA Regional Center and Metal Health. We use surveys, questionnaires, inventories and assessments to support students to develop their own goals for post-secondary, education, vocational and independent living skills. As Special Education Department we are mandated by federal and state law to address these issues, therefore we are achieving them. We address the needs of ELL students through the IEP process. Through the IEP process ELL needs are addressed through specific needs of the student. We need continuous training to update our knowledge of the changes in the law. The implementation of the newly Transition Partnership Project “TPP” will be available in the 2012/2013 school year. The Special Education Department is collaborating well with families and teachers. We continue to do comply with FAPE (Free Appropriate Public Education).
- Within our Counseling Department, college sessions are held for Latino families and students at THS and Sierra College. There is a special Latino college night and students and parents are bussed over to the college night to help make the transportation easy. The night is done in Spanish and babysitting and food is provided. Through advisory Latino student go over their transcripts go over their transcripts both for HS graduation requirements and UC A-G 4 year college entrance requirements or they have a consistent information on what they need to go to college. All emails, flyers, counseling bulletins, and blackboard calls are all sent out in Spanish. Counselors direct students to the numerous resources in the SAC in order for the students to research future goals. Fee waivers are offer to students on the reduce/free lunch program for PSAT, PLAN, SAT, ACT and ASVAB (free of charge for all students). All parent/student nights are held in Spanish in English with a separate slide show in Spanish which are done in evenings, late afternoon and times that are planned around their work schedules. As a department, we feel that we are currently meeting this goal and have made a huge difference from 2005. The Counseling Department could benefit from an additional translator to help with the families and meetings, as well as a career technical education path at THS, so all students truly know what their choices are. We are limited on one-on-one college counseling and scholarship help because we have lost the career technician since 2005.

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

- The Math Department is addressing this need by tutoring during prep periods, during the TIRE period, and after school if necessary. When students continue to struggle with their grades they are referred to TIRE. If a student does not score a C or higher, they are not placed in the next level course. As for STAR/CST assessments, it is difficult for us to act on these since the scores do not come in until after a student is no longer in our class. Teachers provide review packets for all classes just prior to the CST/STAR. We believe

we are making progress by currently using standards based assessments in our classes. We could improve upon using the scores from the tests at the beginning of the year and each semester to determine appropriate placement for students and assess their weaknesses for TIRE intervention. As a department, we would like to see more distribution of data from testing to further our remediation strategies. The review packets we give out prior to the tests have been very useful. We have offered CST/STAR tutorials for any interested students prior to the testing.

- The English Department encourages students to get academic help when dealing with difficult subject matter. Currently, students below a 70% are required to attend TIRE. CST scores are used for Honors and AP placement. Students must have a 5 for those classes, although exceptions are made and the guideline is not always followed.
- In the English Language Development Department, students are required to attend TIRE when grades are below a 70%. At the same time, based on student's CST scores, students are enrolled in ELD classes if they are below basic on the previous year CSTs. Most students that are designated EL are achieving Below Basic on the CSTs. ELD provides student access to state standards through scaffolding, activating prior knowledge, and building background. As students gain more English skills, they are able to excel on the CST. EL students continue to use TIRE, to ask clarifying questions and receive re teaching opportunities. EL students are informed of their CST score and set goals to meet the requirements to become reclassified. Every year, the student fills out a CST goal sheet, with the hope of moving over a CST level.
- In both the Science and Social Science Departments, in regards to remediation for CST/STAR testing, by the time we are able to access the scores the students have already moved on to their next classes. However, we do refer students to TIRE who are below 70% in their current Science or Social Science course. Former CST test questions are incorporated into the curriculum and used as formative assessments to guide the class.
- In the Fine Arts and Physical Education Department, due to the fact that the remediation period focused on core curriculum, many students who are not required to be in class during this period are still on campus and need supervision. Both departments help provide this supervision in the gym and cafeteria so that students who need remediation in core classes receive it.
- The Counseling Department utilizes Sierra High and Coldstream independent in order to help students who need a modified or alternative curriculum. TIRE and tutoring are offered to students for more support. As a department, we feel that it is an ongoing process that is not fully met. We need more permanent resources in order to help these students. For example; a permanent translator in the SAC at least once a week to help parents on a weekly basis. Yet, from a positive standpoint, the Counseling Department is consistently re-evaluating academic and emotional needs and giving guidance based on those.

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

- In the Math Department since 2005, there have been two different models for teachers. We had two different preps in the past and now many of us have three preps with classes that we have not taught before. This has taken away from our planning time together. Within our department we have been addressing using the state standards and making standards based assessments. As for integrating with other departments we have not been able to do that yet. Supporting each other as a whole school community, as a department, and allowing all to have a voice. Allowing staff to have greater input on our buy-back hours based on the current needs in each department.
- The English Department currently has a common planning time. However, work is still in the developmental stages within the department. The ELD Department is meeting with the English Department as a PLC. We meet and develop pacing guides, common curriculum and assessments. As a PLC, we have begun to look at Common Core Standards.
- The English Language Development Department meets once a month with other district coordinators to analyze data, discuss curriculum, and address ELD needs. This year ELD teachers met to choose standards, and discuss implementation. The ELD Coordinator meets once a month with other district coordinators to analyze data, discuss curriculum, and address ELD needs. The ELD coordinator assists the school administration in planning and implementing instruction in English Language Development to students designated as qualified for services.
- This year ELD teachers met to choose standards, and discuss implementation. The district now has standards from kindergarten to twelfth grade. The ELD teacher uses these adopted standards to plan lessons and perfect standards. The ELD Department has also integrated with the English PLC. This PLC works together to address English Learners needs. Lastly, the ELD Department and SpEd have collaborated to address the individual needs of SpEd ELs with opportunities for SpEd teachers to offer ELD in their Resource courses.
- The Science Department meets on minimum days as a PLC group to address essential standards and coordinating core curriculum. Yes, our department works very well together coordinating curriculum, common assessments and cross curricular standards. Our school no longer addresses the four core subjects of the California Science Standards: Earth Science is no longer offered as of August 2011. We are strong with collaboration and communication and continue to modify and refine our courses as needs change.
- In the Social Science Department, we have been meeting on a regular basis to implement the PLC model. During these meetings we have worked on a course-by-course basis in developing a standards based curriculum with common formative and summative assessments. At the same time, our site EL teacher has made opportunities available to our department and the staff to attend trainings in order to further assist EL students. Our department has been able to meet on Wednesdays during staff meetings to discuss EL strategies and align the courses within our department.
- In the Physical Education Department, since 2005 our school has developed into a PLC school. We have met numerous times in our department to discuss our curriculum and make sure it is standard based and lines up with ESLRs. Our general PE courses could

use some improvements aligning with the state standards. However, we currently have Yoga being taught weekly, and in our Strength Training classes we are constantly updating our curriculum to be current.

- Being a small school, teachers who are working alone within a discipline (Fine Arts, Vocational Ed, etc.) have had the opportunity to meet with other teachers in the district in their discipline to begin to meet this goal. Time constraints and scheduling conflicts have hindered development.
- The Special Education Department participates in the district adopted PLC model. The department also attends district wide special education meetings and trainings, job a like trainings, SELPA/PCOE trainings and district trainings such as leadership coaching. We achieved the goal, but it is an ongoing process. Not only as a department, but also as a district we need to focus on the strength of our staff resources to present in-services. We provide quality programs due to our staff development, collaborations and programs that are integrated.
- The Counseling Department, in conjunction with the Administration, developed a master schedule that accommodates the above goal. All departments have a common prep based on the PLC model. The time goal has been achieved but the staff development plan through PLC methods is in progress and baby steps have been made. Staff morale, camaraderie, cohesion and putting student needs first are something as a department we think needs work. Common planning time within the master schedule has been achieved for some departments; however it limits options for students, but allows more time for the PLC process.

***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.***

- The Math, English, and Social Science Departments rely on other Departments within the school to address drug and alcohol education. However, when appropriate, teachers do discuss concerns with students and use the Advisory period to further address drug and alcohol education.
- The Science department addresses this growth need through Health Science classes, Sources of Strength club and working in collaboration with the Wellness Center on campus. This growth need continues to be an area of focus and we need to intentionally implement new ideas and strategies to help students make the right choices when it comes to substances and use of them. We can improve on over all school programs through clubs, outside groups, etc. The program “Driven” is offered at TTHS every three years. We have started a few great programs that are in the early stages that have potential to grow and make a strong impact on our students.
- In the Physical Education Department, we discuss drugs, alcohol, and steroid use in our classes. The discussion is focused on the negative effects that drugs and alcohol have on the body systems. Our main focus has been on the substances that are most abused in our school community. We discuss alcohol in detail and the negative effect that it has on muscle development and the lowering of testosterone levels. We usually have reading

material and studies that are coupled with this discussion. We need to diversify our curriculum and presentation when it comes to the subject of drugs and alcohol. Adding guest speakers to talk about the subject and discussing it more frequently would improve our needs in this area.

- The Counseling Department offers students Friday Night Live; Natural High, a place for students to participate in a drug/alcohol free club. Also, counseling has started a Teen Center at the community arts center, two Friday nights a month for a safe and sober place for students to hang out. Counseling brings in Tahoe Safe Alliance and holds girls and boys groups to address drug and alcohol issues. Counseling has procured the services of a drug dog from the Nevada County Sheriff. As a department we feel that this is a work in progress, based on the CA Healthy Kid's survey, there is much more to achieve. We would like to see more regulation at the dances, and day to day on campus with stricter consequences. Incorporate preventative curriculum through advisory. Counseling is part of TT-FWDD to make a difference and change social norms in the community which will change the social norms of in the HS. These include – Forward, Friday Nigh Live, Teen Center and the Wellness Center.



Chapter IV  
Self-Study Findings

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources**

**A1. Organization Criterion**

*To what extent a) 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 high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?*

| Findings   | Supporting Evidence                                    |
|--|--|
| <p>Truckee High School has a clearly stated vision and mission that is based on our student needs, current education research and the belief that all students can achieve high levels. In addition, we have developed Expected Schoolwide Learning Results to increase our efforts, clearly state our expectations and to provide a path for student achievement. Tahoe Truckee High School’s mission is aligned with our district mission: “every student learning everyday.”</p> <p>In the spring of 2011 the entire school staff reviewed the current vision and mission statement. As a school staff we discussed and explored a new vision and mission. By the end of the school year the entire school staff had reviewed the old vision and mission and made recommendations for a new vision and mission. In the fall of 2011 a new vision and mission was drafted and approved by the school. After this process the entire school staff reviewed the ESLRs that were developed in 2005. In each WASC committee the old ESLRs were reviewed and recommendations were made to the Leadership Committee. The Leadership Committee collected the recommendations and reviewed the collective suggestions. Through the committee’s work new Expected Schoolwide Learning Results were developed. The new ESLRs were shared to the entire staff and they were adopted. These ESLRs were then printed, shared with students and parents, and posted throughout the school.</p> <p>In the winter of 2011-12 students learned specifically what the ESLRs are and how they actually impact their high school experience. During the advisory period each teacher shared a copy of the ESLR and facilitated lessons, discussions, and activities to increase the quality of their understanding.</p> <p>Our ESLRs address that all Tahoe Truckee High School students will be prepared for the 21<sup>st</sup> century by becoming proficient/advanced in four specific domains prior to graduating. These domains are Core</p> | <p>Mission Statement<br/>ESLRs<br/>District Vision</p> |

|   |  |
|---|--|
| <p>Academic Subjects, Information Technology and Media, Personal and Life Skills, and High Productivity. The ESLRs further clarified to ensure clarity within each domain. The school's purpose (ESLRs and Mission) are supported by and aligned with the governing board and the central administration as well as through our districts academic standards.</p> |  |
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**A2. Governance Criterion**

*To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?*

| Findings   | Supporting Evidence  |
|--|--|
| <p>The Tahoe Truckee Unified School District Governing Board has policies and regulations that conform to California Government Code and California Education Code and reflect the values and expectations of our district’s community. Our school-wide goals are aligned to the district goals and are discussed in the larger context of district goals.</p> <p>Student success and a focus on instruction and continuous improvement are embedded in the board policies. The district’s Mission is <i>Every Student Learning Everyday</i>. To ensure this, the management team meets on a weekly basis in a Professional Learning Community to discuss, develop, and align Curriculum, Instruction, and Professional Development. For example, this winter the Truckee Leadership Team and several teachers will be trained in the Coaching for Results and Explicit Direct Instruction.</p> <p>Truckee High School’s purpose and school wide learning results are aligned with the policies and bylaws of the governing board in order to support student achievement. The model that has been adopted by the governing board is the PLC Collaborative Inquiry Model, which provides the framework for the ongoing collaboration to examine our practices with results in students learning. The PLC roadmap is cyclical and ongoing including the following seven areas: 1) Collaboration culture, 2) Set goals, 3) Identify essential standards and evaluate, 4) Assessment, 5) Measuring learning success, 6) Instructional strategies for best first instruction and learning, 6) Response to student learning, and 7) Insights and adjustment to present future instruction.</p> <p>Currently, the school Leadership team is working with academic coaches to use the districts PLC model in order to guide collaboration in grade level and subject area. Policies are delegated from the governing board to the professional staff through different school-wide teams and individuals such as administration, academic coaches, teacher leaders, leadership team, grade level teams, and subject area teams. All staff meetings are run according to the PLC Collaborative</p> | <p>Board Policy<br/>Administrative Regulations<br/>California Ed Code</p> <p>District Mission Statement</p> <p>PLC Model</p> <p>Leadership Guide</p> <p>Cycle of Inquiry Model</p> |

**Inquiry Model.**

Within our department PLCs, the staff is working on the implementation of formative assessment, data driven decisions, and common core academics. Each department is in a unique place in this continuum and a lead teacher and or an Academic Coach facilitate each PLC. The teacher leaders meet with the principal on a monthly basis to review progress and to develop next steps. In addition, this information directly impacts the school site plan, ELL plan and the development of the master schedule.

Leadership Team  
Minutes

### A3. Leadership and Staff Criterion

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

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>Tahoe Truckee High School's certificated staff use data collection programs, such as DataWise (web-based assessment tool) and AERIES (grading and communication tool) to help monitor and improve student achievement. Subject and grade level teams review data during monthly collaboration meetings, during common preps, and in informal meetings during lunch, brunch and after school to determine future instruction. Subjects and grade levels have developed their own common assessments which reflect the agreed upon learning outcomes for students. Each department is in a different place in this work and as a school we have made significant strides since our last WASC. We currently understand that there is a lot of work in this area.</p> <p>Teachers use both DataWise and AERIES to monitor individual student progress on the state standards, attendance, discipline and other related issues. Parents have access to the AERIES online portal.</p> <p>We are currently working to develop new programs to monitor student progress. This includes the development of the Leadership Team/Department Chair, the Community Based Professional Learning Community, and the Academic Coaches.</p> <p>This coming fall, leadership will share CST results EAP, API and AYP disaggregated student information, CAHSEE, California Healthy Kids Survey results, CELDT results, and other major student profile data and scores with the staff. The staff will analyze what works well, and what needs to be adapted or changed.</p> <p>Yearly, the school's Site Improvement Plan (SIP) is reviewed and monitored by the administration, the Site Plan Improvement Coordinator and the School Site Council. In 2010-2012 we continued our goals and anticipate redrafting our goals based on our WASC action plan and site visitation. It is our intent to align our SIP and WASC plan together to insure continuity. Monthly, the School Site Council is responsible for monitoring and measuring student progress within the Site Plan. Site council is comprised of administrators, certificated and classified staff, parents, and students. Site Council provides teacher funding which supports the goals listed in the School Improvement Plan.</p> | <p>DataWise<br/>AERIES<br/>-Teacher portal<br/>-Parent portal</p> <p>Professional Learning Communities (P.L.C)<br/>Leadership team</p> <p>Building Effective Schools Together Team (B.E.S.T)<br/>School Site Council<br/>English Learner Advisory Committee (E.L.A.C.)<br/>District-wide English Learner Advisory Committee (D.E.L.A.C.)<br/>Individualized Education Program meetings<br/>Student Study Team</p> |

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| <p>To ensure that the staff has opportunities for collaboration and to provide feedback on school improvement, the school's PLC teacher leaders are member in the Leadership Team and bring issues to the administration. Through this collaboration the school develops based on student need, staff input, and collaboration. For example, this last fall the Leadership Team reviewed the current implementation of our RTI model called TIRE. As a team we reviewed the current implementation and decided after the WASC report and findings that we would review and redevelop based on our new learning. This process allowed the entire staff to engage and form the process.</p> <p>Typically, of four monthly meetings, one is reserved for staff, one for department, one for grade level PLC collaboration, and one for WASC. One of these meetings is designated as a departmental meeting. On the first Thursday afternoon of each month, the Leadership Team meets and develops the agenda items for the upcoming PLC meetings.</p> <p>In addition, the Leadership Team attends to any immediate site issues. Department members provide questions/comments on student instruction and achievement to their Leadership Team representative who then advocate during the monthly meeting. Here is a list of our recent focus areas: TIRE, Sierra College Credits, Staff Morale, Master Schedule and New Principal Hiring.</p> | <p>meetings<br/>504 meetings</p> <p>School Site Plan<br/>Principal's Summit<br/>PLCs focused on student assessment data and formative assessment data<br/>PLCs focused on common core standards for subject area<br/>2011-12 ESLRs</p> <p>Leadership Team</p> <p>TIRE</p> |
|---|---|

**A4. Leadership and Staff Criterion**

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

| Findings   | Supporting Evidence  |
|--|--|
| <p>The general hiring process and policy starts at the district level. As a district we are committed to hiring and retaining the most qualified staff. The district recently trained the entire management team on Target Success, which is a program, designed to improve hiring practices. Unfortunately, we are currently experiencing economic hard times and are releasing staff, reducing instructional days, and laying off staff to address budget shortfalls.</p> <p>Prior to the budget shortfall and the district furlough days all staff members attended two staff development days per year. At the fall professional development day, staff review assessment data, are updated on any changes in school or district policy, and set personal and school-wide goals. Departments collaboratively review and revise grade level pacing guides and curriculum. The spring professional development day has included district-wide trainings, staff collaboration and staff-led professional trainings. This last year we were unable to participate in this valuable work due to budget reductions.</p> <p>To further staff expertise and education, the Tahoe Truckee Unified School District offers teachers ongoing professional learning opportunities including integration of technology, English Language Learner strategies, Explicit Direct Instruction, Coaching for Results, Step Up to Writing, and SIOP training. In addition, the district special programs department provides training for special education teachers on the IEP process, the use of GENESEA (an online IEP data collection system), and the latest updates of IDEA. Many of these workshops are free to staff and some offer post baccalaureate credit.</p> <p>Tahoe Truckee High School staff members take a proactive stance in continuing their training and preparation for the classroom. Staff members attend trainings such as Advanced Placement Seminars, Advanced Via Individual Determination Training/Certification, County Office of Education trainings, graduate school courses and doctoral programs. Currently we are developing a new process to support teacher professional development. This next year if a teacher finds a professional opportunity they want to attend, they complete SIP proposal, and attend a Site Council meeting to explain how their</p> | <p>District policies<br/> Staff Evaluations<br/> Cross-cultural Language Acquisition and Development<br/> SDAIE<br/> HQT<br/> NCLB<br/> ESLRs<br/> Staff Handbook<br/> Employment Contracts<br/> Leadership Team Meeting Notes<br/> EDI<br/> Step Up to Writing<br/> Coaching for Results<br/> SIOP<br/> TTEA, CTA and CSEA Union Procedures<br/> Academic Coaches<br/> PLCs</p> |

professional development aligns with the school's site goals. Site Council votes that same day whether to support the teacher's endeavor and with the final approval of the principal the staff member may receive additional support.

Tahoe Truckee High School and the district offer many formal and informal support for new teachers. At the site level, teachers are welcomed before the first staff day in order to acclimate the new hires to school procedures and policies. At the site level, new teachers are paired with an academic coach who is their primary source for quick questions, support and general assistance. The Department Chair/Leadership Team leader assists the new teacher with curriculum, processes and serves as a liaison to all aspects of the school.

New teachers participate in the BTSA program that is facilitated by Placer County Office of Education. Each teacher is paired with a mentor teacher who participates in a multitude of supportive teaching assignments which are determined by considering an array of factors in order to maximize efficiency and student learning. The philosophy of the school is to build the master schedule based on student needs rather than teacher needs. Discussions take place between curriculum leader, department and administration in order to place all teachers in subjects in which they can be most successful. Administration and counselors also try to pair new hires with more experienced teachers sharing common preps in order to further develop curriculum and goals. Though this is not always possible because of scheduling conflicts, it is our goal. Administration recognizes that staff would like greater input and voice in assigning classes to the master schedule. Final teaching decisions are determined by administration.

