

Sierra High School (Continuation)

2022-2023 School Accountability Report Card

(Published During the 2023-2024 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.

2023-24 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
County-District-School (CDS) Code	38-3130077

2023-24 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

2023-24 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.

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 measurements including performance-based outcomes.

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	10
Grade 12	20
Total Enrollment	31

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.9%
Male	58.1%
Hispanic or Latino	74.2%
Two or More Races	6.5%
White	19.4%
English Learners	19.4%
Socioeconomically Disadvantaged	64.5%
Students with Disabilities	22.6%

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

2020-21 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)	3.50	86.59	206.60	87.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.00	3.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	7.56	3.80	1.62	12115.80	4.41
Unknown	0.20	5.61	17.60	7.45	18854.30	6.86
Total Teaching Positions	4.10	100.00	236.50	100.00	274759.10	100.00

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.

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)	2.70	77.71	211.10	90.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.10	3.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	8.00	5.20	2.26	11953.10	4.28
Unknown	0.40	13.71	8.00	3.45	15831.90	5.67
Total Teaching Positions	3.50	100.00	232.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.30	0.20
Total Out-of-Field Teachers	0.30	0.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		Fall 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard © 2018	Yes	0
Mathematics	College Preparatory Math, Integrated Mathematics I © 2014 College Preparatory Math, Integrated Mathematics II © 2014	Yes	0

	College Preparatory Math, Integrated Mathematics III © 2014 Houghton Mifflin PreCalculus with Limits © 2007 Houghton Mifflin Calculus Advanced Placement © 2007 McDougal Littell Algebra 1 © 2007 Glencoe Mathematics For Business and Personal Finance © 2010		
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	Yes	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	Yes	0
Foreign Language		Yes	0
Health	McGraw Hill Health, Glencoe Health © 2015 Glencoe Health and Human Sexuality © 2020	Yes	0
Visual and Performing Arts	Pearson Electives: Foundations of Culinary Arts Level 1, Foundations of Culinary Arts Level 2, Children The Early Years, Health Careers Today © 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				7/13/2023
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		P 1: 4. WATER STAIN CEILING TILES 11. PAINT IS CHIPPING ON SIDING RM 2: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P 1: 7. LIGHT FIXTURE IN HALLWAY IS LOOSE AND HANGING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	33	10	60	58	47	46
Mathematics (grades 3-8 and 11)	11	9	50	48	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	10	66.67	33.33	--
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	--	--	--	--	--
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	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	9.09
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	--	--	--	--	--
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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.33	--	40.10	40.71	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
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	--	--	--	--	--
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	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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>.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	20
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	

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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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
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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.

2023-24 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 and guardians are kept informed of upcoming school and district functions and events including absenteeism through phone calls, emails and parent conferences.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	36.4	0	14.3	5.1	0.3	2.6	9.4	7.8	8.2
Graduation Rate	59.1	82.4	78.6	92.7	96.4	94.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	28	22	78.6
Female	--	--	--
Male	18	13	72.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	19	16	84.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	22	17	77.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	58	50	46	92.0
Female	24	20	17	85.0
Male	34	30	29	96.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	37	31	28	90.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	3	2	66.7
White	16	15	15	100.0
English Learners	7	7	6	85.7
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	35	31	29	93.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	10	8	7	87.5

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.27	7.32	3.45	0.18	2.83	2.67	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.45	0
Female	4.17	0
Male	2.94	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	6.25	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 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 RAPTOR. 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.

The School Site Safety Plan was most recently revised in the Spring of 2023 by the Safety Committee. 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:

- School rules & procedures
- Sexual harassment policy
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results
- Health and wellness
- Community Involvement
- Safe school/ climate and culture

All staff members have received ALICE training, which is a response protocol to school wide dangers/incidents. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		
Mathematics	3	9		
Science	2	9		
Social Science	9	4		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	8		
Mathematics	2	12		
Science	3	7		
Social Science	9	5		

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

2022-23 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	31

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$92,664
Percent Difference - School Site and District	N/A	N/A	-69.3	33.6
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	135.0	42.5

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$58,649	\$50,875
Mid-Range Teacher Salary	\$84,446	\$79,761
Highest Teacher Salary	\$120,199	\$103,045
Average Principal Salary (Elementary)	\$150,876	\$128,154
Average Principal Salary (Middle)	\$155,443	\$131,774
Average Principal Salary (High)	\$167,700	\$142,676
Superintendent Salary	\$239,041	\$211,462
Percent of Budget for Teacher Salaries	32.79%	30.11%
Percent of Budget for Administrative Salaries	5.63%	5.49%

2022-23 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 Where there are student course enrollments of at least one student.	0

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.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4