

# North Tahoe High School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

|                                          |                                                              |
|------------------------------------------|--------------------------------------------------------------|
| <b>School Name</b>                       | North Tahoe High School                                      |
| <b>Street</b>                            | 2945 Polaris Road                                            |
| <b>City, State, Zip</b>                  | Tahoe City CA 96145                                          |
| <b>Phone Number</b>                      | 530-581-7000                                                 |
| <b>Principal</b>                         | Joanna Mitchell                                              |
| <b>Email Address</b>                     | <a href="mailto:jmitchell@ttusd.org">jmitchell@ttusd.org</a> |
| <b>School Website</b>                    | <a href="https://www.ttusd.org">https://www.ttusd.org</a>    |
| <b>Grade Span</b>                        | 9-12                                                         |
| <b>County-District-School (CDS) Code</b> | 31-3130010                                                   |

## 2025-26 District Contact Information

|                         |                                                    |
|-------------------------|----------------------------------------------------|
| <b>District Name</b>    | Tahoe Truckee Unified School District              |
| <b>Phone Number</b>     | 530-582-2500                                       |
| <b>Superintendent</b>   | Kerstin Kramer                                     |
| <b>Email Address</b>    | <a href="mailto:info@ttusd.org">info@ttusd.org</a> |
| <b>District Website</b> | <a href="http://www.ttusd.org">www.ttusd.org</a>   |

## 2025-26 School Description and Mission Statement

### Community and enrollment:

North Tahoe High School is located in Tahoe City and serves a student population of approximately 470 students in grades 9-12. Most students live around the lake from Kings Beach to Tahoma. However, there are also students attending NTHS from other parts of the district on open enrollment and from other districts on variances.

### School's Guiding Principles:

- Students will be challenged by a relevant and rigorous curriculum with expectations for high levels of learning for every student
- Students will have multiple opportunities to make informed decisions in a supportive, caring environment where respect, honesty, fairness, cooperation and commitment are practiced
- Students will attend a safe campus where social and individual responsibility are promoted
- Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, staff, parents and other stakeholders
- Students will be engaged in a high quality curricular and co-curricular program in which achievement is recognized and rewarded

### Climate for Learning:

At North Tahoe High School we value student voice. Opportunities for input are provided through student government, clubs, community service, sports, student assistance programs, and the development of healthy living practices. Students at North Tahoe 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 restorative practices. School rules are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, on the school website, in school publications, and through parent-teacher conferences.

### School Leadership:

School Leadership at North Tahoe High School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make

2025-26 School Description and Mission Statement

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 Teams, Leadership Team, Safety Committee, English Learner Advisory Committee (ELAC), and School Site Council.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 9          | 105                |
| Grade 10         | 104                |
| Grade 11         | 131                |
| Grade 12         | 128                |
| Total Enrollment | 468                |

2024-25 Student Enrollment by Student Group

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female                           | 47.2                        |
| Male                             | 52.6                        |
| Non-Binary                       | 0.2                         |
| American Indian or Alaska Native | 0.4                         |
| Asian                            | 0.9                         |
| Filipino                         | 0.2                         |
| Hispanic or Latino               | 40.2                        |
| Two or More Races                | 3                           |
| White                            | 54.9                        |
| English Learners                 | 7.9                         |
| Foster Youth                     | 0.2                         |
| Homeless                         | 3                           |
| Socioeconomically Disadvantaged  | 39.7                        |
| Students with Disabilities       | 11.3                        |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 23.5          | 93.42          | 211.1           | 90.65            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 0.3             | 0.14             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 8.1             | 3.48             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.8           | 3.37           | 5.2             | 2.26             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0.7           | 3.13           | 8               | 3.45             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 25.2          | 100            | 232.8           | 100              | 279044.8     | 100           |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 21.5          | 94.18          | 184.8           | 89.94            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 0               | 0                | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0             | 0              | 6.9             | 3.36             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.3           | 1.62           | 4               | 1.96             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 0.9           | 4.11           | 9.7             | 4.74             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 22.8          | 100            | 205.5           | 100              | 277698       | 100           |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 21.2          | 80.55          | 183.5           | 83.08            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 1.6           | 6.29           | 1.6             | 0.75             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.1           | 4.4            | 11.9            | 5.4              | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.2           | 4.66           | 11.2            | 5.1              | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 1             | 4.02           | 12.4            | 5.65             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 26.3          | 100            | 220.9           | 100              | 278927.1     | 100           |

