

Sierra High School (Continuation)

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	Sierra High School (Continuation)
Street	11661 Donner Pass Rd
City, State, Zip	Truckee CA 96161
Phone Number	530-582-2640
Principal	Jeff Santos
Email Address	jsantos@ttusd.org
School Website	https://www.ttusd.org/Domain/16
Grade Span	9-12
County-District-School (CDS) Code	38-3130077

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 4000 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.

Sierra High Mission Statement and School Profile

Our commitment is to provide TTUSD students with an alternative educational option to succeed in meeting all state standards for graduation; to produce young people who can think and learn versus those who memorize facts without internalizing the information, and to ensure that every student is prepared to succeed in post-secondary education and careers. We are committed to the belief that through education students will discover or rediscover that learning adds quality to their lives. Sierra High School is a unique blend of students, educators, family, community members, and support staff who, as role models and mentors, are vested in creating high quality, nurturing, and safe learning environment. Sierra High School is dedicated to providing our students with the education, guidance, and support necessary to succeed in all aspects of life. Sierra High School endeavors to provide a comprehensive, standards-based education while preparing our students for employment, post-secondary education, and socially responsible living. Our standards of education include an emphasis on such skills as problem-solving, reading, writing, communication, cooperation, collaboration, and technological mastery. These skills are achieved by utilizing a variety of teaching modes adaptable to different learning styles. Progress is assessed through authentic

2025-26 School Description and Mission Statement

measurements including performance-based outcomes.

Sierra High School is dedicated to providing an environment where students become self-directed and responsible learners. As self-managers, each student takes responsibility for his or her own performance, choices, and actions; each student manages time well; each student deals with changes in the workplace (school) maturely.

Sierra High School is an empowering learning environment, where students can challenge themselves both personally and socially in a dynamic educational setting. As one of the few alternative resources available to the Tahoe Truckee community, Sierra High School provides individualized and personalized educational, emotional and social developmental opportunities. This increases the likelihood that students, who may otherwise struggle or fail in other more traditional environments, will successfully complete their secondary education.

Climate for Learning

At Sierra High School we value students' voices. Opportunities for input are provided through SOS (Sources of Strength), weekly school meetings, community service, sports, student assistance programs, and the development of healthy living practices.

Students at Sierra High School are guided by specific rules and classroom expectations, and a school Creed promotes 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 SHS's core values of respect, responsibility, teamwork, and fun, which serve as the foundation for the school's educational and social climate. School expectations are shared with students and parents in the student handbook and are reinforced throughout the year at weekly meetings, on the school website, in school publications, and through parent-teacher conferences.

School Leadership

School Leadership at Sierra 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 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 TLC (Teaching and Learning Committee), 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 10	1
Grade 11	11
Grade 12	12
Total Enrollment	24

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25
Male	75
American Indian or Alaska Native	4.2
Hispanic or Latino	75
White	20.8
English Learners	8.3
Homeless	4.2
Socioeconomically Disadvantaged	50
Students with Disabilities	20.8

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)	2.7	77.71	211.1	90.65	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.3	0.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.1	3.48	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	8	5.2	2.26	11953.1	4.28
Unknown/Incomplete/NA	0.4	13.71	8	3.45	15831.9	5.67
Total Teaching Positions	3.5	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)	1.6	47.99	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	0	6.9	3.36	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.4	41.67	4	1.96	11746.9	4.23
Unknown/Incomplete/NA	0.3	9.77	9.7	4.74	14303.8	5.15
Total Teaching Positions	3.4	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)	1.3	38.64	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)	0	0	11.9	5.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	55.16	11.2	5.1	12112.8	4.34
Unknown/Incomplete/NA	0.2	6.19	12.4	5.65	13705.8	4.91
Total Teaching Positions	3.3	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0.00	0	0.6
Local Assignment Options	0.20	1.4	1.2
Total Out-of-Field Teachers	0.20	1.4	1.8

