

Tahoe Truckee 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

School Name	Tahoe Truckee High School
Street	11725 Donner Pass Rd
City, State, Zip	Truckee, CA 96161
Phone Number	530-582-2600
Principal	John Neuberger
Email Address	jneuberger@ttusd.org
School Website	https://www.ttusd.org/Domain/17
Grade Span	9-12
County-District-School (CDS) Code	3138500

2025-26 District Contact Information

District Name	Tahoe Truckee Unified School District
Phone Number	530-582-2500
Superintendent	Kerstin Kramer
Email Address	info@ttusd.org
District Website	www.ttusd.org

2025-26 School Description and Mission Statement

District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Community

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 3800 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.

School Description

Tahoe Truckee High School is a learning community that offers students a 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 lifelong learners. We believe students at 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 rigorous, relevant, and relationship-based learning opportunities. An environment that is safe, clean, and drug-free, celebrates social, emotional, academic, and athletic achievement and 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 so they may reach their full potential, strive to acquire an understanding that learning is a lifelong process, and achieve academic excellence by developing 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

2025-26 School Description and Mission Statement

for themselves and their learning.

THS Vision and Mission

Vision Statement:

Truckee High School will be a safe, healthy, and collaborative educational environment where staff, students, parents, and community contribute to the academic, social/emotional, and physical development of our students. The school will provide a variety of learning opportunities through rigorous coursework and co-curricular activities in a culture of connected relationships. Students will be thoughtful, resilient, productive and contributing members of their communities who take pride in their school. Parents will be engaged, involved, and supporting partners of the school community. The community will partner with THS to support students and offer them life skills to be successful in a changing world.

Mission Statement

The mission of the educational community at Truckee High School is to inspire, prepare and empower students for college, career and a purposeful life.

Climate for Learning

At Truckee 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 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. Students and teachers worked together to determine THS's core values of respect, responsibility, teamwork, and fun, which serve as the foundation for the school's educational and social climate. 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 Truckee High School is a responsibility shared among district administration, the principal, assistant principals, instructional staff, students, and parents. 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: Coordinated Care Team, Student Study Team, 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	223
Grade 10	234
Grade 11	235
Grade 12	215
Total Enrollment	907

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.3
Non-Binary	0.4
American Indian or Alaska Native	0.2
Asian	0.8
Black or African American	0.1
Hispanic or Latino	33
Native Hawaiian or Pacific Islander	0.1
Two or More Races	3.9
White	61.1
English Learners	5.8
Homeless	0.9
Socioeconomically Disadvantaged	30.4
Students with Disabilities	12.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.4	92.53	211.1	90.65	234405.2	84
Intern Credential Holders Properly Assigned	0.3	0.76	0.3	0.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	2.84	8.1	3.48	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.03	5.2	2.26	11953.1	4.28
Unknown/Incomplete/NA	1.2	2.82	8	3.45	15831.9	5.67
Total Teaching Positions	43.6	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.5	95.02	184.8	89.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	1.08	6.9	3.36	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.96	11746.9	4.23
Unknown/Incomplete/NA	1.6	3.9	9.7	4.74	14303.8	5.15
Total Teaching Positions	41.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.7	91.46	183.5	83.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.6	0.75	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.7	3.81	11.9	5.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	2.74	11.2	5.1	12112.8	4.34
Unknown/Incomplete/NA	0.9	1.97	12.4	5.65	13705.8	4.91
Total Teaching Positions	45.6	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
Permits and Waivers	0.00	0	0.3
Misassignments	1.20	0.4	1.4
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.20	0.4	1.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0	1.2
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.40	0	1.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.3	1.3	2.5
No credential, permit or authorization to teach (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		Spring 2023
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CollegeBoard SpringBoard © 2018 CollegeBoard Pre-AP English 1 © 2022 Bedford, Freeman & Worth Literature & Composition: Essential Voices, Essential Skills for the AP Course © 2022 Bedford, Freeman & Worth The Language of Composition: Reading, Writing, Rhetoric © 2018 California State University Expository Reading and Writing © 2022 Bedford, Freeman & Worth The Art and Craft of Fiction: a Writer's Guide © 2017 Jay Heinrichs's Thank You for Arguing © 2017 McGraw Hill Inside Reporting © 2013	0
Mathematics	Carnegie Learning Accelerated Grade 7 © 2023 Carnegie Learning Math I © 2022 Carnegie Learning Math II © 2022 Carnegie Learning III, Integrated Mathematics III © 2022 Pearson Stats in Your World © 2016 Bedford, Freeman & Worth The Practice of Statistics for the AP Exam © 2015 Cengage Precalculus with Limits: A Graphing Approach © 2020 Cengage Calculus for AP © 2021	0
Science	CollegeBoard Pre-AP Biology 1 © 2022 SAVVAS Miller & Levine Experience Biology: The Living Earth 3-Course Model © 2020 Pearson Campbell Biology in Focus © 2020 SAVVAS Experience Chemistry for California © 2021 Pearson Chemistry: The Central Science AP Edition © 2018 SAVVAS Experience Physics © 2021 Pearson College Physics: a Strategic Approach AP Edition © 2019 Bedford, Freeman & Worth Environmental Science for the AP Course © 2019	0