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 0       |
| <b>Misassignments</b>                                        | 0.00    | 0       | 1.1     |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 0       | 1.1     |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.80    | 0.3     | 1.2     |
| <b>Local Assignment Options</b>                               | 0.00    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.80    | 0.3     | 1.2     |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 0       | 5.4     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |                                                                                                                                                                                                                                                                                                                                                                                                                                 | Fall 2021                                        |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Subject                                         | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption                                                                                                                                                                                                                                                                                                               | Percent Students<br>Lacking Own<br>Assigned Copy |
| Reading/Language Arts                           | College Board SpringBoard ©2018                                                                                                                                                                                                                                                                                                                                                                                                 | 0                                                |
| Mathematics                                     | Carnegie Learning Math, Integrated Mathematics I © 2022<br>Carnegie Learning Math, Integrated Mathematics II © 2022<br>Carnegie Learning Math, Integrated Mathematics III © 2022<br>Houghton Mifflin Trigonometry © 2006<br>Houghton Mifflin PreCalculus with Limits © 2007<br>Houghton Mifflin Calculus Advanced Placement © 2007<br>McGraw Hill Illustrative Math Course 3 Volume 1 and Volume 2 © 2020                       | 0                                                |
| Science                                         | Savvas Biology © 2020<br>Savvas Chemistry © 2021<br>Pearson Essentials to Human Anatomy and Physiology © 2008<br>W. H. Freeman Environmental Science for AP © 2011<br>Pearson College Physics © 2012                                                                                                                                                                                                                            | 0                                                |
| History-Social Science                          | Savvas World History: Modern Era © 2022<br>Human Geography A Spatial Perspective AP® Edition<br>Savvas US History: Reconstruction to the Present © 2022<br>America's History for AP<br>Savvas America's Government<br>Pearson Government in America: People, Politics and Policy AP © 2007<br>Savvas Economics Principles in Action<br>Pearson AP Foundations of Economics © 2007<br>Prentice Hall Psychology AP Edition © 2010 | 0                                                |
| Foreign Language                                | Vista Higher Learning © 2018                                                                                                                                                                                                                                                                                                                                                                                                    | 0                                                |
| Health                                          | McGraw Hill Health, Life Choices © 2008<br>Glencoe Health and Human Sexuality © 2020                                                                                                                                                                                                                                                                                                                                            | 0                                                |

|                                                   |                                      |     |
|---------------------------------------------------|--------------------------------------|-----|
| <b>Visual and Performing Arts</b>                 | Foundations for Superior Performance | 0   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A                                  | N/A |

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Gas systems and pipes appear safe, functional, and free of leaks.  
 Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.  
 Overall Interior surfaces appear to be clean, safe, and functional. Exceptions are listed below.  
 School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.  
 Electrical systems, components, and equipment appear to be working properly.  
 Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance.  
 The fire equipment and emergency systems appear to be functioning properly.  
 There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.  
 There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions.  
 The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.

**Year and month of the most recent FIT report**

6/27/25

| System Inspected                                                           | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------|-----------|-----------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Interior:</b><br>Interior Surfaces                                      |           | X         |           | Admin: Rubber molding missing under work station<br>Rm H135: Wall is marred<br>Rm H149: Water stain ceiling tiles<br>Rm H158: Water stain ceiling tiles<br>Rm H223: Stained ceiling tiles<br>Rm H218: Water stain ceiling tiles<br>Library: Water stain ceiling tiles in workroom, floor tiles are broken in hallway<br>140: Water stain ceiling tiles<br>143: Water stain ceiling tiles |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Electrical</b>                                                          | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |                                                                                                                                                                                                                                                                                                                                                                                          |

| Overall Facility Rate |      |      |      |
|-----------------------|------|------|------|
| Exemplary             | Good | Fair | Poor |
|                       | X    |      |      |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

| Percentage of Students Meeting or Exceeding the State Standard on CAASPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                   |                     |                     |                  |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <p>This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.</p> |                   |                   |                     |                     |                  |                  |
| Subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
| English Language Arts/Literacy<br>(grades 3-8 and 11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 65                | 64                | 60                  | 61                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 42                | 35                | 50                  | 52                  | 35               | 37               |

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2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups                         | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|-----------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 129                     | 124                  | 96.12                 | 3.88                      | 63.71                          |
| Female                                        | 62                      | 60                   | 96.77                 | 3.23                      | 58.33                          |
| Male                                          | 67                      | 64                   | 95.52                 | 4.48                      | 68.75                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian                                         | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Hispanic or Latino                            | 55                      | 53                   | 96.36                 | 3.64                      | 43.40                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White                                         | 67                      | 64                   | 95.52                 | 4.48                      | 79.69                          |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 57                      | 54                   | 94.74                 | 5.26                      | 48.15                          |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | 16                      | 13                   | 81.25                 | 18.75                     | 15.38                          |