**A5. Leadership and Staff Criterion**

*To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

| Findings  | Supporting Evidence  |
|---|--|
| <p>Tahoe Truckee High School is very supportive of professional development for all staff both credentialed and classified. Professional development and collaborative opportunities occur for both classified and certificated staff during weekly meetings. Classified staff is always welcome to participate in staff meetings and PLC.</p> <p>Some of the ongoing research and professional development in which the Tahoe Truckee High School staff and leadership participate include ongoing workshops, ACSA Academies, and Doctoral programs. Our Assistant Principal is currently working on his doctoral degree at St. Mary’s University. Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs. Every six years the staff must participate in a WASC evaluation procedure. The entire district participated in multiple professional development trainings focused on writing with a common academic language from kindergarten through 12<sup>th</sup> grade, quality first instruction, second language, PLC-inquiry cycle data analysis, response to intervention, instructional coaching, counseling, professional literary conferences, differentiation, and individual professional development.</p> <p>Currently our ROP teacher is participating in a mentorship program facilitated by Placer County Office of Education. Through weekly meetings the teacher is learning valuable information on how to improve professional practice and how to align his course with 49er ROP. The ROP programs maintain logs and goals developed by the county. In addition our two new teachers are participating in BTSA.</p> | <p>Regularly scheduled meetings between academic coaches and school principal to review and reflect on PLC practices.</p> <p>Step Up to Writing</p> <p>SOS - Sources of Strength</p> <p>Mental Health Essentials</p> <p>CSU/ UC conference-college entrance</p> <p>FEMA</p> <p>AERIES training</p> <p>DataWise training</p> <p>Author Speak</p> <p>BEST</p> <p>SWIS</p> <p>Edge training for ELD and Special Ed</p> <p>EDI- quality first instruction</p> <p>SIOP</p> <p>SDAIE/CLAD</p> <p>BTSA</p> <p>DuFour PLC workshops</p> <p>Mattos - RTI structure</p> <p>ProACT</p> <p>Teaching Pro Social Skills</p> <p>AT training</p> <p>Ausberger’s Training</p> <p>Structured teaching</p> <p>Target Success</p> <p>CUE- computer using educators</p> |

**A6. Resources Criterion**

*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?*

| Findings  | Supporting Evidence   |
|---|---|
| <p>Tahoe Truckee Unified School District provides the school’s basic educational needs. However, our parents recognize that the funding provided cannot meet the needs of our student population. We are extremely grateful for a strong parent community that supports students through Boosters, TEMPO, Measure A, and Excellence in Education. On an annual basis Tahoe Truckee High Schools receives support from Measure A that helps increase our staffing and department funding. Thus far in 2010-11, the Excellence in Education Organization has raised over \$350,000. These funds are used for the entire region’s schools through a grant process. Each school can apply for small and large grants. This year TTHS received over \$15,000 in teacher grants</p> <p>The Athletic Department, Athletic Boosters and school administration are continually looking for ways to fundraise and make up the athletic deficit. The Music Boosters, which we call TEMPO, also contributes money for teacher needs, sheet music, equipment, and student instruments.</p> <p>In addition to parent-funded programs, the site receives allocations from state and federally funded programs. Gifted And Talented Education (GATE) funds are used to support identified GATE students through the offering of Honors and AP courses. The Economic Impact Aid Grant funds our ELD program. School Site Council monitors the School Improvement Plan (SIP) funds, which are used to address the needs of students who are not meeting standards and aligned.</p> <p>The principal also allocates additional resources from the district. The site receives an allocation for each section on the master schedule. The department heads determines a budget for each subject area based on past needs and future requests from the subject area teachers. This money can be used at the teacher’s discretion. Teachers requests donations from families for materials that enrich the academic program. The administrative secretary distributes updated school budgets as needed to Leadership Team/Department Chairs to facilitate the use of funds. All department purchases are approved by the Department Chair and the school principal.</p> | <p>Boosters<br/>TEMPO<br/>Measure A<br/>Excellence in Education Grants</p> <p>Advanced Placement and Honors Classes</p> <p>Master Schedule</p> <p>Department Funds</p> <p>New Gymnasium</p> |

Tahoe Truckee High School facility has been modernized several times since it first opened in 1955. The school has a relatively new cafeteria, gym, and science classrooms in 2006. In addition, the Culinary Arts classroom and Special Education room was just updated to accommodate ADA specifications. This last year the Theater received extensive donations and improved its sound equipment.

New Cafeteria  
Culinary Arts Remodel

**WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:**

**Strengths and Growth Needs**

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength**

- We have a school where the “Open Door” policy truly exists.
- Our school is small enough that students, for the most part, feel they are safe and in a caring and supportive atmosphere.
- We have tremendous community and parent support.
- The block schedule is successful and conducive to student success by allowing more continuous time in core content.
- The new ESLRs are progressive and connect to 21<sup>st</sup> Century Learning Goals.
- Staff collaboration on WASC was comprehensive.
- New Leadership Team was developed in 2011-12.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Revolving door leadership at site and district limits school growth.
- Layoffs undermine school development and have affected staff morale.
- District professional development plan has not met the need of the high school.

## Category B: Standards-based Student Learning: Curriculum

### B1. Curriculum Criterion

*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? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]*

| Findings   | Supporting Evidence  |
|--|--|
| <p>All students at Truckee High School have access to a rigorous, standards-based curriculum aligned with the expected schoolwide learning results. The demands of our curriculum are evidenced by the performance of our students on standardized tests. Our API score has increased 91 points since 2003. Perhaps the most significant increase has occurred within our Hispanic population where the API score has increased 90 points since 2005. Our SAT and ACT scores have consistently increased from 2005 to 2011, and remain higher than the state average. STAR test data shows that more than 50% of our scores are at or above the 50th percentile. 43.59% of Truckee High School students participate in ACT/SAT testing as opposed to the state average of 33.36%</p> <p>Perhaps a more accurate assessment of our curriculum is indicated in the number of students that are admitted to top tier colleges and universities throughout the United States.</p> <p>Articulation within departments is emphasized as teachers meet regularly to discuss department curricular needs. This ensures that all teachers follow the same course outlines and teach the same curriculum without omitting standards-based material. During the 2008-09 school year, Truckee High School began collaborating in subject areas through Professional Learning Communities. Almost all subject areas have created pacing guides aligned with the state standards. These guides allow students to transfer classes within departments without suffering redundancy or duplication of curriculum.</p> <p>In the 2008-09 school year, Truckee High changed their policy to no longer allow duplication of credits for the same course.</p> <p>The CST test scores show that a number of students are still scoring below proficient on the CST subject subtests. It remains a concern when any student is scoring below proficient. Significant efforts are being made to assist students in the below basic category. For example, the implementation of a TIRE period in the 2009-10 school year has provided students with an intervention during the school day. In examining individual proficiency scores, there appears to be discrepancies between CST test scores and actual academic coursework</p> | <p>School/Community Profile</p> <p>CDE Dataquest</p> <p>Truckee High School ESLR's</p> <p>Senior Advisory Statistics</p> <p>PLC Model</p> <p>Course Outlines/Pacing Guides</p> <p>Course Description Guide</p> <p>Lesson Plans</p> <p>Student Assistant Center</p> <p>TIRE Advisory</p> <p>School/Community Profile</p> <p>Confidential Student Performance List</p> |

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|---|---|
| <p>scores. The staff remains vigilant in their efforts to impress on students the importance of doing well on mandated state testing.</p> <p>A variety of courses and programs assist us in meeting the diverse needs of our population at THS including; students with disabilities, English Language Learners, and Advanced Learners. AP courses are offered in English, Math, Social Science, Science, and Foreign Language.</p> <p>All students with qualifying grades are eligible to enroll in all honors and AP classes at Truckee High School, allowing the students an opportunity to challenge themselves with a rigorous curriculum. Some AP courses have test requirements for qualifying for the course. Not only is there an increase in the number of students taking AP classes, there is also an increase in AP course offerings per department. This is evidenced by the increase in the percentage of students taking AP courses and receiving scores of 3 or higher. All students are encouraged to think critically, utilize effective learning, apply reasoning skills and process information whether in an AP or non-AP class.</p> <p>Advanced Physics and other Physics classes participate in Physics Day activities. Students take a field trip to Great America Physics Day and go to “i Fly SF” to get first hand experience in sky diving. All science curriculum classes participate in our local Truckee River Day. Here, students actively participate in helping our local environment by reforestation, trail maintenance and river reclamation.</p> <p>Chemistry students tie-dye tee-shirts with kindergartners and fifth graders. The activity allows interaction between the high school and elementary students. Tie-dyeing allows an application to acid-base chemistry.</p> <p>In 2008, all students participated in a mock Presidential Election. ROP students created video presentations of each candidate’s platforms before the entire student body was able to vote for the candidate of their choice.</p> <p>AP United States History students take on the persona of a Progressive Reformer and present to their peers information in a talk show style format for a multiple-day lesson called Host of the Day. At the same time, both AP United States History and AP Government students are expected to complete Document Based Questions essays in less than 60 minutes upon completion of the courses.</p> <p>AP Spanish classes write articles in Spanish for the local newspaper, <i>Moonshine Ink</i>, concerning issues related to the high school. At the same time, the AP Spanish students collaborate with the bilingual state preschool, putting on plays and translating for both the students and parents.</p> <p>Native Spanish speakers are encouraged to enroll in AP Spanish and</p> | <p>2011 CST Results</p> <p>AP Course Information (School Registrar)</p> <p>Course Description Guide</p> <p>School/Community Profile: AP Test Scores CDE Dataquest</p> <p>Photo Evidence</p> <p>Video</p> <p>Lesson Plan</p> |
|---|---|

take the Spanish Language AP test.

AP English classes have edited 9th grade Global Studies research papers in a successful integration among the disciplines. Peer editing of this nature has been highly successful and motivating for both classes.

English classes also present a Poetry Out Loud Competition at the school site. Students write original poetry and present it in their own format to their peers. Students are judged on creativity and originality of their work.

To better prepare students for college level reading and writing, the English department has been trained in RIAP (Reading Institute for Academic Preparation). Twelfth grade English teachers have incorporated reading and writing modules into the curriculum from the workshops at Sacramento State.

The Truckee High School music program takes a four day tour to various locations in Northern California entertaining senior citizens at rehabilitation centers, retirement communities, convalescent hospitals, the Shriner's Hospital for Children, and veteran's clinics.

The staff at Truckee High School has made great strides in ensuring that our ESLRs are addressed throughout the curriculum. We have aligned our curriculum not only to the standards, but have worked to infuse the ESLRs into the curriculum. ESLRs are posted in classrooms throughout the building.

To address the interpersonal and intrapersonal relationships of the students at Truckee High School, through the Leadership class, students participate in a school-wide canned food drive for the local community during the month of November. They also participate in a toy drive to assist the Community Christmas efforts. The Leadership class also runs school events (the Haunted House, rallies, dances, etc.) based on parliamentary procedures.

Club-a-Palooza is a club awareness event provided by the Leadership class for the entire student body to inform them of the extra-curricular clubs available at the school site. Most clubs at Truckee High are involved in activities for the student body as well as outside of school for the community.

The majority of our students participate in athletics, music, drama and/or school clubs. We are currently experiencing a revitalized interest in school clubs. This year alone we have two new clubs that have begun the process of approval. At the same time, Truckee High School has produced a "Spring Musical" for the past 21 years. In future years we plan to track student participation to formulate more accurate data.

Some teachers allow students to select projects based on personal interests thereby addressing our Personal/Life Skills ESLR. Marine

*Moonshine Ink* articles  
Photo Evidence

Lesson Plans

Leadership Minutes  
(ASB)

Wolverine Newspaper

Biology and Chemistry both provide an opportunity for students to research and report on a personal area of interest. This is also addressed in CORE PE and Culinary Arts through diet analysis and basic nutrition education. These skills are reinforced in Health classes through components on drug, alcohol, and tobacco awareness. These also reinforce personal responsibility, refusal skills, and decision-making skills. Core PE also covers stress management, physical fitness and exercise skills. In 2010, Truckee High School experienced the unfortunate suicides of two students. Therefore, mental and emotional health issues are heavily stressed throughout the Health curriculum and a heightened awareness has been infused into the school culture and the community.

- ESLRs
- Course Descriptions
- Lesson Plans
- State Standards
  
- Sources of Strength Program
  
- Lesson Plan



career fields to educate students about future possibilities. The Woodshop class also brings in guest speakers from Wyo-Tech and Universal Technical Institute to show post-high school professional training opportunities. The Culinary Arts students receive a presentation from Johnson and Wales University. Up to 2010, the Culinary Arts Program articulated students to TMCC due to THS course offerings that met the standards of TMCC's introductory culinary class. Unfortunately, due to budget and scheduling constraints, limits have been placed on the Culinary Arts Program's comprehensive curriculum. The music department brings in guest artists and university performing groups on a regular basis to make the connection to continuing education in music as a diverse career choice. The Music Production class brings in guest speakers to stimulate student interest in pursuing careers in the many divisions of the Technical Theatrical Arts.

The counselors at Tahoe Truckee High School sponsor an evening College Faire where all post-high school tracts, career, vocational, military, and higher education can be explored.

The Student Assistant Center also provides prevention, career planning, and personal and social growth activities. Tahoe Truckee High School provides responsive counseling and consulting. Our school provides individual and small group counseling for our students and also provides consultation along with parent/teacher state referrals. To address our individual planning, our school provides individualized educational plans, individual student assessment and program planning for students. Most SDC students participate in a state funded Workability Program to enhance career opportunities. All students have opportunities to change schedules, compete for honors classes, and consult with counselors. Counselors schedule individual meetings with sophomores, juniors, and seniors each year. Parents also receive notices in the mail and are invited to pre-scheduled appointments.

Tahoe Truckee High School's curriculum is primarily determined by state standards, staffing qualifications and funding. Truckee High School has fill-out request forms to drop or add classes in the SAC. Teachers may add or drop students based on their academic needs, and according to the drop policy in the Student Planner. TTHS also has senior meetings with their Advisory teacher and counselor to make sure students will fulfill their graduation requirements and assist in program and college selection.

State Standing  
Class Schedules  
Advisory Student Files

Forms in SAC

**B3. Curriculum Criterion**

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

| Findings  | Supporting Evidence   |
|---|---|
| <p>At Tahoe Truckee High School, students understand what is expected of them in order to graduate. Currently, the graduation rate is 98%. Students that are not able to meet the graduation requirements are referred to alternative education. Upon completion of the high school program, students are able to meet all graduation requirements such as meeting the state and district standards in all required areas and passing the CAHSEE. At present, per state requirements, students on IEPs are exempt from passing the CAHSEE, however all students are encouraged to participate. The staff works regularly with all students to monitor progress and additional support is provided to ensure success for all students.</p> <p>All students have access to sequences in coursework that prepares them for success in post-secondary education and career-technical preparation. Parents and students meet with the Counseling Staff on a yearly basis to ensure that the path they are on is successful. At the same time, senior advisory teachers meet with the senior students to verify graduation requirements have been met.</p> <p>The school also maintains relationships with post-secondary institutions aimed at students performing at the high end of the academic spectrum.</p> <p>To learn about post-graduate student success the school often relies on informal reporting from parents and past students. Students on IEPs are monitored two years post-graduation by the Workability Program regarding employment and education.</p> <p>Tahoe Truckee High School works very hard to ensure comprehensive course offerings. The school provides AP and Honors programs to diversify opportunities. However, the budget has greatly impacted the selection of elective courses offered at Tahoe Truckee High School. Of the 457 students surveyed, 170 felt that they would like to see more electives offered at Truckee High.</p> | <p>Student Community Profile</p> <p>Student Planner</p> <p>Advisory</p> <p>Counseling Newsletter</p><br><p>SAC</p><br><p>Student Survey</p><br><p>ESLRs</p><br><p>Standards</p> |

**WASC Category B. Standards-based Student Learning: Curriculum:  
Strengths and Growth Needs**

**Category B: Standards-based-Student Learning: Curriculum: Areas of Strength**

- Established PLCs
- PLC focused on student learning
- The Leadership Team is guiding the PLC work.
- Growth and development of DSAs in Math.
- A large variety of AP and Honors courses are available for the size of our school.
- Standard based curriculum in all core classes.
- PLCs are beginning the conversation around National Standards.
- RTI model is established.

**Category B: Standards-based-Student Learning: Curriculum: Areas of Growth**

- RTI model needs to be redeveloped to meet the needs of our struggling students.
- Common content taught throughout courses within each discipline.
- Interdisciplinary connections and collaboration between departments.
- Ongoing need to develop 21<sup>st</sup> century learning goals.
- Students continue to need more opportunities for real life experiences including apprenticeships, community projects, work shadowing, school to career programs and more vocational education classes.

## Category C: Standards-based Student Learning: Instruction

### C1. Instruction Criterion

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>Teachers utilize state and national frameworks to determine their content and instructional strategies allowing achievement of academic standards for all students. Core subject areas (Math, Science, English, Social Science, Foreign Language, and Fine Arts) all use the California State Standards. Math, Social Science, and Foreign Language also utilizes the National Standards.</p> <p>All students are involved in a challenging learning experience in the Math Department. Students are supported in their classes to problem solve, to think critically, and to apply past and current knowledge in problem solving. Each class offers problems that range from easy to difficult. Teachers initially present students with the concept and from there push the students to mastering the more difficult equations. All students use note taking guides and practice workbooks that are aligned to the state curriculum. Many classes also require students to complete projects. In Geometry, students draw cartoon caricatures using an XY grid. In Calculus, students create a three dimensional model using rules of integration. In Algebra II/Trigonometry students analyze, create and apply the unit circle. Many graduates have come back to our campus to let us know that they have been well prepared for their math classes in college.</p> <p>The English Department uses a variety of strategies and activities to actively engage students in higher order thinking skills that help them succeed at high levels. Students create research papers following MLA guidelines. Students react and respond to literature through journal responses. The writing process is taught through expository writing exercises. Students make a variety of group presentation on a variety of topics varying from knowledge of theme content analysis to literary devices. Students are grouped for cooperative learning experiences. Groups develop oral and visual presentations. Students do readings from established poets. They not only analyze and discuss poetry but write their own poetry as well. Poem memorization and recitation is a focus and some of our students have been part of the national program Poetry Out Loud. Characterization is taught through theater-scenes groups presentations. Organizational checks of binders and materials are done periodically to help students succeed at high levels. Round table discussions and Socratic seminars related to literature are conducted to provide students with opportunities to demonstrate their</p> | <p>Syllabus<br/>Pacing Guides<br/>Lesson Plans<br/>Program Description<br/>A-G Course Descriptions<br/>New foreign language textbooks that correlate to National Standards<br/>Textbooks align with state standards</p> <p>AP Course List<br/>Student Work</p> |

ability to communicate their understanding of complex issues such as character, theme, symbols, etc.

In the English Language Development Department, based on CELDT results, Truckee High School provides three levels of English Language Development to meet the needs of each student.

Academic instruction for English Learners is designed and implemented to ensure they meet the district's content and performance standards for their respective grade level in a reasonable amount of time. All instructional programs include: explicit, systematic, standards-based, differentiated ELD instruction, well articulated, standards based, differentiated core curriculum instruction provided with primary language support as necessary and/or SDAIE. During the 2011-2012 school year, the ELD PLC met at the district level to choose 9-12 ELD standards. These standards include reading, writing, speaking, and listening. Therefore, lessons are standards based using this framework, along with the Edge curriculum that is aligned to 9th-10th grade English Language Arts. The Edge program is unit is divided by an Essential Question that drives student learning. Students are introduced to new vocabulary, genres of literature, grammar, and writing. Students learn about the importance and effects of media to what makes something scary?

The Science Department challenges students by incorporating hands on activities and experiments into all courses. AP Chemistry meets once a week for a three hour AP lab. River Ecology takes regular trips into the field to Donner State Park to collect and test samples of invertebrates and water quality. Physics students frequently test physical principles to help their understanding of the content. AP Biology monitors both Donner Lake and Dinner stream for primary productivity. Current research topics are discussed and analyzed in the science classroom. Laboratory probes are offend incorporated in lab exercises.

In the Social Science Department, all students are involved in challenging learning experiences. Students are encouraged to develop techniques to organize, access, and apply knowledge. Students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress. In United States History, students participate in Court Case simulations, where criminal court cases are taken and deliberated on with a final verdict, and presented to the class. Additionally in American Government, students investigated the current debt crisis, presented arguments, and postulated solutions to the problem. The Global Studies Course uses investigative reporting to examine the issues in the Middle East to identify the causes and effects of revolutions throughout the region. Students access and apply knowledge through the use of Socratic Seminars that include student generated discussion topics and assessments. One way that students

apply their knowledge outside of school is through the Peer Court program which is maintained through the Social Science Department. Students participate in real life juvenile court cases where they role play attorneys, bailiffs, clerks, and jurors. Outcomes of the court may be accepted by the juvenile defendant in lieu of participating in the real juvenile justice system.