	Pearson Marine Science: The Dynamic Ocean © 2012 CRC Press Forensic Science: the Basics © 2022 Project Lead the Way Principles of Biomedical Science Project Lead the Way Human Body Systems	
History-Social Science	National Geographic World Cultures and Geography © 2017 SAVVAS World History Interactive: The Modern Era © 2022 McGraw Hill The West in the World © 2014 SAVVAS US History Interactive: Reconstruction to the Present © 2022 Bedford, Freeman & Worth America's History for the AP Course © 2021 Pearson Magruder's American Government California Edition © 2019 Pearson Government in America: People, Politics, and Policy AP Edition © 2022 Pearson Economics: Principles in Action © 2019 Prentice Hall Fundamentals of Philosophy © 2010 Prentice Hall Psychology © 2016 Cengage Perspectives on Contemporary Issues: Reading Across the Disciplines 2018	0
Foreign Language	Vista Higher Learning Senderos 1 © 2018 Vista Higher Learning Senderos 2 © 2018 Vista Higher Learning Senderos 3 © 2018 Vista Higher Learning Imagina: Espanol sin Barreras © 2019 Vista Higher Learning Temas © 2020 Vista Higher Learning D'accord 1 © 2019 Vista Higher Learning D'accord 2 © 2019 Vista Higher Learning D'accord 3 © 2019 Vista Higher Learning D'accord 4 © 2019	0
Health	McGraw Hill Glencoe Health © 2015 McGraw Hill Glencoe Human Sexuality © 2015	0
Visual and Performing Arts	Pearson Explore Theatre © 2019 Foundations for Superior Performance © 1997	0
Science Laboratory Equipment (grades 9-12)	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. Exceptions have been listed below.
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. Minor exceptions are listed below.
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Minor exceptions are listed below.
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Minor exceptions are listed below.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

6/28/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Music Rm: Water stain ceiling tiles Rm 211: Water stain ceiling tiles Rm 113: Water stain ceiling tiles in hallway lounge area Rm 118: Water stain ceiling tiles Rm 216: Water stain ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P7: Electrical cover is missing at entry
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Rm 233: Paint is chipping on wall P2: Paint is chipping on siding Gym: Paint is peeling on wall
Structural: Structural Damage, Roofs	X			P5: Dry rot on exterior siding P6: (Not in use) Eave trim is loose
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P1: Trip hazard at entry P5: Swing arm is missing on door P8: Door does not close properly P9: Window screen is torn

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:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **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

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.