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 129                           | 125                        | 96.90                       | 3.10                            | 35.20                                   |
| Female                                        | 62                            | 60                         | 96.77                       | 3.23                            | 26.67                                   |
| Male                                          | 67                            | 65                         | 97.01                       | 2.99                            | 43.08                                   |
| American Indian or Alaska Native              | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 55                            | 54                         | 98.18                       | 1.82                            | 14.81                                   |
| Native Hawaiian or Pacific Islander           | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Two or More Races                             | --                            | --                         | --                          | --                              | --                                      |
| White                                         | 67                            | 64                         | 95.52                       | 4.48                            | 50.00                                   |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | --                            | --                         | --                          | --                              | --                                      |
| Military                                      | --                            | --                         | --                          | --                              | --                                      |
| Socioeconomically Disadvantaged               | 57                            | 55                         | 96.49                       | 3.51                            | 16.36                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 16                            | 13                         | 81.25                       | 18.75                           | 7.69                                    |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject                                  | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 27.54             | 34.92             | 43.37               | 43.33               | 30.73            | 32.33            |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                        | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 259              | 252           | 97.30          | 2.70               | 34.92                   |
| <b>Female</b>                                        | 114              | 111           | 97.37          | 2.63               | 33.33                   |
| <b>Male</b>                                          | 145              | 141           | 97.24          | 2.76               | 36.17                   |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>                                         | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 0                | 0             | 0              | 0                  | 0                       |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 112              | 110           | 98.21          | 1.79               | 14.55                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>                                         | 134              | 129           | 96.27          | 3.73               | 49.61                   |
| <b>English Learners</b>                              | 22               | 20            | 90.91          | 9.09               | 5.00                    |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Socioeconomically Disadvantaged</b>               | 125              | 121           | 96.80          | 3.20               | 23.14                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 16               | 13            | 81.25          | 18.75              | 15.38                   |

## 2024-25 Career Technical Education Programs

CTE Pathways are programs of study aligned with fifteen CTE Industry Sectors identified by California as leading toward high-demand, high-skill, or high-wage careers. CTE Pathway courses are guided by the CTE Model Curriculum Standards, including Career Ready Practice, Content-Specific Knowledge, and Performance Anchor Standards, and include formalized Work-Based Learning and CTE Student Leadership. Students may choose to attend pathways at any district high school. TTUSD offers the following pathways: Engineering Technology, Food Service and Hospitality, Emergency Response, Gone Boarding (a Product Innovation and Design pathway), Sports Medicine, Media Production, Agriculture and Natural Resources, and Welding.

Students participate in engaging learning experiences through hands-on, real-world applications that CTE uniquely provides. A student becomes a CTE Pathway Completer through Work-Based Learning, CTE student leadership participation, and passing two or more 10-credit CTE courses with a C- or better. Completers are honored at graduation with a sash. CTE pathways are represented by a CTE Advisory Committee composed of pathway-related postsecondary representatives, industry partners, parents, and students. The purpose of this committee is to assist educators in establishing, operating, and evaluating pathways programs and to provide industry-related labor market information. For more information, please visit our website at <https://www.ttusd.org/Page/136>.

2024-25 Career Technical Education (CTE) Participation

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   | 217                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            | 70                        |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure                                             | Percent |
|-------------------------------------------------------------------|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          | 100     |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 65.08   |

B. Pupil Outcomes

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|-----------------------------------------------|----------------------------------------------------------|------------------------------------------------|--------------------------|
| Grade 9     | 88                            | 91                                            | 91                                                       | 91                                             | 91                       |

C. Engagement

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

|                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parent & Community Involvement                                                                                                                                                                                                                     |
| Parents and the community are very supportive of the educational programs at North Tahoe High School and this involvement helps our school thrive. School Site Council, ELAC (English Learner Advisory Committee), Grit, NTPTO (North Tahoe Parent |