The Foreign Language Department is challenging students in all levels of Spanish, from Spanish 1 – A.P. Spanish, to achieve the academic state standards by exposing them to the language, culture, geography, customs and traditions through semi-immersion and total immersion communicative experiences and lessons.

Our courses offer opportunities for students to acquire proficiency in the target language through a wide variety of content tasks in *speaking, listening, writing and reading*.

**Speaking:** Students give oral and Power point presentations, contextualized skits, interviews and demonstrations. They also participate in oral dialogues and paired reading, video scripts and are equally assessed through a variety of rubric and scoring guides.

**Listening:** Students develop their listening skills when they first walk in the door by their teacher and through our Video Cultura program. All students travel and visit other countries with different dialects, customs, and cultures and traditions in Spanish Speaking parts of the world. Students listen to our Audio CD's to engage individually or in group listening comprehension activities.

**Writing:** All writing helps students achieve accuracy in their communication. AP students write articles in Spanish for a local newspaper. Through the practice and study of grammar and vocabulary, students soon begin writing paragraphs, letters, essays, and articles. The curriculum offers grammar points with an animated program and vocabulary activities. Each unit assessment has a writing component.

**Reading:** Each teacher contributes a variety of activities and lessons devoted to reading comprehension. Our curriculum offers an adaptive reading program; teachers use a TPR storytelling, Real world photos with captions, different cultural literary pieces, and children's storybooks to develop each student's ability in reading Spanish.

All teachers are challenging students to rise above their comfort zones to experience something unique based on the "five C's" of the National Standards in Spanish- communication, cultures, connections, comparisons and communities. Our goal is to help students achieve a better understanding, working knowledge; of the differences and similarities we share with others around the world and to achieve success in all the above areas.

The Music portion of the Fine Arts Department uses the California

State Visual and Performing Arts Framework to offset the lack of a State Standard in Music. This allows us to achieve high academic standards for our student population and meet our school-wide learning results. The Bands, Jazz, Concert, and Symphonic, at Truckee High School perform music for football games, regular evening concerts at the high school four times a year, compete at festivals twice a year, community events for our town Service Clubs, local senior centers, Long Term Care at the local Hospital, and do a four day Tour to Sacramento, Napa, and Auburn, Ca. All of these events require constant growth and home practice as we do not play the easiest of pieces. We also produce the HS Talent Show and the Bands yearly 6 hour Telethon. All of these are student run and produced. It takes many hours of concentrated effort to get these events up and running. All of which requires lots of higher level thinking skills as well as a great deal of coordinated thought processes to complete. The simple act of playing good, quality music together in a manner acceptable to an audience develops both hemispheres of the brain more that any other human activity studied thus far. These students are certainly top learners.

The Vocational Education Department uses a variety of strategies and resources that extend beyond the classroom and textbook learning experience such as: guest speakers, field trips, hands-on projects, investigative research, tiered learning, community based learning, and collaborative projects. Teachers also use community feedback from local businesses and organizations to inform curriculum development which keeps our department progressive and relevant.

In the Physical Education Department, everyday students are involved in a series of challenging learning experiences. All students perform in all activities from the weight room classes to our yoga classes to pilates and an assortment of games and activities. The department uses a variety of methods to teach our classes including DVDs on fitness and pilates to individualized workouts in the weight room that are closely monitored and checked for progress. Students (9th and 10th) take the California State Fitness test at the beginning of each quarter and again at the end of the quarter to check progress in each category.

In the Special Education Department, students are involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results. Special Education uses state standards and Special Education Administrators of County Offices (SEACO)-Instructional Best Practices- with accommodations and modifications as needed for students based on their individual education plan (IEP). Individual 504 accommodations are made for students when they do not qualify for special education. Special Education state standards are used as well as the California Core Message for transition students (ages 18-22). Both the English Learners and Special Education students are integrated into core

academic and elective classes, teachers meet their needs by using Cross Cultural Language and Academic Development (CLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. Special Education programs at Truckee High School supports students aged 14 to 22 years old. Post-secondary education is available as an off campus instruction serving functional academics, vocational education and independent living skills to transition students to adult life. A vocational and community education hierarchy exists to ensure that students receive appropriate instruction ranging from direct support to independence, in a variety of environments. IEP teams develop services based on Free and Appropriate Public Education (FAPE) and within the Least Restrictive Environment (LRE).

## C2. Instruction Criterion

*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?*

| Findings  | Supporting Evidence  |
|---|--|
| <p>Innovative methods that are supported by research and professional development activities are frequently used in the classroom and school. These include SDAIE strategies, CLAD, ELD, EDI, Step Up to Writing, lectures, labs, collaborative conversations for all, along with project based learning, student presentations, collaboration and direct instruction in addition to the specifics in each of the following areas:</p> <p>In the Math Department, upon the completion of our current textbook selection, all teachers now utilize a symposium for direct instruction. With the aid of the symposium software, teachers have set up a separate drive in which all department members' access and utilize note taking documents ensuring all students receive consistent introduction to academic standards. Through department PLCs, the department has developed pacing guides and assessments for each particular course we offer. The symposium also offers a gallery full of interactive resources including: charts, graphs, dice, clocks, the unit circle, as well as teacher generated math materials that support a challenging and engaging delivery of curriculum. In addition all upper level math classes, starting with Algebra II utilize a graphing calculator daily with delivery through the symposium. Teachers also utilize student whiteboards, think-pair-share, group collaboration and other strategies to deliver and monitor effectiveness of the instruction delivery. Instruction is supported by the department wide use of the note taking guides, practice workbooks, online textbook access and tutorial support as well as test preparation for state and national exams, i.e. National AP Calculus Test.</p> <p>The English department uses a variety of strategies and resources to actively engage students in higher order thinking skills that help them succeed at high levels. Students create and present power point presentations to demonstrate knowledge and understanding of specific content, technology skills, and presentation skills. Students upload written work to Turnitin.com to check for plagiarism and to learn research skills. Students use their smart phones to text paragraphs to teacher to demonstrate proper use of conventions. Using word processing skill and on line research, students will create research papers following MLA guidelines. Students will use Turnitin.com to complete journal analysis of short stories. Students make a variety of group presentation on a variety of topics varying from knowledge of</p> | <p>Classroom Observation<br/>Adopted District Core Curriculum<br/>Student Work</p> <p>Course Syllabi</p> <p><i>Moonshine Ink</i></p> |

theme content analysis to literary devices. Group presentations may be oral, visual, and use technology such as document cameras, symposiums, and projectors. Students are grouped for cooperative learning experiences. Characterization is taught through theater-scenes groups presentations. Organizational checks of binders and materials are done periodically to help students succeed at high levels. Round table discussions and Socratic seminars related to literature are conducted to provide students with opportunities to demonstrate their ability to communicate their understanding of complex issues, such as character, theme, symbols, etc.

In the English Language Development Department, the teacher uses the classroom and projection unit to provide images to enhance and help build background knowledge, provide direct instruction, listening and speaking opportunities, as well as provide opportunities for students to present in class.

For the 2010-2011 School Year, the ELD department purchased 12 iPads. The students use this technology tool for research, translation, writing, presentations, and reading. This year ELD has Educational Apps which are used with the lower level English Language Learners to engage them in acquiring a new language.

Low level English Language Learners are also using Rosetta Stone. This language learning software is used weekly as a supplemental tool to aide ELLs in pronunciation and conversational skills. Students can also access Rosetta Stone from their home computers.

In the Science Department a variety of strategies are used, including lecture, power point, discussion, guided practice, laboratory experiments, field trips, field work and demonstrations, other techniques including taped lectures allowing students who were absent to view the lecture. Students analyze data using excel, Computer labs and laboratory probes. Students participate in Truckee River Days working in the field rehabilitating the watershed. Physics students travel to the bay area to study vertical wind tunnel and the physics of amusement rides.

In the Social Science Department, technology is available to help students improve their skills, apply knowledge and work on projects. Currently the Global Studies Course offers an introduction into technology through PowerPoint Presentations, internet-based research, and assessing the legitimacy of online sources. In World History, students continue to build upon technology skills through web quests and more thorough and in depth research. In AP US History, students login to the textbook website to take practice quizzes and access supplemental information. The Department has webpages available to the students with missed lectures, assignments and important weblinks. Throughout courses the use of current events are used to extend the learning from the course content to real world issues; students evaluate

Student Work

Photo Evidence

the historical cycle and apply their knowledge to the curriculum.

The Foreign Language Department participates in collaborative projects with the bilingual preschool where the students from the high school read to them, put on plays in Spanish, which goes along with community based learning skills. The AP Spanish class writes articles for our local newspaper (*Moonshine Ink*), and has a guest speaker project where students invite a Spanish speaker into the classroom and information is presented in Spanish. PowerPoint presentations are used to increase oral language skills. The Spanish 3 class completes a cross-curricular project about animals with the science department

Most of the activities we do in the Physical Education Department actively engages students. All of our activities use equipment that helps maximize students' efforts and energy. Our weight room has some of the latest equipment and free weights to help all students to get the most out of themselves. We have a variety of activities from swimming to pilates, yoga to tumbling, and an assortment of games to work on sports skills. Our health unit incorporates fitness testing including the mile run, vertical leap, sit-ups, push-ups and flexibility tests.

In the Art Department, to help the students succeed at a higher level the instruction is purposefully designed in a sequential manner that goes from acquiring skills and techniques in art mediums to a higher level of creative expression. This is used to communicate meaning and intent in original works of art with increasing complexity and skill in a variety of media that reflect their feelings and point of view. At the same time, students plan and create works of art that reflect complex ideas such as color theory, design principles, visual symbols through the art elements. PowerPoint presentations are prepared in Spanish, sample demonstrations give students guidance, and students semi-annually put on art shows for the school and community.

The Vocational Education Department uses technology is used extensively to support and enhance learning standards to ensure that all students have optimum access opportunities for success. Examples of technology integrated across the department curriculum are: iPads for data entry which provides instant student assessment and feedback, cell phones utilized for specific tasks, computer LCD projection for instruction and demonstrations, digital media tools like video and photography along with software to explore digital art, website creation for digital portfolios, multimedia presentations like PowerPoint for student presentation, MS Excel to teach how to create data tables and charts and manipulate spreadsheets, web 2.0 technologies are taught to show students how they can collaborate with others on projects using tools like Google Docs, blogging for writing and reading instruction and practice, social media is taught and utilized for communication and cyber safety, live television production (studio

and field experience) is available in our TV studio, electronic graphics, sound production and lighting, CNC technology (computer numerical control) is used in the woodshop in the form of a CNC router along with various state of the art power tools.

The Music Department at Truckee High School employs a variety of strategies and resources in their daily learning cycles. These include, but are not limited to the following:

- 1) Individual home practice on assigned band parts.
- 2) The use of the Internet/You Tube to watch and listen to a variety of songs we perform and prepare for performances.
- 3) We have recording devices that we use on a regular basis to record and playback songs we present in concerts as well as rehearsals.
- 4) We give regularly scheduled concerts on site four times each year as well as many off site to the shut-ins in our area and those situated in Convalescent Hospitals, Rehab Centers, Children's Hospitals, Veterans Clinics, The California Home for Veteran's, Elementary Schools, Retirement Communities and Nursing Care Centers in the Sacramento, Napa and Reno areas.

This wide scope of activities definitely expands the higher order thinking skills of the students and encourages them to succeed at extremely high levels.

The Special Education Department uses the following items of technology on a daily basis. iPad applications are used to facilitate functional academics, social skills, language skills, technology skills and safety skills. Document cameras are used to facilitate Math and English Language skills and lessons. FM Systems and Teacher Amplification Devices serve students with hearing and communication deficits, as well as processing disorders. Various augmentative communication devices such as Dynavox and iPods are used with applications ("Tap-to-Talk", Pro Lo Que 2 and DragonSpeak) to support speech and language instruction and communication for student with special needs. Write Out Loud, Text to Speech and Alpha Smart systems are used to support student reading and writing. Hands-On projects that are task analyzed are utilized to reinforce concepts or to teach new materials. Social skills instruction is reinforced by student involvement in various clubs on campus. Specialized instructional techniques such as continuous correction procedure, Applied Behavior Analysis (ABA), discrete trial format and, Picture Exchange Communication Systems (PEC) are used to instruct, monitor and maintain students with more severe impairments.

The Library offers book discussions, orientation about the library and the online catalog. The whole library is automated with different formats of books, which include playaway (books downloaded onto an mp3 player) and books on CD.

IEP 504 Plans  
ITP  
504 Plans  
Formal and Informal  
Data Collection  
Standardized  
Assessments  
Student Work Samples  
Teacher Observations  
Progress Reports

|  |  |
|--|--|
|  |  |
|--|--|

## **WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

### **Category C. Standards-based Student Learning: Instruction: Areas of Strength**

- The focus is to help all students meet or exceed academic standards and achieve the expected schoolwide learning results.
- Instructional approaches are used that require active involvement of the learner and help students develop an array of techniques to organize, access, and apply knowledge.
- Inquiry is the norm where and when it is applicable in many classes and in all rigorous courses.
- Technology offers a variety of instructional support. In addition to our school website, which allows students to access teachers via the web whenever they need.
- To achieve the academic standards and ESLRs, teachers assign a variety of work that includes but is not limited to, oral presentations, individual and groups work, discussions, investigations and experiments, performances, essays and reports.
- Technology interwoven through all courses.

### **Category C. Standards-based Student Learning: Instruction: Areas of Growth**

- All teachers should be encouraged and supported to attend professional development at national and state levels in subject content areas.
- PLC (Professional Learning Communities) needs to continue to be focused on student learning.
- TIRE needs to be redeveloped to meet the needs of our students.
- Advisory needs to be evaluated for its purpose and effectiveness by staff and students.
- Utilize teacher knowledge for professional development.
- Provide professional development for core content teachers to aide ELD students.
- Explore research model of intervention to help ELD students.

## Category D: Standards-based Student Learning: Assessment and Accountability

### D1 & D2. Assessment and Accountability Criterion

*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? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?*

| Findings   | Supporting Evidence  |
|--|--|
| <p>The teaching staff at Tahoe Truckee High School employs a variety of strategies and techniques to assess students using each department's standards-based curriculum. All departments have developed a multitude of assessments that take into account the various learning styles and needs of a diverse learning population. Students at Tahoe Truckee High School are evaluated using a combination of formative and summative assessments including: oral and written exams, technology based projects, essays, and research papers. Departments are working collaboratively to develop clearly defined expectations and common assessments within specific courses as well as across the department as a whole.</p> <p>The Math Department uses a variety of assessments to evaluate student achievement and enhance each student's educational process. The Math Department adopted McDougal Littell textbooks three years ago and now uses the standard aligned tests and finals from the book, as well as District Standard Assessments. In order to graduate from TTHS, three high school level math classes including Algebra I must be taken. For the 2011-2012 school year TTHS adopted the policy of requiring all freshmen to be enrolled in a math class all year long. The method of grading is aligned in all classes, using a common weighted system.</p> <p>The Math Department monitors academic progress through district established benchmarks, online grading reports, progress reports, and standardized tests (CST and CAHSEE). Algebra I students create poster projects to assess knowledge of graphing; Geometry creates a Cartoon Character Portfolio to assess similar polygons.</p> <p>The Science Department uses a variety of appropriate assessment strategies, both formative and summative, to evaluate student learning. These include pre-unit tests, quizzes, end of unit tests, end of course finals, lab write-ups, homework assignments, practicum tests, student portfolios, student research/presentations, and inquiry investigations where students apply knowledge and skills to complete real life</p> | <p>TE Materials<br/>Grading Rubrics</p> <p>DSAs</p> <p>Samples of student work</p> <p>Common Assessments<br/>Subject Level Binders</p> |

performance based tasks.

In chemistry and physics, teachers use online homework programs so students and teachers can get instant feedback on learning. In Forensic Science, students perform “real life” crime scene investigations of staged crimes. In River Ecology, students use dichotomous keys to “key out” local specimens. Practicum tests are used in River Ecology and Anatomy and Physiology. Also, in Anatomy and Physiology, students are evaluated during dissections by their ability to point out and name specific parts of the organism.

Pre-unit tests, quizzes, homework assignments, lab books, and checking for understanding during lessons are used by teachers to make decisions about curriculum. This includes evaluating the need to re-teach specific bodies of knowledge and/or to make changes to instructional strategies. Students also use these same assessments to evaluate their own learning and can receive additional support from teachers through our TIRE program. Students have the option of switching out of honors classes and into regular classes (or vice versa) if they and their teachers feel it would benefit the student. In most science classes, students can evaluate their own readiness for end of unit tests and finals with study guides provided by the teacher.

If teachers have ELL and/or Special Ed students, they work closely with resource specialist teachers and modify assessments to meet each student’s needs.

The English Department employs a large variety of assessment strategies due to the varied skill range of students within each grade level and increasingly larger class sizes. Many performance based activities are used to assess progress in reading, writing, speaking and listening skills such as: skits, scenes, presentations and videos. In the 9th, 10th and 12th grade performances of *Romeo and Juliet* (live or recorded in the Channel 6 studio run by the ROP video class), *The Crucible* and *Macbeth* are used to review, understand and demonstrate evidence of ESLRs. In depth scene analysis and simulated “talk shows” are used to evaluate and understand character and plot. Theme and character posters of *Lord of the Flies*, *Macbeth* and *Of Mice and Men* are used throughout the grade levels. SAT derived or literature based vocabulary is combined with the use of Etymology to assess students using group skits, charades, games, and story-telling. Traditional methods of evaluation are also implemented. Reading comprehension and literary analysis are assessed through performances, peer to peer teaching, original artwork, collage, and musical soundtracks in each grade level.

Across all grade levels teachers use written assessment in the traditional form of quizzes, tests, first drafts, revised drafts, in class writing assignments and take home writing assignments that cover many genres of writing. These formats are derived from the California Standards.

Author’s Timeline  
Steinbeck Museum  
Pamphlet

As a department an emphasis has been put on “in class” – first draft expository writing assignments. This has been done to comply with the format of the SAT and the essay portion of the CAHSEE, Advanced Placement courses, and Early Assessment Program of the California State Universities. All of the teachers in the English department have been involved in continued teacher education, and from these classes they are continuing to introduce new ideas. The latest conferences have been the “Step up to Writing” conference and the “Style Analysis” conference for the AP classes. Also, the English teachers have attended “Reading Instruction for Academic Preparation” (RIAP) which prepares students for college level expository reading and writing.

In the English Language Development Department, all students are identified as having a primary language other than English on the HLS (Home Language Survey) will be assessed for their English language proficiency by administering the CELDT within 30 calendar days of the student’s enrollment.

Students who score Fluent English Proficient on the CELDT are classified as Initially Fluent English Proficient (I-FEP). A student classified as I-FEP would have scored at least Early Advanced Overall with all Skill Area scores at least Intermediate on the CELDT according to the State Board of Education approved criteria in May of 2001. No further testing is necessary for a student identified as I-FEP. These students will be placed in the school’s mainstream English setting.

Students who do not meet I-FEP criteria will be classified as English Learners (EL). Parents whose children speak a language other than English must be notified within 30 calendar days of the completion and results of their child’s initial assessments.

Ongoing monitoring of English Learners’ progress in English Language Development occurs in a number of ways. ELD PLC meets in order to examine and analyze ELD data and evaluate the efficacy of ELD programs and instruction. This group also makes programmatic recommendations and other suggestions targeted to improve student achievement. The PLC representatives serve as liaisons to their colleagues and share best practices, recommendations, and suggestions for serving English Learners. The ELD PLC is constantly looking at data and monitoring CAHSEE and CST scores for all ELs and RFEPs using Aeries and DataWise.

#### Placement Recommendations

At the end of the year, the principals compile teachers’ recommendations for ELD instructional placement for the upcoming school year. This data assists the site in determining the potential number of ELD cluster groups for each proficiency level at each grade level or grade level span.

Essays  
Written and Oral Book Reviews  
Poetry Packet  
Poetry Out Loud

## Two Additional Monitoring Tools

In addition to our local district monitoring tools, TTUSD uses two other data resources to evaluate student progress through the ELD Standards.

1. CELDT data is used as an annual measurement of student progress in language proficiency. English Learners' sub-scores in listening, speaking, reading and writing are printed on all data reports to sites and individual teachers. Teachers may access longitudinal CELDT scores through the Aeries database or DataWise.