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

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	75	60	61	47	48
Mathematics (grades 3-8 and 11)	39	43	50	52	35	37

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	231	217	93.94	6.06	75.12
Female	117	110	94.02	5.98	87.27
Male	112	105	93.75	6.25	62.86
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	80	72	90.00	10.00	52.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	138	135	97.83	2.17	87.41
English Learners	13	12	92.31	7.69	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	59	86.76	13.24	49.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	25	83.33	16.67	20.00

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	215	93.07	6.93	43.26
Female	117	108	92.31	7.69	48.15
Male	112	105	93.75	6.25	38.10
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	80	71	88.75	11.25	21.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	138	133	96.38	3.62	55.64
English Learners	13	12	92.31	7.69	25.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	60	88.24	11.76	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	25	83.33	16.67	12.00

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	43.5	40.74	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
All Students	230	189	82.17	17.83	40.74
Female	107	82	76.64	23.36	40.24
Male	123	107	86.99	13.01	41.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	65	56	86.15	13.85	23.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	149	122	81.88	18.12	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	52	81.25	18.75	19.23
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	5	38.46	61.54	--

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), 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	392
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.6
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	98.57
Graduates Who Completed All Courses Required for UC/CSU Admission	61.54

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	99	99	99	99	98

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

Parents and the community are very supportive of the educational programs at Truckee High School and this involvement helps our school thrive. Parents complete the volunteer process to volunteer at Truckee High and are encouraged to participate on the English Learner Advisory Council, School Site Council, Boosters Club, Project Graduation Committee, and T.E.M.P.O. Booster volunteers put on fundraising events and activities to provide additional resources for our students, including

2025-26 Opportunities for Parental Involvement

enrichment and athletics. THS' School Site Council revises, adopts, and approves our the Single Plan for Student Achievement, and the Comprehensive School Safety Plan each year.

The process of engaging all stakeholders is an annual and continuous process. Faculty, staff, and other stakeholder/educational partners are continuously involved in annual site goal/objective setting and data analysis protocols. Through monthly Collaboration Meetings, Leadership and Administrative Meetings, as well as Departmental Professional Learning Communities (PLC), all THS staff are involved in a process of continuous school improvement, using Improvement Science Plan Do Study Act (PDSA) cycles, that examine all aspects of the school program and operations in relation to the impact on high-quality student learning. In addition, THS hosts Boosters, ELAC, School Site Council, Student Leadership, parent and student meetings, district-level meetings, and utilizes surveys to engage the community in the school site plan and self-study process. All educational partners are provided with the yearly SPSA which acts as a working document which guides the new year and is aligned to the district's LCAP, THS site, and teachers' professional goals. All action ideas are thoroughly reviewed and considered for the SPSA based on alignment to the district and school vision, and the availability of human and financial resources to implement and monitor the suggested plan.

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	1	1.5	2.6	4.9	0.9	8.2	8.9	8
Graduation Rate	96	95	95.5	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	201	192	95.5
Female	94	88	93.6
Male	106	103	97.2
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	55	49	89.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	132	130	98.5
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	78	69	88.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	20	76.9

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	925	920	109	11.8
Female	449	447	57	12.8
Male	472	469	51	10.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	308	305	44	14.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	35	3	8.6
White	560	559	60	10.7
English Learners	57	56	12	21.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	294	292	44	15.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	125	123	20	16.3

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
3.38	2.09	2.81	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	2.81	0.00
Female	1.11	0.00
Male	4.24	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	5.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.78	0.00
White	1.43	0.00
English Learners	10.53	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.20	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 Truckee Elementary School's Site Safety Committee, the site's Site Safety Lead, the TTUSD District Safety Committee, participation in the Youth Task Force, and other established community collaborations and partnerships.

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	21	9	15	0
Mathematics	26	5	11	0
Science	25	5	7	2
Social Science	27	3	14	0

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	20	13	11	
Mathematics	26	6	12	
Science	28	3	12	2
Social Science	27	2	15	

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	22	9	13	
Mathematics	26	3	15	
Science	26	5	10	
Social Science	27	2	17	

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	447

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

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	\$21,101.00	\$7,552.00	\$13,549.00	\$97,478.00
District	N/A	N/A	\$12,157	\$105,170
Percent Difference - School Site and District	N/A	N/A	10.8	-2.1
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	22.8	10.6

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
- 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/csl/>.

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	47.5
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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	5
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	7
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	32

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. In addition to regular school-based Professional Development on

Professional Development

minimum days, the last 2 years have included 3 days per year of math curriculum and ELD training for math teachers at elementary and secondary levels, and ELD PD for "specials" teachers (PE, Music, Intervention, Language, etc.)

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