2025-26 Opportunities for Parental Involvement

Teacher Organization), FAN (Fine Arts North) Club and the Boosters Club provide many opportunities for parent participation. NTPTO, FAN Club, and Booster volunteers put on fundraising events and activities to provide additional resources for our students, including enrichment and athletics. Parents are always welcome and encouraged to volunteer at the school. Additionally, parents are encouraged throughout the year to remain involved in their student's education by monitoring their grades on Aeries.net, communicating with teachers and the counselor, and making sure that students spend time reading and studying every night. Parent Outreach may include but is not limited to: Back to School Night, Parent Teacher Conference Nights, Counseling Nights including College Night, and FAFSA Night, PTO meetings, ELAC meetings, newsletters, robocalls and emails, website postings, Aeries workshops, Freshman Parent Orientation, and the annual parent survey. The Parent Engagement Policy and a plan to implement it are reviewed and approved each year by the School Site Council. The site implements strategies gained from the CEI - (Community Engagement Initiative) to increase the quantity and quality of family engagement. The focus of this work is on making parent meetings more interactive with authentic two-way communication and input as well as making sure evening meetings are considerate of parents' many responsibilities (ie. providing food, childcare, and a convenient location/transportation). Parents interested in getting more information about how to become involved should call or email Joanna Mitchell at (530)581-7005 or [jmitchell@ttusd.org](mailto:jmitchell@ttusd.org).

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

| Dropout Rate and Graduation Rate (Four-Year Cohort Rate) |                |                |                |                  |                  |                  |               |               |               |
|----------------------------------------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Indicator                                                | School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| Dropout Rate                                             | 1              | 4.7            | 0              | 2.6              | 4.9              | 0.9              | 8.2           | 8.9           | 8             |
| Graduation Rate                                          | 98             | 93             | 100            | 94.7             | 89.7             | 95.4             | 86.2          | 86.4          | 87.5          |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group                                 | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|-----------------------------------------------|------------------------------|----------------------------|------------------------|
| All Students                                  | 124                          | 124                        | 100.0                  |
| Female                                        | 55                           | 55                         | 100.0                  |
| Male                                          | 69                           | 69                         | 100.0                  |
| Non-Binary                                    | 0.0                          | 0.0                        | 0.0                    |
| American Indian or Alaska Native              | --                           | --                         | --                     |
| Asian                                         | 0                            | 0                          | 0.00                   |
| Black or African American                     | --                           | --                         | --                     |
| Filipino                                      | 0                            | 0                          | 0.00                   |
| Hispanic or Latino                            | 52                           | 52                         | 100.0                  |
| Native Hawaiian or Pacific Islander           | 0                            | 0                          | 0.00                   |
| Two or More Races                             | --                           | --                         | --                     |
| White                                         | 64                           | 64                         | 100.0                  |
| English Learners                              | 20                           | 20                         | 100.0                  |
| Foster Youth                                  | --                           | --                         | --                     |
| Homeless                                      | --                           | --                         | --                     |
| Socioeconomically Disadvantaged               | 73                           | 73                         | 100.0                  |
| Students Receiving Migrant Education Services | 0.0                          | 0.0                        | 0.0                    |
| Students with Disabilities                    | --                           | --                         | --                     |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 474                   | 471                                     | 74                        | 15.7                     |
| Female                                        | 225                   | 224                                     | 38                        | 17.0                     |
| Male                                          | 248                   | 246                                     | 35                        | 14.2                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 191                   | 189                                     | 43                        | 22.8                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 16                    | 15                                      | 3                         | 20.0                     |
| White                                         | 256                   | 256                                     | 27                        | 10.5                     |
| English Learners                              | 40                    | 38                                      | 3                         | 7.9                      |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 16                    | 15                                      | 2                         | 13.3                     |
| Socioeconomically Disadvantaged               | 199                   | 198                                     | 46                        | 23.2                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 56                    | 56                                      | 14                        | 25.0                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 3.32           | 0.98           | 0.42           | 2.67             | 1.68             | 2.13             | 3.6           | 3.28          | 2.94          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0              | 0              | 0              | 0                | 0                | 0                | 0.08          | 0.07          | 0.06          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 0.42             | 0.00            |
| Female                                        | 0.00             | 0.00            |
| Male                                          | 0.81             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian                                         | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 0.00             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 6.25             | 0.00            |
| White                                         | 0.39             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 0.50             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 0.00             | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD's systematic planning process which involves North Tahoe High School's Leadership Team, the Site Safety Team, the TTUSD District Safety Committee, and other established community collaborations and partnerships. North Tahoe High School's SPSA addresses safety and is complemented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.

The safety of students and staff is a primary goal at North Tahoe High School. All visitors and volunteers to the campus must sign in at the office and wear a visitor or volunteer badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, after school, and at all home athletic events. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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 4300 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.