2. AMAOs: Annual Measurable Achievement Objectives are distributed to all principals so that they are aware of their school's performance on the AMAOs.

Although the AMAOs reflect *district* outcomes and accountability, progress in AMAO 1, 2 and 3 is also disaggregated by *school*. The Curriculum and Educational Services Department shares AMAO outcomes with each principal during the CELDT planning meeting in late spring. This information guides each school in setting goals for ELD programs and/or reclassification expectations.

Each EL's progress is monitored using the assessments in the Edge ELD curriculum. The assessments address the domains of listening, speaking, reading and writing. Teachers monitor progress for all assessments, and respond with intervention when needed. Also, Students are often given pre tests regarding vocabulary and grammar to measure their growth regarding new ideas/concepts.

At any time, English Learners may be assessed for their primary language proficiency in listening, speaking, reading and writing. A fluent speaker of the student's primary language, who is trained in test administration, conducts the assessment. The IPT in Spanish is administered to determine primary language proficiency for students whose primary language is Spanish. For languages other than Spanish, when a staff person is not available to administer the test in the student's native language, an informal assessment EL Form 4f is provided to parents. The IPT Tests include Oral, Reading, and Writing tests. It is given to native Spanish speakers to assess their knowledge in Spanish. The tests are used for identification and placement.

CELDT-A state-approved assessment instrument, the California English Language Development Test (CELDT), is currently administered to determine English language proficiency skills. The CELDT is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading, and writing. This test yields scores in 5 levels: 1 = Beginning, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced, and 5 = Advanced. The child receives a score on each part of the test taken (Listening, Speaking, Reading, and Writing) as well as an overall score.

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| <p>The Social Science Department has completed the development of common curriculum and assessments for 10th grade World History. Along with common assessments by unit, the department has developed a common final based on the core standards as defined by the state of California and members of our department. This process is nearly completed for 11th grade U.S. History and is in the early stages for 9th grade Global Studies. The senior-level courses of American Government and Economics are in the early stages of alignment due to master schedule restrictions (singletons).</p> <p>The department attempts to assess student learning in a variety of ways. From various forms of informal assessments such as pre-tests, discussion questions (class, group, and individual), and review activities prior to tests. Formal assessments within the department include chapter quizzes, unit tests, writing assignments and essays, research papers, and project-based assignments. Recently the department, in coordination with the English Department, has adopted a research policy to be used by all teachers with regards to MLA format for writing and research skills that students will learn at each grade level.</p> <p>In the Foreign Language Department, TTUSD has recently adopted (Fall/2011) a new Spanish textbook program for all Spanish courses offered throughout the district. The Holt; Expresate Curriculum had been approved by the District Foreign Language department as it is aligned with the National Standards to instruct and assess students in the components of culture, reading, writing, listening and speaking at all levels. Currently, the teachers within the department are being trained in the Expresate Curriculum while still implementing and assessing students from former supplemental curriculum, projects and lessons. Also, the foreign language department is incorporating Summative Assessments with chapter tests, quizzes, cultural quizzes, speaking and listening tests, and midterm and final exams from the new materials. The formative assessments regularly used are that of oral presentations, dictation, pronunciation exams, reading comprehension, PowerPoints, and written paragraphs or essays. Each teacher has registered their students online so that each can access the textbook, a variety of activities and practice tests. It is the department's goal to be trained to utilize all the technological tools offered in the Expresate Curriculum. Modified assessments are in place for diverse populations. Modified Assessments and scoring such as differentiated exams for the slower-paced learners as well as for advanced learners are accessible and being used. Eventually each teacher will have and incorporate the wide variety of assessments offered in the Expresate Curriculum. As a department, teachers are very interested in implementing appropriate types of assessments to reach students with their strongest learning modality, thus; the department will also be utilizing objective evaluations with picture sequences, and alternative</p> | <p>World History Unit Guides</p> <p>World History Common Assessments</p> <p>Global Studies PLC meeting notes</p> <p>American Government citizenship test</p> <p>9/11 Discussion Questions</p> <p>Review game questions/format</p> <p>DBQ/FRQ's, Essay Prompts, Unit Test</p> <p>Economics Consumer Project, Stock Project, Business Project</p> <p>Department Policy</p> <p>New Materials</p> <p>Samples of Work</p> <p>PLC Agenda</p> |
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| <p>scoring rubrics.</p> <p>The Spanish Departments from Alder Creek Middle School and Truckee High School have attended two joint trainings, one at the Truckee High Tech Center and one at Alder Creek Middle School. The Spanish Department also attended an AP Spanish Language Conference in February to gain awareness of AP goals and objectives.</p> <p>The Technology Department at Truckee High School combines traditional assessments such as end of unit quizzes and tests as well as project-based assessments. Practical Computers emphasizes project-based multi media assignments in addition to a formal evaluation of students' skills operating Microsoft Excel (spreadsheets, etc.). Digital Media students produce a digital photography portfolio and a film project. Web 2.0 students design and create websites, participate in class blogs, and use social media to develop not only the skills needed to use technology, but the skills necessary to navigate and understand the changing world of technology.</p> <p>TTHS Fine Arts Department offers performance and fine art courses, several of which are UC A-G approved. Music courses use performance based assessments such as giving students pieces to memorize and perform as solos and in small and large ensembles at school events, school performances and community performances. Besides performance-based assessments, students are also required to perform self and peer critiques.</p> <p>Fine Art assessment includes developing art pieces, self and peer critiques, use of different art mediums, lab and studio etiquette, presentation techniques and portfolio development. These assessments are used to determine the level of students' skills in order to develop more challenging projects and techniques as well as promotion to more advanced courses.</p> <p>Tahoe Truckee High School has recently (fall of 2011) modified its Physical Education Department. It is ESLR and State Standards based with an emphasis on personal knowledge and skill development. Teachers in this department have modified their syllabus and course descriptions to signify these changes. THS now offers a variety of classes which include Foundations of Fitness (health, nutrition, fitness, swimming, game knowledge and skill), Biomechanical Development, and Performance and Advanced Performance Enhancement. Summative assessments are done in the form of pre-post rules and written game tests, and pre-post physical improvement performance tests. Formative assessments are done with oral presentations, and written assignments (goal setting, application assignments, etc.) based on prior teaching and test scores. Knowing and respecting the fact that they have a diverse student population, the P.E. Department has modified their tests (Spanish versions for example) both written and physical to meet the needs of their students mentally and physically.</p> | <p>Lion King Project</p> <p>Oral Video Final</p> <p>PLC notes/minutes</p> <p>Data</p> <p>cluster/unit tests</p> <p>sample exams</p> <p>quizzes</p> <p>writing project</p> <p>Course Website</p> <p>Lesson Plans</p> <p>Student Work</p> |
|--|---|

This new diversity allows the Physical Education Department to reach out to a diverse class setting and help them develop strong life management skills that will last a lifetime.

Both the Culinary Arts and Woodshop programs use a variety of assessments to evaluate student achievement and enhance each students' educational process. Both use project-based assessments and competency attainment from state and national standards.

The Special Education Department uses a variety of assessment tools to evaluate student achievement and progress. Teachers utilize performance based assessment. In the SDC setting teachers use curriculum based measurement to determine progress based on needs, goals and ability levels. Formal and informal observations and data collections are also utilized. Resource students are assessed within their core content areas by the respective general education teachers just as all other general education students.

Students enrolled in the special education program take CST, CMA, CAPA or a combination based on their student needs and IEP decisions. Scores from these exams are used to measure progress, design goals and placement in core curriculum classes.

Individual Education plans, both annual and triennial, require a range of standardized assessment use to determine eligibility and goal progress. THS special education teachers use Special Education Information System (SEIS) electronically to document and update student's data from year to year.

For initial and triennial reviews special education staff utilize appropriate assessment tools based on student ability, for example Woodcock Johnson III. TTHS also recently acquired a new testing curriculum called Functional Academics and will start using this for SDC testing.

**D3 and D4. Assessment and Accountability Criterion**

*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?*

*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?*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Tahoe Truckee High School has several levels of monitoring systems to assess the progress of students as they work toward achieving the academic standards and ESLRs. These systems begin in the classroom with instruction and assessment, continue into department-level meetings and activities, and eventually end with a district-level review.</p> <p>Each teacher, in accordance with their department, has identified core standards and created assessments (formal and informal) to determine a student's mastery of the material.</p> <p>At the department level, teachers work to select and develop the core standards for each section within the department. Departments have aligned curriculum by course in order to develop common assessments to allow for comparison within the department.</p> <p>At the district-level, TTUSD has incorporated DataWise and DSA's to monitor student learning in Math and English only. DataWise allows departments and individual teachers to generate reports by individual standards in order to evaluate the effectiveness of the department's curriculum. DSA's have been used primarily in the Math Department and provide similar information as DataWise; however, DSA's can be administered to your class and teachers can get immediate feedback and breakdowns of student learning. This allows for more responsive strategies by the teachers. Teacher access AERIES (student data system) on a regular basis to monitor attendance, discipline, grades, and parent contact. Teachers can access student test scores and grades for all subjects.</p> <p>TTUSD recently adopted the PLC and RTI models with the specific intention of creating a more structured series of systems to assist with instruction and assessment. The achievement gap at THS has been of particular concern and its identification has led to structural changes at THS. Throughout the implementation of these models, THS has made several adjustments and reallocations with respect to the use of resources. The staff at THS has met regularly to identify problem areas, develop strategies to address those areas, and finally implement and review action</p> | <p>Syllabus</p> <p>Core Standards by Dept.</p> <p>Pre and post tests</p> <p>Course descriptions and syllabus</p> <p>Common Assessments</p> <p>DataWise Reports</p> <p>DSA's (Math Dept.)</p> <p>AERIES</p> <p>PLC and RTI Model at TTUSD</p> <p>Minimum Day Schedule</p> <p>Step up to Writing Training</p> |

plans.

Currently, Tahoe Truckee High School is in the beginning stages of data-driven instruction. We recognize the need, however we are not in a position to gather and use the data across each department. The goal is to have each department review student assessments and evaluate the effectiveness of curriculum and student learning. Areas that need improvement will be identified and the department would work together to develop new strategies, activities, and assessments.

As a school site, the teaching staff is provided with information that identifies specific populations (EL, Special Ed., 504) and provides information to assist teachers in delivering curriculum and designing assessments for those populations. On an annual basis the EL and Special Education teachers provide specific information at staff meetings on how to address the needs of the students.

## **WASC Category D. Standards-based Student Learning: Assessment and Accountability:**

### **Strengths and Growth Needs**

#### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- PLCs are established to begin common assessment work.
- Some departments are using formative assessments and DSAs to focus on student learning.
- District has invested in data management system and provides support.

#### **Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Create common assessments within all courses at TTHS.
- Use data to drive curriculum and instruction.
- District needs to provide data management system training to staff.

## Category E: School Culture and Support for Student Personal and Academic Growth

### E1. School Culture and Student Support Criterion

*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?*

| Findings  | Supporting Evidence  |
|---|--|
| <p>The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.</p> <p><i>ELAC</i> – English Language parents meet once/month with THS administrators and counselors and ELD teacher in order to create cohesion with the Latino community/families and facilitate communication between families and school.</p> <p><i>Social-Emotional Committee</i> – this committee meets once/month in an open forum type format to give parents an opportunity to discuss their teens’ social and emotional issues. The goal is to develop programs to support teens’ needs.</p> <p><i>Parent Teacher Organization</i> - PTO communicates via e-mail. The main focus of the group is to be involved with the THS community through volunteer work and participation in various student activities. For example, the PTO is sponsoring Honor Roll evenings.</p> <p><i>Boosters</i> – Athletic parent organization designed to support the athletic teams and student organizations at THS. The Boosters fundraise to help fund student activities as well as help run the gates and snack bar at many home game sporting events.</p> <p><i>Project Grad</i> was created in order to provide a safe and sober event following graduation. In 2010, the graduates went to Sun Splash, a water park in Rocklin California. The graduates are kept busy for 12 to 18 hours doing a variety of activities supervised by Junior Class Parents.</p> <p><i>Grade Level Student/Parent Counseling Meeting</i><br/>The counselors facilitate grade level student/parent informational nights on Truckee High School Graduation Requirements, A-G College entrance requirements, community service opportunities, athletic and club involvement, as well as a review of advisory of Advisory and TIRE. Meetings are held at night throughout the fall so parents and students can attend.</p> | <p>THS Website</p> <p>Counseling Bulletin</p> <p>ELAC Minutes</p> <p>PTO Minutes</p> <p>Boosters Minutes</p> |

*College/Career Night*

Every October Truckee High School sponsors a College/Career Night that encompasses approximately admissions representatives from 4-year colleges, 2-year colleges, technical trade schools, and the military. This night is open to all 3 High Schools, the 2 Middle Schools and the community. The purpose of this evening is to help students start formulating their goals for their future.

Additionally, Truckee High School, in conjunction with TTUSD facilitates a Latino College Night conducted in Spanish with current Latino students from Sierra College. Busing is providing for all families who do not have transportation. Food is also provided. The goal for this evening is to encourage Latino students to attend college, either 2-year or 4-year, and to hear directly from former students about the opportunities available at the college level.

**E2. School Culture and Student Support Criterion**

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

| Findings  | Supporting Evidence  |
|---|--|
| <p>Tahoe Truckee High School actively promotes a learning environment that is safe, secure and orderly. A school resource officer enhances school safety and an adult hall monitor, which work together with the vice principal. The BEST Team has been organized to help change the culture of Truckee High School. The BEST Team is made up of administration, teachers, students and community members that meet to discuss ways to build a respectful, responsible and safe school environment. Students receive tickets from staff members when demonstrating a BEST behavior. These tickets are collected in the office and randomly drawn quarterly to provide a lucky student with a prize.</p> <p>TTHS has a Safety Committee, which is also made of administrative members, teachers, students and community organizations. The committee continuously updates maps, paper work and emergency response procedures that are provided to all staff members and classrooms. This protocol is called the Emergency Preparedness Procedures. These procedures are practiced with lock down drills, fire drills, earthquake drills and shelter in place drills. All staff members and students practice and participate in these drills to help be prepared in case of a natural disaster or emergency. After each drill the Safety Committee evaluates the process to enhance and correct any problems that occurred.</p> <p>The California Healthy Kid Survey of 2010 provided that 48% of the THS 9th and 11th graders feel that Truckee High School has high levels of high expectations from teachers or another adult at their school. Students that feel very safe at school reported YES all the time was 35% of juniors and 17% of freshman. Cyber bullying has occurred to 9th and 11th graders, according to the CA Health Kids Survey, was 24%. Lastly, 35% of 9th grade and 14% of juniors been hit or pushed at school in the last 12 months, i.e.: bullying.</p> <p>The active observation and communication between staff, students and community have helped shape and grow the culture of the school. Tahoe Truckee High School demonstrates an atmosphere of trust, respect and professionalism. The BEST Team supports the teachers to help the culture of the school transform into an organization where citizenship and ethical values are predominantly present each day.</p> | <p>BEST</p> <p>Safety Committee Minutes</p> <p>Safety Clipboards</p> <p>California Healthy Kids Survey Results</p> <p>Counseling Folders</p> |



**E3 and E4. School Culture and Student Support Criterion**

*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?*

| Findings   | Supporting Evidence   |
|--|---|
| <p>Tahoe Truckee High School students are assisted in their class selections by the counseling department and certificated staff. These departments make every effort to place students in classes that satisfy the state requirements for the respective grade level and meet the academic needs of the student.</p> <p>Since the adoption of the block schedule in 1995-1996, students have been able to complete more coursework and enroll in a greater variety of classes. Due to this block schedule, a student has the ability of completing eight classes per year rather than the normal six. With our 38 teachers, we offer different courses which meet the needs of our diverse student population.</p> <p>The master schedule has been adjusted this year (2011-1012) to meet the needs of a diverse student population and a myriad of learning needs. In the four core departments – English, math, science and social science – there are 10 AP courses and five honors offered. These courses are offered throughout the year at various times.</p> <p>Each department also offers diverse courses in its respective field.</p> <p>The English department offers elective classes ranging from film and literature, creative writing and poetry.</p> <p>The Math department offers elective courses, including algebra II, trigonometry, honors algebra II, pre-calculus, and AP calculus.</p> <p>The Science department offers elective courses including, marine biology, river ecology and physical science. Also offered are anatomy and physiology, AP biology, AP chemistry, honors biology, advanced chemistry and physics.</p> <p>The Social Science department offers an elective course for freshman called Global Studies. In addition to this course, THS offers AP Government, and AP U.S. history.</p> <p>The Vocational Education Department offers 16 courses. The Fine Arts Department offers 7 different courses. These courses range from beginning to advance levels. The Culinary Arts program was articulated with Truckee meadows Community College in Reno, Nevada. THS offers one ROP course. This course is UC A-G approved as a visual performing art.</p> | <p>Registrar Binder</p> <p>AERIES</p> <p>Transcripts</p> <p>THS Website</p> <p>Master Schedule</p> <p>SAC</p> <p>School Profile</p> <p>Student IEPs</p> |

Since the formation of the block schedule in 1995-1996, the staffing and choices of electives were to be expanded. Staffing, student population and budget limitations have cut back the options tremendously over the past few years.

The ELD Department offers eligible students five different levels of classes. The ELD aide pushes into general education classes according to students' needs quarterly. This is done for the purpose of providing additional support to those students who may be struggling and it also allows other students to attempt the curriculum on a more independent level. Every single English learner receives at least 30 minutes of ELD instruction daily for the entire year. There are 12 iPads in the ELD classroom in order to level the playing field, ignite learning and provide translation software.

The Special Education Department offers several different program options for identified students who possess a wide variety of needs. There are a choice of nine various classes offered by 6.4 FTE positions. Students range from being fully mainstreamed to being served in self-contained environments. Off-site community based instruction and employment is also offered.

The Counseling Department at Truckee High School is staffed with two full-time guidance counselors for all grades and one full-time registrar. The counselors and registrar assist with all aspects of scheduling including pre-requisite checks. The counselors work with students on college applications, scholarships, college/career information night, testing, and career opportunities. In addition, the department provides individual and group counseling for academic and emotional needs. Counselors also meet the diverse needs of all students through presentations in Advisory, meeting developmental stages of 9 – 12 graders.

Academic coaches are a new addition to the THS staff. They support the social/emotional culture as well as the academic needs of teachers in order to better meet the myriad of students' needs.

One school wide profile is updated annually. The Truckee High School Profile is provided to colleges and universities. The School Accountability Report Cards (SARC) for the district and schools of Placer County are prepared by TTUSD according to the requirements of the California Department of Education. The sources for the data include the local school district, the CBEDS, and the CDE website: [www.cde.ca.gov](http://www.cde.ca.gov). Reports are also available on the internet: [www.Placercoe.k12.ca.us](http://www.Placercoe.k12.ca.us).

To assist the classroom curriculum, Truckee High School has two widely used rooms available for classroom support, the Tech Labs and our library. The library is staffed with one full-time librarian. The library is open 3 days each week before school (7:00-7:30), everyday at lunch (12:35-1:05), and after school each day (2:30-3:30). There are

24 fully networked computers. In addition, there are ten laptop computers available in the library on a rolling cart available to all staff to utilize with their students. Two entire classes can use the library during each block, in 40 minute increments.

The Technology Lab has 32 fully networked computers and is available during all blocks. Teachers can reserve the Tech Lab through an online system as well as request Tech assistance. The library has 24 d

The staff at Truckee High School utilizes numerous and varied strategies that promote personalized approaches to learning. Many teachers offer a variety of means of support to help inform the students and parents of class expectations, objectives, and student progress. These range from web pages, handouts, power points, phone contacts, emails, Aeries, media sample rubrics, and syllabuses. Truckee High School staff also provides college-career nights, ELAC, parent-student grade level nights, and Wolverine Day (school introduction event). All teachers provide either a class or unit syllabus. At the Back-to-School Nights, which are scheduled during the first few weeks of each term, the teachers describe their objectives, expectations, grading policies, and the means for parental contacts. These nights are very beneficial for school-to-home communications and support for the student.

Based on the student's individual needs, teachers provide a variety of teaching strategies and support. Every teacher has either a SDAIE or a CLAD/BCLAD certificate. Based on a student's individual needs, teachers provide a variety of teaching strategies and support. Within the first two weeks of each term, all teachers are provided with an IEP summary for all special-needs students (Special Day, Resource, ELD, 504's, etc) who are currently enrolled in their classes. Progress grade reports and final term reports are sent home four times each year. Accommodations and modifications are provided per each student's IEP. Examples include, but are not limited to, additional time, preferential seating, audio books, scribe support, and modified or reduced assignments.

Various methods are used to evaluate student progress. The most commonly used are homework, labs, tests, oral and written reports, and class participation.