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)	0	0	0
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		Fall 2024
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	College Board SpringBoard © 2018	0
Mathematics	Carnegie, Integrated Math 1 @ 2022 Carnegie, Integrated Math 2 @ 2022 College Preparatory Math, Integrated Mathematics I © 2014 College Preparatory Math, Integrated Mathematics II © 2014 College Preparatory Math, Integrated Mathematics III © 2014 Houghton Mifflin Pre-Calculus with Limits © 2007 Houghton Mifflin Calculus Advanced Placement © 2007 McDougal Littell Algebra 1 © 2007 Glencoe Mathematics For Business and Personal Finance © 2010	0
Science	Prentice Hall Earth Science © 2005 Physical Science © 2006 McDougal Littell Biology © 2006 Prentice Hall Chemistry © 2006 Pearson Essentials to Human Anatomy and Physiology © 2008 W.H. Freeman Environmental Science for AP © 2011 Pearson College Physics © 2012	0
History-Social Science	Prentice Hall World History: Modern Times © 2006 Savvas Learning Company Reconstruction to the Present (USH) © 2022 McGraw Hill America Past and Present AP 8th Ed © 2006 Magruder's American Government © 2019 Pearson Government in America: People, Politics and Policy AP © 2007 Pearson Economics: Principles in Action © 2019 Pearson AP Economics © 2007	0
Foreign Language	N/A	0
Health	McGraw Hill Health, Glenco Health © 2015	0

Visual and Performing Arts

N/A

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.

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.

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.

Year and month of the most recent FIT report

6/29/25

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		Rm 1: Water stain ceiling tiles Rm 2: Water stain ceiling tiles, ceiling tile is loose P2: Formica is chipped on swing doors
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Admin Area: Paint is chipping on exterior window siding P1: Emergency exit light is expired
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Admin Area: Hole in concrete at brick cement seam/trip hazard

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>

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 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)		36	60	61	47	48
Mathematics (grades 3-8 and 11)		0	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	15	11	73.33	26.67	36.36
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	8	72.73	27.27	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	15	8	53.33	46.67	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	7	63.64	36.36	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)		--	43.37	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	17	2	11.76	88.24	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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), Welding, and Ag and Natural Resources with a concentration in forestry.

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 one 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/programs/career-technical-education-cte-pathways>.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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	96
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes	<p>State Priority: Other Pupil Outcomes</p> <p>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.</p>
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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

C. Engagement	<p>State Priority: Parental Involvement</p> <p>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.</p>
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2025-26 Opportunities for Parental Involvement
Student achievement is tied directly to the degree of parent involvement. Parents and the community are very supportive of the educational programs at Sierra Continuation High School. Parents are always welcome to volunteer at the school and are encouraged to participate in School Site Council meetings and other programs and functions at Sierra Continuation High School. Parent and student participation at the Sierra High School Credit Update Night each Fall and Spring is expected. The purpose of these nights is to review student progress towards credit completion, course work, and diploma progress. Parents

2025-26 Opportunities for Parental Involvement

and guardians are kept informed of upcoming school and district functions and events including absenteeism through phone calls, emails and parent conferences. We also provide robust bilingual support for our Spanish speaking families.

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	14.3	15.6	0	2.6	4.9	0.9	8.2	8.9	8
Graduation Rate	78.6	56.3	71.4	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	14	10	71.4
Female	--	--	--
Male	12	9	75.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	11	7	63.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	9	69.2
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	41	37	34	91.9
Female	11	--	--	--
Male	30	27	24	88.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	26	25	96.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	26	22	20	90.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
3.45	4.17	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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

The safety of students and staff is a primary concern of Sierra Continuation High School. All visitors to the campus are required to check in at the front desk and complete our background check through a district-wide system called Visit U. Supervision is provided for all students to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

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	3	11	0	0
Mathematics	2	13	0	0
Science	7	3	0	0
Social Science	9	5	0	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	2	13		
Mathematics	3	10		
Science	2	8		
Social Science	8	5		

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	3	15		
Mathematics	3	8		
Science	2	6		
Social Science	6	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	0

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

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	\$43,028	\$9,054	\$33,974.00	\$121,867.00
District	N/A	N/A	\$70,038.70	\$105,170
Percent Difference - School Site and District	N/A	N/A	-69.3	20.2
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	103.7	32.7

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	0
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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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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. In addition to regular school-based Professional Development on 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