The School Site Safety Plan is annually reviewed by March 1 by site administration; revisions are made based on review and input by site leadership, School Site Council, ELAC, local emergency organizations, California School Employees Association representatives, and Tahoe Truckee Education Association representatives. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
- (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
- (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
- (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
- (E) Sexual Harassment Policies (EC 212.6 [b])
- (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
- (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
- (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
- (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
- (K) Hate Crime Reporting Procedures and Policies
- (J) Procedures to Prepare for Active Shooters
- Procedures for Preventing Acts of Bullying and Cyber-bullying'
- Cardiac Emergency Response
- Instructional Continuity Plan (ICP)
- SAFE Act Notification Procedures Plan
- Procedures Regarding Pupil Smartphone Use During Emergencies

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, and/ or Duck/Cover/Hold drills are conducted on a monthly basis throughout the school year. In addition, Truckee Elementary participates in monthly ALICE drills including enhanced lockdowns, evacuations to off-site rally points and counter activities to prepare for an armed intruder event.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 22                 | 7                                    | 14                                    | 1                                   |
| Mathematics           | 26                 | 6                                    | 11                                    | 1                                   |
| Science               | 27                 | 3                                    | 10                                    | 1                                   |
| Social Science        | 22                 | 9                                    | 7                                     | 2                                   |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 19                 | 15                                   | 7                                     | 3                                   |
| Mathematics           | 24                 | 8                                    | 9                                     | 1                                   |
| Science               | 22                 | 10                                   | 6                                     |                                     |
| Social Science        | 20                 | 15                                   | 5                                     | 1                                   |

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 19                 | 16                                   | 8                                     | 2                                   |
| Mathematics           | 25                 | 6                                    | 11                                    |                                     |
| Science               | 18                 | 14                                   | 1                                     | 1                                   |
| Social Science        | 21                 | 13                                   | 7                                     |                                     |

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 491   |

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title                                                         | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist                                                  | 0.4                              |
| Social Worker                                                 |                                  |
| Nurse                                                         |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other                                                         | 2                                |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level                                         | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$23,260.00                  | \$8,200.00                          | \$15,060.00                           | \$102,290.00           |
| District                                      | N/A                          | N/A                                 | \$12,157                              | \$105,170              |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 21.3                                  | 2.8                    |
| State                                         | N/A                          | N/A                                 | \$11,146                              | \$92,686               |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 33.2                                  | 15.4                   |

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2024-25 Types of Services Funded

- Title III, English as a Second Language
- Title IV, Student Support

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category                                      | District Amount | State Average for Districts in Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$64,323        | \$57,978                                     |
| Mid-Range Teacher Salary                      | \$96,322        | \$89,612                                     |
| Highest Teacher Salary                        | \$133,969       | \$117,194                                    |
| Average Principal Salary (Elementary)         | \$166,953       | \$143,632                                    |
| Average Principal Salary (Middle)             | \$176,843       | \$149,447                                    |
| Average Principal Salary (High)               | \$186,013       | \$162,334                                    |
| Superintendent Salary                         | \$245,348       | \$234,076                                    |
| Percent of Budget for Teacher Salaries        | 30.07%          | 27.81%                                       |
| Percent of Budget for Administrative Salaries | 5.83%           | 5.47%                                        |

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

|                                   |      |
|-----------------------------------|------|
| Percent of Students in AP Courses | 52.6 |
|-----------------------------------|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject                  | Number of AP Courses Offered |
|--------------------------|------------------------------|
| Computer Science         | 0                            |
| English                  | 3                            |
| Fine and Performing Arts | 0                            |
| Foreign Language         | 2                            |
| Mathematics              | 1                            |
| Science                  | 4                            |
| Social Science           | 11                           |
| Total AP Courses Offered | 38                           |

Where there are student course enrollments of at least one student.

Professional Development

Educational research supports that the most critical factor contributing to a student's success in school is the quality of the teaching. Tahoe Truckee Unified School District better ensures high level teaching and learning via research-based professional development (PD.) A variety of options are available and range from formal-type workshops/seminars and informal types such as collaboration among colleagues, independent reading, observing a colleague's lesson. The frequency of PD varies with the structure and purpose.

Formal teacher collaboration occurs in monthly dedicated PLC meetings. School teams learn from each other by implementing professional learning communities that focus on using student learning data to inform instructional decisions. PLC's conduct at least two Learning Sprints (PDSA cycles) per year. When determining the topics and focus of professional development sessions, we assess the needs of our students and teachers and review current research to ensure we remain at the forefront of academic knowledge and strategies. We are committed to providing engaging, focused, and relevant professional development for all the educators in the Tahoe Truckee Unified School District so that each student who graduates from TTUSD is college, career, and life ready. The focus of site level professional work is determined collaboratively by the site leadership team.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4       | 5       | 4       |