Truckee High has implemented an innovative program to assist students with academic achievement. This program is called TIRE (Truckee Intervention Reinforcement Enrichment). Students who are earning 75% or lower or who are missing assignments in a core class receive additional teacher support from their core teachers from 7:30 to 7:55 AM Monday through Thursday. Tutoring sessions are provided by ARC (Adventure Risk Challenge) staff on Tuesdays from 1:00-3:40 PM and Interact students on Thursdays and Fridays from 2:30-3:30 PM.

Teachers update the grades on the Aeries attendance/grade reporting system regularly. Parents and students can access this system to track student progress. Students and parents have access to up-to-date school information via our school bulletin and our school website. Parents can reach our staff by email or phone. The Ed Connect system is utilized frequently to communicate with all families and staff members via phone and email.

Students enrolled within the Department of Special Education are served in a variety of programs and classes. There are resource specialist and special day class programs offered. There are four learning center classes, two literacy skills classes, a basic math class and an Algebra 1A class co-taught by a general education and special education teacher, life skills and social skills classes, four sections of Community Based Instruction (CBI) and four sections of a Transition Skills program. Students are served in the least restrictive environment in accordance with their Individual Education Plan (IEP). Students have the opportunity to be educated in the community for school-to-life jobs and work experience. Students have the opportunity to attend classes at Sierra College, Brigham Young University (on-line courses), Forest Charter, Coldstream Independent Study, Sierra High School, and Custom Learning Academy.

There are six full-time credentialed special education teachers and eight para-professionals who work with students individually and in small group setting both within the special education environment and in general education classes. Each student's educational program is developed at an annual Individual Education Plan (IEP) meeting based on individual needs. Special education and general education staff collaborate to support the needs of all students with disabilities on campus.

Students with special needs are supported through a variety of programs:

- Community Based Instruction (CBI)
- Transition Program
- Social Interaction Skills Program
- Resource Program
- Special Day Class Program
- English Language Development (ELD)
- Advanced Placement (AP)
- Sierra Continuation High School
- Coldstream Alternative School (Independent Study)
- Pregnant Teen Program (STEPP)
- Summer School (Extended School Year) for special education students

- Regional Occupation Program (ROP)
- Workability
- Placer County and Nevada County Behavioral Health

The Student Assistant Center (SAC) provides academic counseling for all students and parents. Students register themselves on-line annually for the following school year for all four quarters. Through advisory, students are provided a power point presentation on high school graduation requirements and A-G college entrance requirements in order for them to schedule themselves appropriately. Comprehensive guidance meetings for each grade level are held in the evenings for students and parents.

Truckee High School makes every effort to be proactive in identifying students who may need assistance in the classroom or outside the classroom. Teachers are the first level of support at THS. They offer assistance to students currently enrolled in their classes. Teachers refer students to the next level of support if they feel it is needed and/or required. TIRE and Advisory are currently in place and used by teachers at THS to support students. The principal, assistant principal, school psychologists, and counselors are all available to students for support.

Truckee High School has two full time counselors. Students are divided alphabetically based on their last names. This enables counselors to remain with the same students for all four years. IF financial need dictates, fee waivers are offered for the following tests: SAT, PLAN, ACT, PSAT, and AP exams.

IEPs for identified students allow students, parents, teachers and counselors to discuss and formulate appropriate educational goals and plans.

A Special Multi-Agency Resource Team (SMART) referral may be used to deal with a problem that may be affecting a student's performance and/or behavior. The ultimate goal of the team is to work with the student and family to provide basic need, social-emotional, and academic improvements.

A mediator may be used in the form of a School Attendance Review Board (SARB). SARB serves as a mediator between the groups involved. SARB is activated when truant behavior becomes a problem. SARB may recommend a contract for the student to follow which contains consequences for non-compliance and ultimately may recommend alternative placement for the student as a last resort.

Alternative placement is an option for a THS student who is credit deficient or who has social emotional needs not being met in the mainstream environment, but there are several options the school has at its disposal. Sierra High School is a continuation school that is located next to THS. Students may also elect the option of independent

study program, Coldstream, if that option is deemed beneficial by the parent and counselor.

An 8th grade evening orientation for parents and students is held each spring. 8th graders visit the THS campus in the spring and receive a tour and introduction to life at THS.

The counselors work towards meeting the needs of the students through guidance and counseling on scheduling to meet graduation and college entrance requirements throughout their four years. The counselors make referrals to students and their families for community services. Counseling groups are run by outside groups such as Tahoe Safe Alliance. They utilize counseling curriculums such as anger management and conflict resolution.

Teachers are involved with students outside the classroom. Every teacher is required to do two adjunctive duties at THS. Most of these duties are fulfilled at sporting events and dances. Many of those same teachers coach or volunteer to work with, advise, or organize clubs, class advisory, help with fundraising, fall and spring musicals/plays, cater school events, work on nature trail, replanting and forest thinning with student volunteers, provide AP study sessions after school, build Homecoming floats, direct peer tutoring, yearbook conferences.

There are many opportunities available for our students to feel connected to THS and to our community. Six of these avenues are participation in any of our 18 clubs on campus, the 19 sports teams, the quarterly Wolverine newspaper, yearbook, Leadership, and performing art opportunities. Over 65% of our students are involved in our very competitive sports programs.

Every student is encouraged to participate in our clubs, performing arts, and community programs. During our Wolverine Day, students are given the yearly planner which lists clubs and organizations. The club meetings are posted daily in the bulletin and on our online webpage. All clubs are open to any student who is interested in joining. This year the first Club-A-Palooza was hosted during Advisory for the entire student body. This exciting event was put on in order to cultivate a deeper understanding of each club offered at THS and increase connectivity between students and the school.

All students are given the opportunity to try out for the performing art groups and athletic teams. Every year there is a Fall Play, a Spring Musical, and a Talent Show in which many students participate.

Another performing arts avenue that students are actively involved in is our music department. Over 50 students are involved in this program and perform in the marching band, jazz band, symphonic band and pit band. In addition to numerous performances each year, the bands travel to Northern California to play for retirement homes, veteran facilities, and elementary schools during the annual band tour. This activity is

funded by a live fundraising telethon that involves our Regional Occupational Program video students and the THS TV room.

Our Art Department hosts a yearly art show in the spring which is open to the public during the day and evening. All art students are eligible and encouraged to participate. Through grant money, the art department has purchased portable art walls and several display cases that showcase student art work in hallways and cafeteria.

We have a high percentage of students who play sports. Approximately 65% of our student body is on at least one of our athletic teams. We have 10 teachers who coach sports at THS and the remaining coaches are active community members. Our coaches are required to be CPR and 1st Aide certified. We also encourage high academic standards from our athletes. All students must complete weekly progress reports and can not have an F in any class at any time in order to be eligible to participate. The students must maintain a 2.0 GPA. 2007-2008 students at THS won the Academic Athletic Citizenship Award for the state of Nevada. In 2011, THS was awarded academic state champions-all league. THS has won the last 36 consecutive Varsity football games.

Athletes help support their teams financially by volunteering to sell snacks at the booster booths, cook for the Truckee Home Show, and work the Truckee Rodeo and Cannibal Cruise. These fundraising events have been very positive for our athletes.

New to TTHS is Peer Court. This organization allows juvenile offenders to opt for a trial by their peers instead of going through the court system. He or she is provided a student defense attorney, they go through the discovery process, and then are given a court date. At that point, a student run trial is initiated with a jury of their peers, a student prosecutor, and a student judge and student bailiff. The juvenile offender agrees to be bound by the jury's decision. In exchange, the offender's record is cleared once they become an adult. This is done in the Truckee Courthouse and supervised by the local judge. An advisor from THS supervises and facilitates the entire process.

**WASC Category E. School Culture and Support for Student Personal and Academic Growth:**  
**Strengths and Growth Needs**

**Category E. School Culture and Support for Student Personal and Academic Growth:**  
**Areas of Strength**

- ELAC parent involvement is growing.
- New social/emotional actions have been put into place in the last two years (SOS, Wellness Center, etc...).
- Counselors provide extensive parent and student support for college planning.
- Counselors are available for student social and emotional needs.
- SAC is open for students daily.
- BEST program is established.
- Tahoe Truckee High School is considered a safe and secure place, as reported by the students.

**Category E. School Culture and Support for Student Personal and Academic Growth:**  
**Areas of Growth**

- Utilize the school and its resources to facilitate more access for the whole community and try to expand more into social media to facilitate dissemination of information.
- Relationship between the staff and the district office needs improvement.
- EL parental involvement needs to be improved.
- Increase the utilization of the School Resource Officer.

## **Prioritized Areas of Growth Needs from Categories A through E**

- RTI model needs to be redeveloped to meet the needs of our struggling students.
- Common content taught throughout courses within each discipline.
- PLC (Professional Learning Communities) needs to continue to be focused on student learning.
- Provide professional development for core content teachers to aide ELD students.
- EL parental involvement needs to be improved.
- Students continue to need more opportunities for real life experiences including apprenticeships, community projects, work shadowing, school to career programs and more vocational education classes.
- Use data to drive curriculum and instruction. District needs to provide data management system training to staff.
- Advisory needs to be evaluated for its purpose and effectiveness by staff and students.

Chapter V  
Schoolwide Action Plan

**Goal #1 (Area for Improvement): 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.

**Supporting Data:** CST Scores in English and Math

- ELL and SES students are performing at lower rates in Algebra and Geometry
- 13% ELL students are proficient in Algebra I (2011)
- 19% of SES are proficient in Algebra I (2011)
- ELL and SES students are not articulating into higher levels of math
- ELL and SES students are performing at lower rates in ELA in all grades and Geometry
- Between 2007 and 2011 ELL 9<sup>th</sup> grade students have decreased in ELA fluency from 16% to 0% proficient (This may be as a result of reclassification). This trend is similar across grades
- SES students ELA proficiency is higher in recent years but continues to be lower than peers. The range is between 26% to 34% proficient.

**Growth Targets:** 5% growth in Algebra and English CST scores

**ESLRs Addressed:** Core Academic Subjects

**Means to Monitor & Report Progress:** CST (Math & ELA); CELDT- one level increase per year

| TASKS   | RESPONSIBLE PERSON(S) INVOLVED   | PROFESSIONAL DEVELOPMENT/ RESOURCES   | MEANS TO ASSESS IMPROVEMENT  | TIMELINE   | REPORTING   |
|---|--|---|--|--|---|
| <p>1. 15 minutes of each staff meeting is dedicated to reviewing CLAD/SDAIE and Best Practices Strategies.</p> <p>- This will be staff driven and broken up by department</p> | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Leadership Team</li> <li>• Staff (Certificated and Classified)</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff expertise with SDAIE/SIOP or differentiated teaching strategies</li> <li>• Current district staff development that is targeted to close the achievement gap</li> </ul>   | <ul style="list-style-type: none"> <li>• Staff Agendas</li> <li>• CST Scores</li> <li>• Graduation Rates</li> <li>• Grade Reports</li> <li>• CAHSEE Scores</li> <li>• CELDT Scores</li> </ul>                      | <ul style="list-style-type: none"> <li>• Start in September 2012 and ongoing. Once a month at staff meetings.</li> </ul>   | <ul style="list-style-type: none"> <li>• End of each semester (Fall and Spring)</li> <li>• September review CST data</li> </ul> |
| <p>2. Explore the development of a Reading and Math Intervention Program, and if possible implement a new plan.</p>   | <ul style="list-style-type: none"> <li>• Principal/ Administration</li> <li>• English and Math Teachers</li> <li>• Special Education Teachers</li> <li>• ELD Teacher</li> <li>• Leadership Team</li> </ul> | <ul style="list-style-type: none"> <li>• Keys to Curricular Math</li> <li>• Catch up Math</li> <li>• Readers Kit (Edge)</li> <li>• Read Naturally</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Site resources</li> <li>• Research-based programs</li> <li>• Research available resources</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate current low performing students reading and math levels</li> <li>• Align student needs to intervention</li> <li>• CST Scores</li> <li>• Grade Reports</li> </ul> | <ul style="list-style-type: none"> <li>• September 2012 identify student needs</li> <li>• October 2012 explore intervention models</li> <li>• January 2013 begin attempts at implementation in the classroom and alignment within our RTI program.</li> <li>• 2013 and ongoing: continue to revise the model put in place</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly at staff meetings and Leadership Team meetings</li> </ul>                      |

| TASKS  | RESPONSIBLE PERSON(S) INVOLVED  | PROFESSIONAL DEVELOPMENT/ RESOURCES  | MEANS TO ASSESS IMPROVEMENT   | TIMELINE  | REPORTING  |
|--|---|--|---|---|--|
| <p>3. Create “Wings” or Mentor Program that supports 9<sup>th</sup> graders</p> <p>-engage them socially, emotionally, and academically</p>  | <ul style="list-style-type: none"> <li>• Staff</li> <li>• Students</li> <li>• Community Members (ARC)</li> <li>• Wellness Center</li> <li>• Leadership Class</li> </ul>   | <ul style="list-style-type: none"> <li>• Site Visits</li> <li>• Research</li> </ul>  | <ul style="list-style-type: none"> <li>• Grade Reports</li> <li>• Graduation Rates</li> <li>• Discipline Reports</li> <li>• Survey</li> </ul>   | <ul style="list-style-type: none"> <li>• Year One: Researching</li> <li>• Year Two: Developing</li> <li>• Year Three: Implementation</li> <li>• Years Four-Six: Assessing and Revising</li> </ul> | <ul style="list-style-type: none"> <li>• End of 9<sup>th</sup> Grade</li> </ul>  |
| <p>4. Incorporate relevant, engaging curriculum that reflects a diverse student body.</p> <ul style="list-style-type: none"> <li>• Identify academic language that supports the essential standards in all core content to ensure access and equity for all students.</li> </ul> | <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Staff</li> <li>• PLCs</li> </ul>  | <ul style="list-style-type: none"> <li>• National Content Standards</li> <li>• Research</li> <li>• PLC Time</li> <li>• Reviewing Academic Language Series</li> <li>• ASCD Tools or Publications</li> </ul> | <ul style="list-style-type: none"> <li>• Student Interest Survey</li> <li>• Teacher Survey</li> <li>• Discipline Reports</li> <li>• Grade Reports</li> </ul>  | <ul style="list-style-type: none"> <li>• Year One: Researching</li> <li>• Year Two: Developing</li> <li>• Year Three: Implementation</li> <li>• Years Four-Six: Assessing and Revising</li> </ul> | <ul style="list-style-type: none"> <li>• Each semester annually</li> </ul>   |
| <p>5. Explore and develop a Career Technical Education pathway at TTHS</p>   | <ul style="list-style-type: none"> <li>• Principal/ Administration</li> <li>• Leadership Team</li> <li>• Staff</li> <li>• Counseling Dept.</li> <li>• ROP 49er</li> </ul> | <ul style="list-style-type: none"> <li>• ROP 49er</li> <li>• ASCD</li> <li>• Site visits</li> <li>• Conferences</li> <li>• Research</li> </ul>   | <ul style="list-style-type: none"> <li>• Percentage of staff buy-in</li> <li>• Identification of a CTE pathway</li> <li>• Regain our ROP funding</li> <li>• Integration into our master schedule</li> </ul> | <p>Year One: Research and Development</p> <p>Years Two- Six: Implementation of program at school site with revisions ongoing</p>  | <ul style="list-style-type: none"> <li>• Quarterly through 2012-13 school year</li> <li>• 2013 ongoing: Reporting would be biannually</li> </ul> |

**Goal #2 (Area for Improvement): 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 originally designed.

**Supporting Data:** Anecdotal evidence from stakeholders, API Scores, the need to close the achievement gap

- ELL and SES students are performing at lower rates in Algebra and Geometry
- 13% ELL students are proficient in Algebra I (2011)
- 19% of SES are proficient in Algebra I (2011)
- ELL and SES students are not articulating into higher levels of math
- ELL and SES students are performing at lower rates in ELA in all grades and Geometry
- Between 2007 and 2011 ELL 9<sup>th</sup> grade students have decreased in ELA fluency from 16% to 0% proficient (This may be as a result of reclassification). This trend is similar across grades
- SES students ELA proficiency is higher in recent years but continues to be lower than peers. The range is between 26% to 34% proficient.

**Growth Targets:** Increased API scores for all students and close the achievement gap

**ESLRs Addressed:** Core Academic Subjects, High Productivity

**Means to Monitor & Report Progress:** Attendance, Report Cards, API Scores, Grades of target demographic (ELL, SED, Resources Students)

| TASKS   | RESPONSIBLE PERSON(S) INVOLVED   | PROFESSIONAL DEVELOPMENT/ RESOURCES   | MEANS TO ASSESS IMPROVEMENT   | TIMELINE   | REPORTING   |
|---|--|---|---|--|---|
| 1. Research effective intervention models for core academic classes | <ul style="list-style-type: none"> <li>• Academic Coaches</li> <li>• Staff</li> <li>• Leadership Team</li> <li>• Administration</li> </ul> | <ul style="list-style-type: none"> <li>• Time set aside to collect data, analyze data and develop report with recommendations</li> <li>• Research models</li> <li>• Staff will read RTI publications</li> </ul> | <ul style="list-style-type: none"> <li>• Create a list of pros and cons to current model</li> <li>• Student Grades</li> <li>• Attendance</li> <li>• Teacher response</li> <li>• % of students below basic</li> <li>• Parent Survey</li> <li>• Review if intervention is tied to core academics</li> </ul> | <ul style="list-style-type: none"> <li>• April 2012 Staff Meetings begin process</li> <li>• Summer 2012: Leadership Team meets with new Principal</li> </ul>   | <ul style="list-style-type: none"> <li>• Leadership Team reports to staff</li> </ul>  |
| 2. Develop and Implement new Intervention Model                     | <ul style="list-style-type: none"> <li>• Academic Coaches</li> <li>• Administration</li> <li>• Leadership Team</li> <li>• Staff</li> </ul> | <ul style="list-style-type: none"> <li>• Staff Training each year ongoing</li> <li>• Clear established guidelines</li> <li>• Data software support</li> </ul>   | <ul style="list-style-type: none"> <li>• Computer data analysis/ monitoring program, Datawise</li> <li>• AERIES</li> </ul>  | <ul style="list-style-type: none"> <li>• Potentially start 2012-13 school year</li> <li>• Depending on research, might need to implement in 2013-14</li> </ul> | <ul style="list-style-type: none"> <li>• Assess new intervention model throughout the semester at staff meetings</li> </ul> |

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <p>3. Once intervention model has been successfully established begin to address enrichment needs.</p> | <ul style="list-style-type: none"> <li>• Academic Coaches</li> <li>• Administration</li> <li>• Leadership Team</li> </ul>                       | <ul style="list-style-type: none"> <li>• Time set aside to collect data, analyze data and develop</li> <li>• Research models that are similar to our school and have been successful</li> </ul> | <ul style="list-style-type: none"> <li>• Student Grades</li> <li>• Attendance</li> <li>• Teacher response</li> <li>• % of students below basic</li> <li>• Parent and Student Survey</li> </ul> | <ul style="list-style-type: none"> <li>• Start in alignment with RTI.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Assess new enrichment model throughout the semester at staff meetings</li> </ul>                    |
| <p><b>TASKS</b></p>  | <p><b>RESPONSIBLE PERSON(S) INVOLVED</b></p>  | <p><b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b></p>   | <p><b>MEANS TO ASSESS IMPROVEMENT</b></p>  | <p><b>TIMELINE</b></p>   | <p><b>REPORTING</b></p>  |
| <p>4. Establish tier 2 and tier 3 Responses to Intervention</p>  | <ul style="list-style-type: none"> <li>• Academic Coaches</li> <li>• Administration</li> <li>• Leadership Team</li> <li>• Counseling</li> </ul> | <ul style="list-style-type: none"> <li>• Time set aside to collect data, analyze data and develop</li> <li>• Research models that are similar to our school and have been successful</li> </ul> | <ul style="list-style-type: none"> <li>• Student Grades</li> <li>• Attendance</li> <li>• Teacher response</li> <li>• % of students below basic</li> <li>• Parent and Student Survey</li> </ul> | <ul style="list-style-type: none"> <li>• Start in alignment with successful Tier 1 intervention and ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• Assess new intervention and enrichment models throughout the semester at staff meetings.</li> </ul> |

**Goal #3 (Area for Improvement): 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.**

**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.

**Supporting Data:**

- PLC time structure is new and the staff continues to struggle with norms
- PLCs need training in formative assessment, the use of data, and practice focusing on student learning
- Argumentative staff that is focus on structural arguments rather than on student learning needs.
- District lack of consistent professional development plan
- Low percentage of staff being trained on district professional development
- Consistent leadership change in the district and at the school site
- Union and district disharmonious relationship that has developed a lack of trust

**Growth Targets:** All teachers will be trained on Datawise. 100% of teachers will be using common pacing guides, standards, and assessments by 2018.

**ESLRs Addressed:** Core Academic Subjects, High Productivity, Information, Media and Technology, Personal/Life Skills

**Means to Monitor & Report Progress:** Principal and District office staff review the PLC using the TTUSD Trimester Review Document (Rubric) to identify and verify progress. The results will be shared with staff on an annual basis.

| TASKS  | RESPONSIBLE PERSON(S) INVOLVED  | PROFESSIONAL DEVELOPMENT/ RESOURCES  | MEANS TO ASSESS IMPROVEMENT  | TIMELINE   | REPORTING   |
|--|---|--|--|--|---|
| 1. Assess and train staff in the various software programs: Datawise, AERIES, etc.                         | <ul style="list-style-type: none"> <li>• PCOE and/or software companies</li> <li>• Teachers</li> <li>• Administrators</li> <li>• Support Staff</li> <li>• District Office</li> <li>• Registrar</li> </ul> | <ul style="list-style-type: none"> <li>• PCOE</li> <li>• District</li> <li>• Staff-wide trainings</li> <li>• Implementation strategies</li> </ul>        | <ul style="list-style-type: none"> <li>• % of staff trained</li> <li>• % of staff using the software</li> <li>• Pre/Post Survey</li> <li>• Department Chair reports</li> </ul> | <ul style="list-style-type: none"> <li>• Fall 2012 begin training process and ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers will be signed off upon completion of trainings.</li> <li>• Annual review of percentage of staff trained at staff meetings.</li> </ul>  |
| 2. Continue to allow staff to meet, develop, and reassess pacing guides, syllabi, and essential standards. | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Leadership Team</li> </ul>   | <ul style="list-style-type: none"> <li>• Meeting time for PLC groups</li> <li>• Conferences/trainings</li> <li>• State and National Standards</li> </ul> | <ul style="list-style-type: none"> <li>• Number of departments with common curriculum</li> <li>• Pre/Post Survey</li> <li>• PLC sign-in sheets</li> </ul>                      | <ul style="list-style-type: none"> <li>• Continue Fall of 2012 and ongoing</li> </ul>            | <ul style="list-style-type: none"> <li>• Department Chairs</li> <li>• Administration</li> <li>• Department discussions</li> <li>• Reports at staff meetings</li> <li>• Website</li> </ul> |
| 3. Training/ Professional Development of effective ways to use data to guide instruction.                  | <ul style="list-style-type: none"> <li>• PCOE</li> <li>• District Office</li> <li>• Departments</li> <li>• Teachers</li> </ul>  | <ul style="list-style-type: none"> <li>• PCOE and District Office strategies and systems trainings</li> </ul>  | <ul style="list-style-type: none"> <li>• % of classes using data to guide instruction</li> <li>• Test results</li> </ul>   | <ul style="list-style-type: none"> <li>• Fall of 2013 and ongoing</li> </ul>                     | <ul style="list-style-type: none"> <li>• Reports at staff meetings</li> <li>• Data</li> <li>• Department/Teacher feedback</li> </ul>  |
| 4. Meet with NTHS/ACMS to align curriculum across the district.  | <ul style="list-style-type: none"> <li>• Principals</li> <li>• Leadership Team</li> </ul>   | <ul style="list-style-type: none"> <li>• Time set aside for schools to meet with coinciding schedules</li> </ul>   | <ul style="list-style-type: none"> <li>• Percentage and number of classes between sites using data and aligned curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>• Fall 2013 and ongoing</li> </ul>                        | <ul style="list-style-type: none"> <li>• Department/Teacher feedback</li> <li>• Data</li> <li>• Reports at staff meetings</li> </ul>  |

**Goal #4 (Area for Improvement): 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.

**Supporting Data:** CHKS, State Fitness

9<sup>th</sup> and 11<sup>th</sup> grade – 12% seriously considered attempting suicide, 10% had a plan

9<sup>th</sup> grade – feelings of sad and hopeless 21%

11<sup>th</sup> grade –29%

9<sup>th</sup> grade – 17% high from using drugs

11<sup>th</sup> grade – 20%

9<sup>th</sup> grade – 14% consumes alcohol until really drunk

11<sup>th</sup> grade – 15%

9<sup>th</sup> grade – 42% had mean rumors or lies told about them

11<sup>th</sup> grade – 37%

**Growth Targets:**

2012-2013

5% fewer 9<sup>th</sup> graders will seriously consider attempting suicide and 5% less will have a plan

5% fewer 9<sup>th</sup> and 11<sup>th</sup> graders will have feelings of sad and hopeless

5% fewer 9<sup>th</sup> and 11<sup>th</sup> graders will consume alcohol until really drunk

5% fewer 9<sup>th</sup> and 11<sup>th</sup> graders will have mean rumors spread about them

**ESLRs Addressed:** Personal Life Skills

**Means to Monitor & Report Progress:** CHKS, number of students attending Friday Night Live, Wellness Center attendance, School-wide Information System (SWIS) Reports

| TASKS  | RESPONSIBLE PERSON(S) INVOLVED   | PROFESSIONAL DEVELOPMENT/ RESOURCES   | MEANS TO ASSESS IMPROVEMENT  | TIMELINE   | REPORTING   |
|--|--|---|--|--|---|
| 1. Continue to develop Wellness Center at TTHS.  | <ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselors</li> <li>• School staff</li> <li>• Wellness Director</li> <li>• District Office</li> </ul> | <ul style="list-style-type: none"> <li>• Review Healthy Kids Survey to align with Wellness Center</li> <li>• Research on social and emotional development</li> <li>• Access County Mental Health and Department of Education resources</li> </ul> | <ul style="list-style-type: none"> <li>• Student sign-in</li> <li>• Student survey</li> <li>• % of students accessing and utilizing the Wellness Center</li> <li>• Parent survey</li> <li>• Staff survey</li> </ul> <p>*Dependent upon funding</p> | <ul style="list-style-type: none"> <li>• Fall of 2012 and ongoing</li> </ul>     | <ul style="list-style-type: none"> <li>• SAC bulletin</li> <li>• Website</li> <li>• SWIS</li> </ul>   |
| 2. Challenge Day<br><br>Provide Challenge Day on a yearly basis and integrate the curriculum within the Advisory period. | <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administration</li> <li>• Counselors</li> <li>• School staff</li> <li>• District</li> </ul>                 | <ul style="list-style-type: none"> <li>• Advisory teachers to participate in the day and process</li> <li>• Training for staff on follow-up strategies</li> </ul> <p>Continue until funding is no longer available.</p>                           | <ul style="list-style-type: none"> <li>• Continue program</li> <li>• Student survey</li> <li>• School climate</li> </ul>   | <ul style="list-style-type: none"> <li>• September to June yearly</li> </ul>     | <ul style="list-style-type: none"> <li>• Counselors report to Challenge Day Program</li> <li>• Counselors share out about Challenge Day to staff at meetings</li> <li>• SWIS</li> </ul> |
| 3. Building Effective Schools Together (BEST) Program  | <ul style="list-style-type: none"> <li>• BEST Team</li> <li>• School Staff</li> </ul>  | <ul style="list-style-type: none"> <li>• BEST team is trained and ongoing follow-up of trainings</li> <li>• BEST trainings for all staff at staff meetings</li> <li>• Integrate BEST strategies throughout Advisory curriculum</li> </ul>         | <ul style="list-style-type: none"> <li>• SWIS Data</li> <li>• School climate</li> </ul>  | <ul style="list-style-type: none"> <li>• 2012 school year and ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• SWIS report at monthly staff meetings</li> <li>• Report to the School Site Council, ELAC, and School Safety Committee</li> </ul>               |

| TASKS  | RESPONSIBLE PERSON(S) INVOLVED   | PROFESSIONAL DEVELOPMENT/ RESOURCES   | MEANS TO ASSESS IMPROVEMENT   | TIMELINE  | REPORTING  |
|--|--|---|---|---|--|
| <p>4. Advisory: 30 minutes dedicated to the academic, social, and emotional needs of the students. Students stay with their same teacher for all 4 years.</p>                            | <ul style="list-style-type: none"> <li>• All certificated teachers at THS</li> <li>• Administration</li> <li>• Counselors</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing grade level PLC meetings for curriculum</li> <li>• Counselors will provide materials when appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• Student survey</li> <li>• CHKS Results every 2 years</li> <li>• Student’s knowledge base in academics, social and emotional issues</li> </ul>                    | <ul style="list-style-type: none"> <li>• August- June yearly</li> </ul>   | <ul style="list-style-type: none"> <li>• Teacher reports</li> <li>• Progress and term grade reports</li> <li>• Teacher referrals to counselors</li> </ul>  |
| <p>5. Friday Night Live Mentoring: a program where high school students mentor middle school students through discussion of various topics, games, healthy snacks and homework help.</p> | <ul style="list-style-type: none"> <li>• Counselors</li> </ul>   | <ul style="list-style-type: none"> <li>• State Training</li> </ul>  | <ul style="list-style-type: none"> <li>• Teaching middle school students success in high school</li> </ul>  | <ul style="list-style-type: none"> <li>• Aug-May yearly</li> </ul>  | <ul style="list-style-type: none"> <li>• High school student yearly written reports</li> <li>• Middle school student yearly written reports</li> <li>• CA FNL Mentoring written state reports</li> </ul> |
| <p>6. Friday Night Live Natural High: create student leaders who are willing to foster change at the school and within the community</p>   | <ul style="list-style-type: none"> <li>• Counselors</li> </ul>   | <ul style="list-style-type: none"> <li>• 2 conferences throughout the year (Fall/Spring)</li> <li>• Curriculum binder</li> <li>• Butte County</li> </ul>          | <ul style="list-style-type: none"> <li>• % of students at FNL events</li> <li>• Signing pledges (i.e. Prom, drug and alcohol free)</li> <li>• Committed packets (parents, athletes, merchants)</li> </ul> | <ul style="list-style-type: none"> <li>• 2007- present</li> <li>• Facebook page up and running by September 2012</li> <li>• Committed packets completed by June 2013</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly reports</li> <li>• Facebook page</li> </ul>   |

| <b>TASKS</b>   | <b>RESPONSIBLE PERSON(S) INVOLVED</b>  | <b>PROFESSIONAL DEVELOPMENT/ RESOURCES</b>  | <b>MEANS TO ASSESS IMPROVEMENT</b>  | <b>TIMELINE</b>   | <b>REPORTING</b>   |
|--|--|---|---|---|--|
| 7. Sources of Strength “peer helpers”                                      | <ul style="list-style-type: none"> <li>• Leadership teacher</li> <li>• Nevada County Health</li> <li>• Counselors</li> <li>• Staff</li> </ul>  | <ul style="list-style-type: none"> <li>• Receive training in wellness and resiliency models</li> </ul>  | <ul style="list-style-type: none"> <li>• Healthy Kids Survey (every 2 years)</li> <li>• School Climate</li> </ul>                               | <ul style="list-style-type: none"> <li>• Each Fall and ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• Create a system to monitor number of students accessing Sources of Strength services through the Wellness Center</li> <li>• Students report at staff meetings twice a year</li> </ul> |
| 8. Club-a-Palooza<br><br>Club awareness event that takes place every fall. | <ul style="list-style-type: none"> <li>• Club Advisors</li> <li>• Student Body</li> <li>• Leadership Class and Officers</li> </ul>   | <ul style="list-style-type: none"> <li>• Bulletin</li> <li>• Open rallies for all grade levels to promote awareness</li> </ul>  | <ul style="list-style-type: none"> <li>• % of students that sign up and attend clubs</li> <li>• Advisory data on student involvement</li> </ul> | <ul style="list-style-type: none"> <li>• Every September</li> </ul>       | <ul style="list-style-type: none"> <li>• % of students that attend and participate in events</li> </ul>  |
| 9. State Fitness Testing   | <ul style="list-style-type: none"> <li>• Physical Education Department</li> </ul>  | <ul style="list-style-type: none"> <li>• California state curriculum guidelines and reporting</li> <li>• State and National standards</li> </ul>  | <ul style="list-style-type: none"> <li>• Yearly reporting to the state</li> <li>• Results from previous testing</li> </ul>                      | <ul style="list-style-type: none"> <li>• September-June yearly</li> </ul> | <ul style="list-style-type: none"> <li>• District Office</li> <li>• Report to staff annually</li> </ul>  |
| 10. “Driven” Program or “Every 15 Minutes” Program                         | <ul style="list-style-type: none"> <li>• Administration</li> <li>• California Highway Patrol</li> <li>• Fire Department</li> <li>• Truckee Police Department</li> <li>• Tahoe Forest Hospital</li> <li>• Truckee Mortuary</li> </ul> | <ul style="list-style-type: none"> <li>• Planning Group meets weekly to organize the event (students included)</li> <li>• The participants “Living Dead” create an obituary and tombstones</li> </ul> | <ul style="list-style-type: none"> <li>• Debrief with all participants and professionals</li> </ul>   | <ul style="list-style-type: none"> <li>• Every 3 years</li> </ul>         | <ul style="list-style-type: none"> <li>• Report to the School Board</li> <li>• Video is created and posted on the website</li> <li>• Articles in Sierra Sun written for community awareness</li> </ul>                         |



# Appendix

WASC STUDENT SURVEY 2011-2012

1. Do teachers provide you with the help you need on assignments?

(Total # of kids that answered the question - 451)

YES (341 kids or 75.6%)

NO (60 kids or 13.3%)

UNSURE (50 kids or 11.1%)

2. Do you feel teachers are willing to give students individual help?

(Total # of kids that answered the question - 449)

YES (333 kids or 74.2%)

NO (50 kids or 11.1%)

UNSURE (66 kids or 14.7%)

3. Is the school doing a good job preparing you for college or a career after high school?

(Total # of kids that answered the question - 459)

YES (230 kids or 50.1%)

NO (91 kids or 19.8%)

UNSURE (138 kids or 30%)

4. Are you satisfied with the course offerings at Truckee High?

(Total # of kids that answered the question- 457)

YES (202 kids or 44.2%)

NO (170 kids or 37.2%)

UNSURE (85 kids or 18.6%)

5. Has Advisory enhanced your high school experience?

(Total # of kids answered the question - 458)

YES (79 kids or 17.2%)

NO (287 kids or 62.6%)

UNSURE (92 kids or 20%)

6. Has TIRE provided you with the opportunity for extra help when needed?

(Total # of kids that answered the question - 451)

YES (323 kids or 71.6%)

NO (99 kids or 21.9%)

UNSURE (29 kids or .06%)

## WASC Parent Survey Results 2012

| Question  | # of parents that answered | # of parents that skipped | Strongly Agree | Agree       | Somewhat Agree | Disagree  | Strongly Disagree |
|---|----------------------------|---------------------------|----------------|-------------|----------------|-----------|-------------------|
| Teachers provide my student with the help he/she needs.   | 87                         | 1                         | 10<br>11.5%    | 44<br>50.6% | 22<br>25.3%    | 4<br>5%   | 4<br>5%           |
| The school is doing a good job preparing my student for college or a career after high school and I am satisfied with the course offerings at Truckee High. | 87                         | 1                         | 7<br>8%        | 30<br>34%   | 13<br>14%      | 7<br>8%   | 7<br>8%           |
| TIRE has provided my student with the opportunity for extra help when needed.   | 86                         | 2                         | 35<br>40%      | 22<br>25%   | 16<br>18%      | 7<br>8%   | 5<br>5%           |
| I feel welcomed and supported at the front office and when working with the administration.   | 87                         | 1                         | 20<br>22%      | 27<br>31%   | 24<br>27%      | 13<br>14% | 1<br>1%           |
| The counselors meet my students/family's needs.   | 88                         | 0                         | 20<br>22%      | 31<br>35%   | 22<br>25%      | 8<br>9%   | 5<br>5%           |

## Student Survey 9<sup>th</sup> Grade

### 1. What new classes would you like to have offered at THS?

|            |                 |                 |
|------------|-----------------|-----------------|
| French     | German          | Computer        |
| Drivers Ed | ROP Video       | Programming     |
| Chinese    | Photography     | Parenting       |
| Auto Shop  | Home Economics  | Graphic Design  |
| Hot Meals  | Robotics        | Interior Design |
| Norwegian  | All ROP Classes | Fashion Design  |

### 2. What new sport, club, or activity would you like offered at THS?

|                   |              |                 |
|-------------------|--------------|-----------------|
| Badminton         | Ping Pong    | National Honors |
| Lacrosse          | Harry Potter | Society         |
| Rugby             | Hockey       | Charity League  |
| Donkey basketball | Mini Golf    | Dance Team      |
| Dodge ball        | Kickball     | Hope Programs   |
| tournament        | Book Club    |                 |
| Handball          | Fishing Club |                 |

### 3. General comments about THS? Likes/dislikes

#### Dislikes

Lunch should be longer  
TIRE before lunch  
Real Vending Machine  
Better food in Cafeteria  
Better drinking fountains  
Update bathrooms  
Advisory every other week  
New athletic field

#### Likes

Open Campus  
Bloc Schedule  
Traditions  
Senior Pranks  
Rallies

## Student Survey 10<sup>th</sup> Grade

### 1. What new classes would you like to have offered at THS?

|                    |                         |                     |
|--------------------|-------------------------|---------------------|
| Drama Class        | Psychology              | Sign Language       |
| Dance and Tumble   | Ceramics (2 terms long) | Driver's Ed         |
| Welding            | French                  | First Aid           |
| Auto Shop          | German                  | AP Computer Classes |
| AP Human Geography | Japanese                | Metal Shop          |

### 2. What new sport, club, or activity would you like offered at THS?

|                  |                    |              |
|------------------|--------------------|--------------|
| Badminton        | ROTC               | Hockey       |
| Men's Volleyball | Bowling Club       | Life guard   |
| Lacrosse         | Mountain Bike Club | Cricket      |
| Karate           | Road Biking Club   | Table Tennis |

### 3. General comments about THS? Likes/dislikes

#### Dislikes

Administration at THS  
The Track  
The Football Stadium  
Some teams are not allowed to have games in surprise stadium  
Short Lunches

#### Likes

Sports  
AP Classes  
Teachers  
TIRE systems @ 7:30 am  
Spanish Programs  
Cool School  
Symposium  
New teacher from Measure A  
Open Campus  
Lockers  
Bloc System

## Student Survey 11<sup>th</sup> Grade

### 1. What new classes would you like to have offered at THS?

|                  |                 |                 |
|------------------|-----------------|-----------------|
| Drama            | French          | Astronomy       |
| Rock Climbing    | Auto Shop       | SAT Prep        |
| Dance            | Digital Art     | Work Experience |
| Criminal Justice | Psychology      | ROTC            |
| Photography      | Paramedic Class | Sewing          |
| Foods/baking     | ROP Video       | Career Classes  |
| German           | Sports History  |                 |

### 2. What new sport, club, or activity would you like offered at THS?

|                  |                |               |
|------------------|----------------|---------------|
| Glee Club        |                |               |
| Water Polo       | Current Events | Water Polo    |
| Men's Volleyball | Yoga           | Bowling team  |
| Fashion Design   | Lacrosse       | Indoor Soccer |
| Archery          | Boardercross   | Surfing       |
| Girls Football   | Rugby          |               |
| Sky Diving       |                |               |

### 3. General comments about THS? Likes/dislikes

#### Dislikes

No benches in Senior Hall  
Principal  
Not enough electives  
Lack of school spirit  
More information about what's going on  
Not enough funding to sports  
TIRE systems at 7:30  
Principal  
Counselors

#### Likes

Classes  
Teachers

**Truckee High School**  
**Spring 2012 Schedule of Classes - 4th Quarter**

|                             | 1                                    | 2                  | 3                     | 4                  |
|-----------------------------|--------------------------------------|--------------------|-----------------------|--------------------|
| <b>Social Science</b>       |                                      |                    |                       |                    |
| Anderson, Craig             | US History M7                        | US History M7      | Prep                  | World History M7   |
| Cerino, Abigail             |                                      |                    |                       | World History 210  |
| Fertitta, Nik               | Economics 103                        | Economics 103      | Economics 103         | Prep               |
| Jacobs, Jessica             | Global Studies 209                   | Prep               | World History 209     | WASC               |
| <b>English</b>              |                                      |                    |                       |                    |
| Brady, Mark                 | English 11 M4                        | English 12 M4      | American Film M4      | Prep               |
| Greene, Rick                | Poetry M2                            | English 10 M2      | English 11 M2         | Prep               |
| Mooney, Pat                 | English 12 M8                        | AP English M8      | AP English Lit M8     | Prep               |
| Padden, Trish               | ON LEAVE - SEE STEFANI               |                    |                       |                    |
| Parmeter, Jill              | English 9 212                        | Prep               | Global Studies 212    | Global Studies 212 |
| Stefani, Annie              | English 9 207                        | English 10 207     | Creative Writing 207  | Prep               |
| <b>Voc Ed/Fine Arts</b>     |                                      |                    |                       |                    |
| Driscoll, James             | Prep                                 | Office 2010 200    | Woodshop 2 WS         | Woodshop 2 WS      |
| Evers, Jennifer             | Prep                                 | Intro to Foods 101 | Intro to Foods 101    | Leadership M3      |
| Green, Dave                 | Music Production MR                  | Prep               | Concert Band MR       | Symphonic Band MR  |
| Keigley, Carolyn            | Prep                                 | AP Art 100         | Art 100               | Art 100            |
| Halvorsen, Jon              | Web 2.0 200                          | Prep               | Prac Computer App 200 | Web 2.0 200        |
| O'Farrell, Rory             | Yearbook TV                          | ROP Video TV       | ROP Video TV          | Prep               |
| <b>Foreign Language/ELD</b> |                                      |                    |                       |                    |
| Guzman, Alicia              | Spanish 2 206                        | Spanish 3 206      | AP Spanish 206        | Prep               |
| Hutchinson, Karen           | ON LEAVE - SEE GUZMAN AND SEEHUETTER |                    |                       |                    |
| Rosenblatt, Megan           | ELD 202                              | ELD 202            | ELD 202               | Prep               |
| Seehuetter, Margi           | Spanish 1 214                        | Prep               | Spanish 2 214         | Spanish 1 214      |
| <b>Math</b>                 |                                      |                    |                       |                    |
| Jackson, James              | Alg 2B/Trig M1                       | Plane Geometry M1  | Alg 2B/Trig M1        | Prep               |
| Kuch, Eniko                 | AP Calculus M10                      | Algebra 1 M10      | Alg 2B/Trig M10       | Prep               |
| Laroche, Diane              | Pre-Calculus 205                     | Algebra 1 205      | Algebra 2A 205        | Prep               |
| Murphy, Erika               | Algebra 1A 213                       | Plane Geometry 213 | Algebra 1A 213        | Prep               |

|                               |                      |     |                 |     |                      |      |                      |      |
|-------------------------------|----------------------|-----|-----------------|-----|----------------------|------|----------------------|------|
| Pomeroy, Dana                 | Algebra 2A           | 208 | Plane Geometry  | 208 | Plane Geometry       | 208  | Prep                 |      |
| <b>PE</b>                     |                      |     |                 |     |                      |      |                      |      |
| Ivens, Josh                   | Prep                 |     | Perf Enhance    | WR  | Found of Fitness     | GYM1 | Strength Develop     | GYM1 |
| Merriman, Mike                | Found of Fit         | GYM | Prep            |     | AD                   |      | Found of Fit         | GYM  |
| Shaffer, Bob                  | Perfrmnce Enhance    | WR  | Prep            |     | Strength Develop     | GYM  | Adv Perf Enhance     | WR   |
| <b>Science</b>                |                      |     |                 |     |                      |      |                      |      |
| Lowder, Sue                   | Ap Chemistry         | SL2 | Physics         | SL2 | Adv Chemistry        | SL2  | Prep                 |      |
| Reed, Kirby                   | Honors Biology       | 107 | Biology         | 107 | Prep                 |      | Biology              | 107  |
| Smith, Paul                   | Biology              | 108 | Chemistry       | 108 | Chemistry            | 108  | Prep                 |      |
| <b>Special Education</b>      |                      |     |                 |     |                      |      |                      |      |
| Bohlman, Charlotte            | Push In              |     | Voc Ed          | M6  | Social Interaction   | M6   | Prep                 |      |
| Fletcher, Val                 | Learning Center      | 211 | Prep            |     | Literacy Skills      | 211  | Learning Center      | 211  |
| Furr, Lisa                    | Transition           |     | Transition      |     | Transition           |      | Transition           |      |
| Gannon, Kitty (Thurs. & Fri.) | Reading Intervention | 204 | Prep            |     | Reading Intervention | 204  | Reading Intervention | 204  |
| Kuttel, Rachel                | Prep                 |     | Math Co Teacher | 208 | Learning Center      | 105  | Learning Center      | 105  |
| Markovchick, K                | Ind. Living Skills   | 104 | Academics       | 104 | SDC Voc Ed           |      | Prep                 |      |
| Smith, Jennifer               | Lit Skills           | 106 | Basic Math      | 106 | Life Skills          | 106  | Prep                 |      |

## Tahoe Truckee High School Master Schedule 2011-2012

| Staff |            |              |                |                |                |   |                  |                 |                              |                |          |
|-------|------------|--------------|----------------|----------------|----------------|---|------------------|-----------------|------------------------------|----------------|----------|
| 0     | 1          | 2            | 3              | 4              | English        | 0 | 1                | 2               | 3                            | 4              | Advisory |
|       | Hon Eng 9  | Eng 12       | Eng 12         | Prep           | Brady          |   | Eng 11           | Eng 12          | Frn Film Lit<br>Am Film Lit  | Prep           | 10       |
|       | Eng 9      | Hon Eng 10   | Eng 11         | Prep           | Greene         |   | Poetry<br>Poetry | Eng 10          | Eng 11                       | Prep           | 11       |
|       | Eng 12     | Eng 10       | AP Eng Lit     | Prep           | Mooney         |   | Eng 12           | AP Eng Lit      | AP Eng Lit                   | Prep           | 9        |
|       | Eng 9      | Eng 10       | Eng 11         | Prep           | Spoehr-Stefani |   | Eng 9            | Eng 10          | Crt. Writing<br>Crt. Writing | Prep           | 12       |
| 0     | 1          | 2            | 3              | 4              | ELD            | 0 | 1                | 2               | 3                            | 4              |          |
|       | ELD 4-5    | ELD 1 & 2    | ELD 3          | Prep           | Rosenblatt     |   | ELD 4            | ELD 2 & 4       | ELD 3                        | Prep           | 12       |
| 0     | 1          | 2            | 3              | 4              | Social Sci     | 0 | 1                | 2               | 3                            | 4              |          |
|       | US History | US History   | Prep           | Global Studies | Anderson       |   | US History       | US History      | Prep                         | World History  | 10       |
|       | Prep       | Govt<br>Econ | Govt<br>Econ   | World History  | Fertitta       |   | Govt<br>Econ     | AP Govt<br>Econ | Govt<br>Econ                 | Prep           | 11       |
|       | Govt       | Prep         | Global Studies | ELD 4 (9th)    | Parmeter       |   | Eng 9            | Prep            | Global Studies               | Global Studies | 12       |

|   |                  |               |                      |                |         |   |                |              |               |               |      |
|---|------------------|---------------|----------------------|----------------|---------|---|----------------|--------------|---------------|---------------|------|
|   | Econ             |               |                      |                |         |   |                |              |               |               |      |
|   | AP US History    | AP US History | Prep                 | WASC           | Jacobs  |   | Global Studies | Prep         | World History | WASC          | 9    |
|   |                  |               |                      | World History  | Cerino  |   |                |              |               | World History | 9    |
| 0 | 1                | 2             | 3                    | 4              | Math    | 0 | 1              | 2            | 3             | 4             |      |
|   | Pre Calc         | HS Algebra 1  | Algebra 2A           | Prep           | Jackson |   | Alg 2B/Trig    | Geometry     | Alg 2B/Trig   | Prep          | 9    |
|   | AP Calc          | HS Algebra 1  | Honors Alg 2/Trig    | Prep           | Kuch    |   | AP Calc        | HS Algebra 1 | Alg 2B/Trig   | Prep          | 12   |
|   | Algebra 2A       | HS Algebra 1  | Algebra 2A           | Prep           | Laroche |   | Pre-Calc       | HS Algebra 1 | Alg 2B/Trig   | Prep          | 12   |
|   | HS Algebra 1     | HS Algebra 1A | Geometry             | Prep           | Murphy  |   | HS Algebra 1   | Geometry     | HS Algebra 1A | Prep          | 11   |
|   | HS Algebra 1A    | HS Algebra 1A | Geometry             | Prep           | Pomeroy |   | Algebra 2A     | Geometry     | Geometry      | Prep          | 10   |
| 0 | 1                | 2             | 3                    | 4              | Science | 0 | 1              | 2            | 3             | 4             |      |
|   | Physics          | Physics       | Adv Chemistry        | Prep           | Lowder  |   | AP Chem        | Physics      | Adv Chemistry | Prep          | 9    |
|   | Biology          | Biology       | Prep                 | River Ecology  | Reed    |   | Honors Biology | Biology      | Prep          | Biology       | 12   |
|   |                  |               |                      | River Ecology  |         |   |                |              |               |               |      |
|   | Physical Science | AP Bio        | Anatomy & Physiology |                | Smith   |   | Biology        | Chemistry    | Chemistry     | Prep          | 10   |
|   | Prep             | Chemistry     | Chemistry            | Marine Biology | Tallant |   |                |              |               |               | none |

|   |           |           |           |                |              |   |           |           |                 |           |      |
|---|-----------|-----------|-----------|----------------|--------------|---|-----------|-----------|-----------------|-----------|------|
|   |           |           |           | Marine Biology |              |   |           |           |                 |           |      |
| 0 | 1         | 2         | 3         | 4              | Foreign Lang | 0 | 1         | 2         | 3               | 4         |      |
|   | Spanish 2 | Prep      | Spanish 2 |                | Guzman       |   | Spanish 2 | Prep      |                 |           | none |
|   |           |           | Prep      | Spanish 1      | Seehuetter   |   |           | Prep      | Spanish 2       | Spanish 1 | 11   |
|   | Spanish 3 | Spanish 3 | Prep      | Spanish 4      | Hutchinson   |   | Spanish 1 | Spanish 3 | AP Spanish Lang | Prep      | 9    |

|           |                  |                    |              |                          |               |           |                  |                    |               |                |      |
|-----------|------------------|--------------------|--------------|--------------------------|---------------|-----------|------------------|--------------------|---------------|----------------|------|
| 0         | 1                | 2                  | 3            | 4                        | Fine Arts     | 0         | 1                | 2                  | 3             | 4              |      |
| Jazz Band | Music Production | Prep               | Concert Band | Symphonic Band           | Green         | Jazz Band | Music Production | Prep               | Concert Band  | Symphonic Band | 10   |
|           |                  |                    |              |                          |               |           |                  |                    |               |                |      |
|           | Prep             | Art                | Drawing      | Ceramics & AP Studio Art | Keigley       |           | Prep             | Art                | Art           | Art            | 12   |
|           |                  |                    | Ceramics     | Ceramics & AP Studio Art |               |           |                  |                    |               |                |      |
|           | Yearbook         | ROP Video 1        | ROP Video 1  | Prep                     | O'Farrell     |           | Yearbook         | ROP Video 1        | ROP Video 1   | Prep           | none |
| 0         | 1                | 2                  | 3            | 4                        | Voc Ed/Health | 0         | 1                | 2                  | 3             | 4              |      |
|           | Prep             | Career Exploration | Woods 1      | Woods 1                  | Driscoll      |           | Prep             | Career Exploration | Woods 1       | Woods 1        | 11   |
|           |                  | Office 2010        | Woods 2      | Woods 1                  |               |           |                  | Office 2010        | Woods 2       | Woods 2        |      |
|           | Web 2.0          | Prep               | Web 2.0      | Keyboarding              | Halvorsen     |           | Digital Media    | Prep               | Digital Media | Keyboarding    | 11   |

|   |                         |                               |                           |                             |                    |                         |                               |                 |                             |            |             |
|---|-------------------------|-------------------------------|---------------------------|-----------------------------|--------------------|-------------------------|-------------------------------|-----------------|-----------------------------|------------|-------------|
|   | Digital Media           |                               | Digital Media             | Prac Computers              |                    |                         | Web 2.0                       |                 | Prac Computers              | Web 2.0    |             |
|   | Prep                    | Baking & Breakfast            | Foods 2                   | Foods 1                     | <b>Weller</b>      |                         |                               |                 |                             |            | <i>none</i> |
|   |                         | Foods 2                       | Foods 3                   | Foods 1                     |                    |                         |                               |                 |                             |            |             |
|   | Health                  | Prep                          | Health                    | Leadership                  | <b>Evers</b>       | Prep                    | Health                        | Health          | Leadership                  | 12         |             |
|   | Health                  |                               | Health                    |                             |                    |                         | Foods 1                       | Foods 1         |                             |            |             |
| 0 | 1                       | 2                             | 3                         | 4                           | PE                 | 0                       | 1                             | 2               | 3                           | 4          |             |
|   | Prep                    | Performance Enhancement       | Found of Fit              | Adv Performance Enhancement | <b>Ivens</b>       | Prep                    | Performance Enhancement       | Found of Fit    | Strength Dev                | 9          |             |
|   |                         |                               | Found of Fit              |                             |                    |                         |                               | Found of Fit    | Strength Dev                |            |             |
|   | Found of Fit            | Prep                          | A.D.                      | Found of Fit                | <b>Merriman</b>    | Prep                    | Found of Fit                  | AD              | Found of Fit                | 12         |             |
|   | Found of Fit            |                               |                           | Found of Fit                |                    |                         | Found of Fit                  |                 |                             |            |             |
|   | Performance Enhancement | Prep                          | Strength Dev              | Adv Performance Enhancement | <b>Shaffer</b>     | Performance Enhancement | Prep                          | Strength Dev    | Adv Performance Enhancement | 9          |             |
|   |                         |                               | Strength Dev              |                             |                    |                         |                               | Strength Dev    |                             |            |             |
| 0 | 1                       | 2                             | 3                         | 4                           | Special Ed         | 0                       | 1                             | 2               | 3                           | 4          |             |
|   | Learning Center         | Prep                          | Literacy Skills           | Learning Center             | <b>Fletcher</b>    | Prep                    | Learning Center               | Literacy Skills | Learning Center             | 11         |             |
|   | Learning Center         |                               |                           | Learning Center             |                    |                         | Learning Center               |                 |                             |            |             |
|   | Prep                    | <i>Math Co-Teach/RSP Math</i> | Learning Center           | Learning Center             | <b>Kuttel</b>      | Prep                    | <i>Math Co-Teach/RSP Math</i> | Learning Center | Learning Center             | 10         |             |
|   |                         |                               | Learning Center           | Learning Center             |                    |                         |                               | Learning Center |                             |            |             |
|   | Push-in                 | Voc Ed                        | Social Interaction Skills | Prep                        | <b>Bohlman</b>     | Push-in                 | Life Skills                   | Life Skills     | Prep                        | 11         |             |
|   |                         | Social Interaction Skills     | Social Interaction Skills |                             |                    |                         |                               |                 |                             |            |             |
|   | Literacy Skills         | Basic Math                    | Life Skills               | Prep                        | <b>J. Smith</b>    | Literacy Skills         | Basic Math                    | Life Skills     | Prep                        | <i>mix</i> |             |
|   | Ind Living Skills       | Functional Academics          | Vocational Education      | Prep                        | <b>Markovchick</b> | Ind Living Skills       | Functional Academics          | Voc Skills      | Prep                        | <i>mix</i> |             |

|  |              |                      |                      |                   |                  |  |              |              |              |              |
|--|--------------|----------------------|----------------------|-------------------|------------------|--|--------------|--------------|--------------|--------------|
|  | Prep         | Functional Academics | Vocational Education | <i>Push-in PE</i> | <b>McCaffrey</b> |  |              |              |              |              |
|  | Transition 1 | Transition 2         | Transition 3         | Transition 2      | <b>Furr</b>      |  | Transition 1 | Transition 2 | Transition 3 | Transition 4 |

**2011-2012 Advisory Teachers**

| <u>9th Grade Advisory</u> | <u>10th Grade Advisory</u> | <u>11th Grade Advisory</u> | <u>12th Grade Advisory</u> | <u>Mix</u>  |
|---------------------------|----------------------------|----------------------------|----------------------------|-------------|
| Hutchinson                | Anderson                   | Bohlman                    | Evers                      | J. Smith    |
| Ivens                     | Brady                      | Driscoll                   | Keigley                    | Markovchick |
| Jackson                   | Green                      | Fertitta                   | Klose                      |             |
| Jacobs                    | Kuttel                     | Fletcher                   | Kuch                       |             |
| Lowder                    | Polochko                   | Greene                     | Merriman                   |             |
| Mooney                    | Pomeroy                    | Halvorsen                  | Spohr-Stefani              |             |
| Shaffer                   | P. Smith                   | Murphy                     | Parmeter                   |             |
|                           |                            | Seehuetter                 | Reed                       |             |
|                           |                            |                            | Rosenblatt                 |             |



# Tahoe Truckee High School

## 2010-2011 School Accountability Report Card

**John Neary,  
Principal**

**School Address:  
11725 Donner Pass  
Road  
Truckee, CA 96161-  
4951**

**530-582-2600**

**Stephen Jennings,  
Superintendent**

**District Address:  
11603 Donner Pass  
Road  
Truckee, CA 96161-  
4951**

**(530) 582-2500**

**www.ttusd.org**

### Board of Trustees

Kirsten Livak, President  
Kim Szczurek, Board Clerk  
Dianna Driller, Member  
Randy Hill, Member  
Gaylan Larson, Member

### School Mission Statement

With an unrelenting commitment to excellence, we empower our children and ourselves to meet the challenges of today and tomorrow.

### Community & School Profile

Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 4,000 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe, and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

Operating on a traditional calendar schedule, Tahoe Truckee High served 876 ninth through twelfth grade students during the 2010-11 school year. The 2010-11 student population consisted of 13.0% "Students with Disabilities," 10.3% "English Learners," and 28% "Socioeconomically Disadvantaged."

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Thanks to a generous donation from parents Duane & Becky Andrews, the Student Assistance Center (SAC) has been completely renovated to better serve our students.

### Student Enrollment by Ethnic Group 2010-11

|                    | Percentage |
|--------------------|------------|
| African American   | 0.7%       |
| American Indian    | 0.1%       |
| Asian              | 0.7%       |
| Filipino           | 0.1%       |
| Hispanic or Latino | 23.6%      |
| Pacific Islander   | -          |
| White              | 73.7%      |
| Two or More        | 0.7%       |
| None Reported      | 0.1%       |

### Discipline & Climate for Learning

Students at Tahoe Truckee High are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school.

School rules are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, on the school website, and through school publications.

Tahoe Truckee High's truancy rate was 42.58% during the 2010-11 school year.

The suspensions and expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

|                | %    |      |       |      |      |      |
|----------------|------|------|-------|------|------|------|
|                | 4.9% | 5.8% | 18.1% |      |      |      |
| Expulsions     | 1    | 1    | 1     | 0    | 3    | 5    |
| Expulsion Rate | 0.1% | 0.1% | 0.1%  | 0.0% | 0.1% | 0.1% |

### Student Recognition

Certificates, prizes, and various awards are given to students during assemblies and special presentations throughout the school year. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Students are regularly rewarded for outstanding achievement in academics and citizenship.

### Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities which are an integral part of the educational program. School activities and programs include:

- Band
- Associated Student Body
- Interact
- Nordic & Alpine Ski Teams
- Football
- Cross Country Running
- Softball
- Track
- Wrestling
- California Scholarship Federation (CSF)
- Boys' & Girls' Basketball, Soccer, Tennis, & Golf
- Theatre / Drama Club
- Academic Decathlon Team
- La Raza II
- Baseball
- Cheerleading
- Snowboarding
- Swimming
- Volleyball

### Class Size

The following chart illustrates average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

### School Enrollment & Attendance

Attendance is critical to academic achievement and regular daily attendance is a priority at Tahoe Truckee High. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibility to ensure their child's punctuality and to notify the school of all absences. Independent study is available for students who require extended leaves from school.

The office staff reviews absence reports regularly and advises parents of their child's absences through phone calls home. The principal meets with the parents of students who continue to exhibit a pattern of excessive absences and may refer them to the appropriate authorities, including the District's School Attendance Review Board (SARB). Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

Student enrollment for the past three years is illustrated in the chart.

### Enrollment Trend by Grade Level

|      | 2008-09 | 2009-10 | 2010-11 |
|------|---------|---------|---------|
| 9th  | 211     | 186     | 150     |
| 10th | 197     | 199     | 175     |
| 11th | 193     | 170     | 175     |
| 12th | 201     | 195     | 174     |

### Training & Curriculum Improvement

All curriculum development in the Tahoe Truckee Unified School District revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The District realizes the importance of a customized educational experience, addressing the specific needs of its students. As a Professional Learning Community the staff of Tahoe Truckee High School is working collaboratively to develop common assessments and using data to drive curricular improvements.

For the past three years, the District has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers and administrators review the state standards and frameworks, establish benchmarks and expectations in specific subject areas, and build teaching skills and concepts. Participation in ongoing training, development of proficiency tests, analysis of test results, and selection of textbooks and supplementary teaching materials based on state standards help to enrich the curriculum throughout the year.

### Dropout & Graduation Rates

In a continuing effort to reduce the student dropout rate, Tahoe Truckee High has developed instructional alternatives for students with difficulties. Among the programs offered, counseling, attendance incentives, referral to another school site, and teacher intervention have proven to be most effective. As Tahoe Truckee High School continues to develop as a Professional Learning Community, additional intervention strategies will be available to students. The chart displays graduation and drop-out rates at school, district, and state levels for the most recent three-year period.

### School Leadership

Leadership at Tahoe Truckee High is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Primary leadership duties have been assumed by Principal John Neary for the past two years.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals.

Avenues of opportunity include:

- Student Study Team
- Leadership Team
- Safety Committee
- English Learner Advisory Committee (ELAC)
- School Site Council

### Counseling & Support Staff

In addition to academics, the staff at Tahoe Truckee High strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. *The counselor-to-pupil ratio is 1:339*The chart below is a list of support services that are offered.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Counselor                           | 2               | 2                    |
| Librarian                           | 1               | 1.0                  |
| Special Day Class (SDC) Teacher     | 4               | 4                    |

### At Risk Interventions

Tahoe Truckee High provides additional assistance for students who are struggling to meet grade-level standards. After-school tutoring is offered in core subject areas, and one-on-one tutoring is provided during the school day as needed.

### English Learners

Students are identified as English Learners (EL) through the California English Language Development Test (CELDT) and placed with CLAD- or BCLAD-certified teachers. EL students receive specialized instruction throughout the day and may have special sessions with the English as a Second Language (ESL) teachers.

### Special Education

Students with special needs are accommodated with a variety of options and in the least restrictive environment possible. If a parent or teacher has concerns regarding a student's academic or social/emotional progress the Student Study Team (SST) convenes to develop a plan to support the student. The Student Study Team may refer a student to be assessed to determine Special Education eligibility. If the child qualifies, an Individual Education Plan (IEP) for any student with emotional, social, and/or developmental disabilities is established. The IEP defines the individualized instruction a student will receive, which may include sessions with a Resource Specialist, placement in a Special Day Class, and/or assistance from other members of the support staff.

### Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Tahoe Truckee High. Parents are always welcome to volunteer at the school and are encouraged to participate on the English Learner Advisory Council, School Site Council, Booster Club, Project Graduation Committee, and T.E.M.P.O.

### Contact Information

Parents who wish to participate in the school's leadership teams, committees, activities, or become volunteers may contact the school office at (530) 582-2600.

The school's website (<http://ths.ttusd.org>) also provides a variety of resources and helpful information for parents, students, and the community.

### Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

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### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.



## College Preparation

Tahoe Truckee High offers college-bound students many opportunities to get a head start on their future. College preparation activities and programs are part of the school curriculum, enhanced by supplemental programs sponsored by the school and local colleges.

The school's Advanced Placement (AP) program consists of college level courses in English Language & Composition, Spanish Language, Biology, Chemistry, Calculus, and U.S. History. Honors classes are offered in English, Algebra, Algebra 2/Trig, and Geometry.

## UC/CSU Course Completion

Students at Tahoe Truckee High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

## Completion of High School Graduation Requirements

In addition to fulfilling District graduation requirements, students in California public schools must pass both the English-Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the twelfth grade, the table displays the percent who met all State and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or State exemption.

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\* Data was not available at the time of publication.



## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language/arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

|             | CAHSEE By Subject |          |       |         |          |       |         |          |       |
|-------------|-------------------|----------|-------|---------|----------|-------|---------|----------|-------|
|             | 2008-09           |          |       | 2009-10 |          |       | 2010-11 |          |       |
|             | School            | District | State | School  | District | State | School  | District | State |
| English     | 70.0              | 68.0     | 52.0  | 68.0    | 63.0     | 54.0  | 69.0    | 62.0     | 59.0  |
| Mathematics | 77.0              | 74.0     | 53.0  | 79.0    | 71.0     | 54.0  | 78.0    | 69.0     | 56.0  |

The second table displays the percent of students, by group, achieving at each performance level in English language/arts and math separately for the most recent testing period.

|                                 | CAHSEE By Student Group |            |          |                |            |          |
|---------------------------------|-------------------------|------------|----------|----------------|------------|----------|
|                                 | English                 |            |          | Mathematics    |            |          |
|                                 | Not Proficient          | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students District           | 38.0                    | 23.0       | 39.0     | 31.0           | 42.0       | 27.0     |
| All Students School             | 31.0                    | 27.0       | 42.0     | 22.0           | 45.0       | 33.0     |
| Male                            | 38.0                    | 33.0       | 29.0     | 24.0           | 40.0       | 36.0     |
| Female                          | 23.0                    | 21.0       | 56.0     | 24.0           | 40.0       | 36.0     |
| Hispanic or Latino              | 62.0                    | 26.0       | 12.0     | 51.0           | 41.0       | 7.0      |
| White                           | 21.0                    | 27.0       | 52.0     | 13.0           | 47.0       | 40.0     |
| English Learners                | 100.0                   | -          | -        | 87.0           | 13.0       | -        |
| Socioeconomically Disadvantaged | 54.0                    | 35.0       | 12.0     | 46.0           | 38.0       | 16.0     |
| Students with Disabilities      | 76.0                    | 12.0       | 12.0     | 56.0           | 31.0       | 12.0     |

### Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

### Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

|                                |   |        |
|--------------------------------|---|--------|
| Currently in PI                | - | 2      |
| % of Schools Identified for PI | - | 16.67% |

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) |        |      |      |          |      |      |       |      |      |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject                         | School |      |      | District |      |      | State |      |      |
|                                 | 2009   | 2010 | 2011 | 2009     | 2010 | 2011 | 2009  | 2010 | 2011 |
| English/Language Arts           | 64     | 58   | 59   | 60       | 57   | 58   | 49    | 52   | 54   |
| Mathematics                     | 41     | 35   | 30   | 58       | 59   | 58   | 46    | 48   | 50   |
| Science                         | 69     | 62   | 64   | 69       | 68   | 66   | 50    | 54   | 57   |
| History/Social Science          | 49     | 56   | 51   | 50       | 50   | 51   | 41    | 44   | 48   |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

|                   |   |   |   |   |    |
|-------------------|---|---|---|---|----|
|                   |   |   |   | 9 | 15 |
| Migrant Education | * | * | * | * | *  |
| Two or More Races | * | * | * | * | *  |

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Data Sources

Data within the SARC was provided by Tahoe-Truckee Joint Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

| API School Results              |       |       |       |
|---------------------------------|-------|-------|-------|
|                                 | 2008  | 2009  | 2010  |
| Statewide                       | 8     | 9     | 8     |
| Similar Schools                 | 6     | 8     | 5     |
| Group                           | 08-09 | 09-10 | 10-11 |
| All Students at the School      |       |       |       |
| Actual API Change               | 25    | -15   | 3     |
| Hispanic or Latino              |       |       |       |
| Actual API Change               | 22    | 39    | 10    |
| White                           |       |       |       |
| Actual API Change               | 19    | -27   | 7     |
| Socioeconomically Disadvantaged |       |       |       |
| Actual API Change               | 20    | 29    | 15    |
| English Learners                |       |       |       |
| Actual API Change               | -     | 42    | 29    |

## Physical Fitness

In the spring of each year, Tahoe Truckee High is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Body Composition
- Trunk Extension Strength
- Abdominal Strength
- Upper Body Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

9                      18.5%                      29.6%                      49.4%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Library Information

The school's library, staffed by a full-time Librarian, is stocked with thousands of educational and recreational books available for student use. Students visit the library on a regular basis with their classes and are encouraged to visit at recess and during lunch. Twenty-eight computer workstations within the library are connected to the Internet so students may access resources and information online.

## Instructional Materials

Tahoe-Truckee Joint Unified held a public hearing on October 20, 2011 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

|          |                         |         |      |     |      |
|----------|-------------------------|---------|------|-----|------|
|          |                         |         |      | s   | 0.0% |
| 9th-12th | Social Science/ History | Glencoe | 2006 | Yes | 0.0% |

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Truckee and Tahoe City which contain numerous computer workstations.

## Science Laboratory Equipment

TTHS stocks an adequate supply of lab equipment for its students. Inventory includes, but is not limited to, microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and bunsen burners. For a complete listing of inventory, please call (530) 582-2600. In the 2006-07 school year two new science labs were constructed to better serve students. Renovations for the two other science rooms were completed the summer of 2009.

## Computer Resources

Computer skills and concepts are integrated throughout the standard curriculum to prepare students for technological growth and opportunities. Each classroom contains a minimum of one Internet-accessible computer. Students also have regular access to the campus computer labs, which contain a combined total of 96 workstations. Students receive computer-assisted instruction on a weekly schedule.

## Staff Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers 19.5 hours of staff development "buy-back" days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies.

## Teacher Assignment

Tahoe Truckee Unified School District recruits and employs only the most qualified credentialed teachers.

Teacher miss assignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year

|                          | Teacher Credential Status |       |       |          |
|--------------------------|---------------------------|-------|-------|----------|
|                          | School                    |       |       | District |
|                          | 08-09                     | 09-10 | 10-11 | 10-11    |
| Fully Credentialed       | 45                        | 0     | 0     | 0        |
| Without Full Credentials | 3                         | 0     | 0     | 0        |
| Working Outside Subject  | 9                         | 3     | 4     | 20       |

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

## School Facilities

Tahoe Truckee High was originally constructed in 1951, with classroom additions occurring in the 1960s and modular classroom installation between 1986 and 1999. The oldest portion of the main building was modernized in 1994. During the 2006-07 school year, the facilities received roofing, sewage repairs and a new cafeteria was built. In 2007-08 construction on a new gymnasium began and in the summer of 2008 the auditorium was renovated. The Student Activity Center (SAC) was renovated at the end of 2008 with a gift from Duane and Becky Andrews.

The campus is currently comprised of 36 classrooms, a cafeteria, an auditorium, administrative offices, a counseling center, a library, three computer labs, two gymnasiums, a swimming pool, and two athletic fields.

### Cleaning Process

Tahoe Truckee High provides a safe and clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for all schools in the District. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Tahoe Truckee High's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Tahoe Truckee Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Deferred Maintenance Budget

Tahoe Truckee Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Plumbing
- Heating/Air Conditioning
- Electrical Systems
- Interior/Exterior Painting
- Flooring

al (Grounds, Windows, Doors, Gates, Fences) X

For the 2010-11 school year, Tahoe Truckee Unified School District budgeted \$899,566 for the deferred maintenance program. This represents 1.83% of the District's general fund budget. At the time of publication, the District's governing board had approved new ramps for portable classrooms, roof snowload retrofits and energy conservation retrofits funded through deferred maintenance for the 2010-11 school year at Tahoe Truckee High.

## School Safety

The safety of students and staff is a primary concern of Tahoe Truckee High. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in the fall of 2010 by the Safety Committee and the Assistant Principal, Nauman Zaidi. The Safety Plan is reviewed with all staff members at the beginning of each school year.

|                                  | NCLB Compliant Teachers                                      |  |
|----------------------------------|--|--|
|                                  | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School                           | 100.0%   | 0.0%   |
| District                         | 100.0%   | 0.0%   |
| High-Poverty Schools in District | 100.0%   | 0.0%   |
| Low-Poverty Schools in District  | 100.0%   | 0.0%   |

Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

### Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed.

| Average Salary Information               |           |           |
|--|-----------|-----------|
| Teachers - Principal - Superintendent    |           |           |
| 2009-10                                  |           |           |
|  | District  | State     |
| Beginning Teachers                       | \$45,903  | \$39,074  |
| Mid-Range Teachers                       | \$63,634  | \$60,172  |
| Highest Teachers                         | \$90,574  | \$78,468  |
| Elementary School Principals             | \$106,379 | \$95,926  |
| Middle School Principals                 | \$109,740 | \$99,356  |
| High School Principals                   | \$121,240 | \$107,041 |
| Superintendent                           | \$155,000 | \$148,555 |
| Salaries as a Percentage of Total Budget |           |           |
| Teacher Salaries                         | 38.8%     | 38.8%     |
| Administrative Salaries                  | 5.7%      | 6.0%      |

### School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from California was for the 2009-10 school year. For comparison purposes, the California Department of Education has provided average salary data from all school districts statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at district and state levels.

|                              |          |
|------------------------------|----------|
| Percentage of Variation      | 7.57%    |
| All Unified School Districts | \$63,062 |
| Percentage of Variation      | 21.94%   |



### District Expenditures

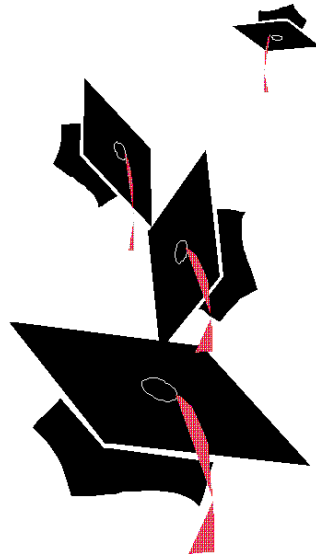
Based on 2009-10 audited financial statements, Tahoe Truckee Unified School District spent an average of \$11,319 to educate each student. The chart below provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

| Expenditures per Pupil                            |          |
|---|----------|
| School  |          |
| Total Expenditures Per Pupil                      | \$11,282 |
| From Restricted Sources                           | \$3,104  |
| From Unrestricted Sources                         | \$8,178  |
| District  |          |
| From Unrestricted Sources                         | -        |
| Percentage of Variation between School & District | -        |
| State   |          |
| From Unrestricted Sources                         | \$5,455  |
| Percentage of Variation between School & State    | 49.92%   |

### District Revenue Sources

In addition to general state funding, Tahoe Truckee Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Technology
- Title III, English as a Second Language
- Title V, Innovative Instruction
- Economic Impact Aide for Disadvantaged Youth
- Safe & Drug Free Schools & Communities
- 10th Grade Counseling
- Tobacco Use & Prevention Education (TUPE)



## **SCHOLASTIC REQUIREMENTS for GRADUATION FROM TAHOE TRUCKEE HIGH SCHOOL**

### **240 credits are needed to graduate:**

**40 credits of English** (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)

**30 credits of Math** (must pass Algebra I for graduation)

**20 credits of Science:**

- 10 credits of physical science (9<sup>th</sup> Grade Science or Chemistry)
- 10 credits of life science (Biology)

**30 credits of Social Science:**

- 10 credits of World History (10<sup>th</sup> grade)
- 10 credits of U.S. History (11<sup>th</sup> grade)
- 5 credits of American Government (12<sup>th</sup> Grade)
- 5 credits of Economics (12<sup>th</sup> grade)

**5 credits of Health**

**20 credits of Physical Education**

**10 credits of Fine Arts or Foreign Language:** Symphonic Band, Art, Spanish, Drawing, Ceramics, AP Studio Art

**10 credits of Vocational Arts:** Woodshop, Practical Computers, Intro to Computers, Keyboarding, Culinary Arts, Technical Theater, Career Explorations, Web 2.0, Digital Media, Office 2010

The above subject requirements total 165 credits. Additional course work brings the total number of credits required for graduation to 240 credits.

All students are required by state law to pass the CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) in order to receive a high school diploma. Students take the test in their sophomore year. Retesting will be done for those who did not pass either or both sections.

All 9<sup>th</sup> and 10<sup>th</sup> grade students must be enrolled in a full program of four blocks.

# UC/CSU REQUIREMENTS CHECKLIST

|  |  |  |  |  |
|--|--|--|--|--|
| <b>a. HISTORY/<br/>SOCIAL<br/>SCIENCE</b><br>(20 credits)                                | World History<br>10 credits<br><input type="checkbox"/> COMPLETED      | U.S. History<br>10 credits<br><input type="checkbox"/> COMPLETED     |  |  |
|  |  |  |  |  |
| <b>b. ENGLISH</b><br>(40 credits)  | English 9<br>10 credits<br><input type="checkbox"/> COMPLETED          | English 10<br>10 credits<br><input type="checkbox"/> COMPLETED       | English 11<br>10 credits<br><input type="checkbox"/> COMPLETED | English 12<br>10 credits<br><input type="checkbox"/> COMPLETED         |
|  |  |  |  |  |
| <b>c. MATH</b><br>(30 credits<br>required, 40<br>recommended)                            | Algebra 1<br>10 credits<br><input type="checkbox"/> COMPLETED          | Geometry<br>10 credits<br><input type="checkbox"/> COMPLETED         | Algebra 2A<br>10 credits<br><input type="checkbox"/> COMPLETED | Algebra<br>2B/Trig<br>10 credits<br><input type="checkbox"/> COMPLETED |
|  |  |  |  |  |
| <b>d.<br/>LABORATORY<br/>SCIENCE</b><br>(20 credits)                                     | Biological Science<br>10 credits<br><input type="checkbox"/> COMPLETED | Physical Science<br>10 credits<br><input type="checkbox"/> COMPLETED |  |  |
|  |  |  |  |  |
| <b>e. FOREIGN<br/>LANGUAGE</b><br>(20 credits<br>required, 30<br>credits<br>recommended) | 10 credits<br><input type="checkbox"/> COMPLETED                       | 10 credits<br><input type="checkbox"/> COMPLETED                     |  |  |
|  |  |  |  |  |
| <b>f. VISUAL &amp;<br/>PERFORMING<br/>ARTS</b><br>(10 credits)                           | 10 credits<br><input type="checkbox"/> COMPLETED                       |  |  |  |
|  |  |  |  |  |
| <b>g. COLLEGE<br/>PREP<br/>ELECTIVES</b><br>(10 credits)                                 | 5 credits<br><input type="checkbox"/> COMPLETED                        | 5 credits<br><input type="checkbox"/> COMPLETED                      |  |  |
|  |  |  |  |  |
| <b>COLLEGE<br/>TESTING</b>   | SAT<br><input type="checkbox"/> TAKEN                                  | ACT<br><input type="checkbox"/> TAKEN                                |  |  |
|  |  |  |  |  |

Tahoe Truckee High School  
2011-12 WASC Visitation  
Schedule

**Sunday April 29, 2012**

- 3 PM Welcome To Tahoe Truckee High School  
Tour of School
- 3:15-4:00 Visiting Committee will lead perception of WASC Report  
Principal  
WASC Chair  
Leadership Team
- 4:00 – 4:30 Parent Group  
Working meeting to explore parent relationship to school
- 4:30 Meet and Greet  
Superintendent  
Board of Education
- 5:00 Close

**Monday April 30, 2012**

- 7:25-7:55 Visiting Committee and Leadership Team
- 8:00- 8:30 Chair and Principal
- 8:00- 9:00 Visiting committee members visit classrooms
- 9:00-9:30 VC meet with English Department (Roving Subs)
- 9:30-10:00 VC meet with Classified Group (Roving Subs)
- 10:00-10:30 VC meet with Science Department (Roving Subs)
- 10:30-11:00 VC meet with leadership students
- 11:00-12:30 VC visit with Focus group D
- 12:30- 1:05 Lunch
- 1:05-2:35 VC meet with Focus group B, C
- 2:35- VC work on their own

## **Tuesday May 1, 2012**

- 7:25-7:55 Visiting Committee and Leadership Team
- 8:00- 8:30 Chair and Principal
- 8:00- 10:00 Visiting committee members visit classrooms
- 10:00-10:30 VC meets with Social Science Department (Roving Subs)
- 10:30-11:00 VC meets with Math Department (Roving Subs)
- 11:00-12:30 VC meet with Focus group A
- 12:30-1:05 Lunch
- 1:05-2:35 VC meet with Focus group E
- 1:05-1:35 VC meet with Selected students
- 2:30- 3:15 VC meet with District Superintendent @ TTHS

## **Wednesday May 2, 2012**

- 7:25-7:55 Visiting Committee and Leadership Team
- 8:00- 8:30 Chair and Principal
- 8:30-11:00 VC Completion of Draft Report
- 11:00-12:00 VC meet with Leadership Team to discuss findings/recommendations/alterations
- 12:30-1:05 Lunch
- 1:05-2:30 VC Completion of Draft Report
- 2:45-3:30 Oral Report to Staff and Community

Truckee High

**Site Contact**

**School Site Council Membership**

p.

## State Programs

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High School



Tahoe Truckee High School

h 2012



■ **Action 1:**

udents.



*This goal was continued from last year.*

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kee High School





*This goal was continued from last year.*

## **Recommendations and Assurances**













