

Tahoe Truckee High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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	Logan Mallonee
Email Address	lmallonee@ttusd.org
School Website	https://www.ttusd.org/Domain/17
County-District-School (CDS) Code	3138500

2022-23 District Contact Information

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

2022-23 School Overview

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 for themselves and their learning.

2022-23 School Overview

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	203
Grade 10	224
Grade 11	223
Grade 12	186
Total Enrollment	836

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.2
Asian	0.7
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.1
White	61.2
English Learners	3.7
Foster Youth	0.1
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	27.2
Students with Disabilities	14.5

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)	36.80	83.85	206.60	87.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	0.84	0.30	0.16	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	3.25	8.00	3.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	3.03	3.80	1.62	12115.80	4.41
Unknown	3.90	8.99	17.60	7.45	18854.30	6.86
Total Teaching Positions	43.90	100.00	236.50	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	1.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	1.30	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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)	1.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		Spring 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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	Yes	0
Mathematics	McGraw Hill Illustrative Math Course 3 Volume 1 and Volume 2 © 2020 McGraw Hill ALEKS College Preparatory Math, Integrated Mathematics I © 2014 College Preparatory Math, Integrated Mathematics II © 2014 College Preparatory Math, Integrated Mathematics III © 2014 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 California State University Quantitative Reasoning with Advanced Math Topics © 2022	Yes	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 Pearson Marine Science: The Dynamic Ocean © 2012 CRC Press Forensic Science: the Basics © 2016 Project Lead the Way Principles of Biomedical Science Project Lead the Way Human Body Systems	Yes	0
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	Yes	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	Yes	0
Health	McGraw Hill Glencoe Health © 2015 McGraw Hill Glencoe Human Sexuality © 2015	Yes	0
Visual and Performing Arts	Pearson Explore Theatre © 2019	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				7/7/2021
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 234: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 229: 7. OUTLET COVER IS MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			GYM: 11. PAINT IS CHIPPING ON SIDING P1: 11. PAINT IS CHIPPING ON SIDING AND DOOR FRAME P10: 11. PAINT IS CHIPPING ON SIDING AND TRIM P2: 11. PAINT IS CHIPPING ON SIDING AND DOOR FRAME P3: 11. PAINT IS CHIPPING ON SIDING AND TRIM P6: 11. PAINT IS CHIPPING ON SIDING AND TRIM P7: 11. PAINT IS CHIPPING ON SIDING AND TRIM P8: 11. PAINT IS CHIPPING ON SIDING AND TRIM P9: 11. PAINT IS CHIPPING ON SIDING AND TRIM
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	44	N/A	50	N/A	33

2021-22 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	216	198	91.67	8.33	71.21
Female	114	106	92.98	7.02	78.30
Male	102	92	90.20	9.80	63.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	72	69	95.83	4.17	53.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	100.00
White	130	118	90.77	9.23	78.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	61	55	90.16	9.84	60.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	9.52

2021-22 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	216	198	91.67	8.33	44.44
Female	114	106	92.98	7.02	47.17
Male	102	92	90.20	9.80	41.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	72	69	95.83	4.17	18.84
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	11	11	100.00	0.00	72.73
White	130	118	90.77	9.23	56.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	61	55	90.16	9.84	21.82
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	23	21	91.30	8.70	9.52

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	42.67	39.33	37.96	40.1	28.5	29.47

2021-22 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	402	389	96.77	3.23	39.33
Female	207	201	97.1	2.9	42.29
Male	195	188	96.41	3.59	36.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	123	123	100	0	17.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100	0	37.93
White	243	230	94.65	5.35	51.3
English Learners	16	16	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	132	132	100	0	25.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	2

2021-22 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>.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	373
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	41.5
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.52
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	68.97

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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

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.

2022-23 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 enrichment and athletics. THS' School Site Council revises, adopts, and approves our Parent Improvement Policy, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		4.3	0		7.8	0.3		8.9	7.8
Graduation Rate		92.6	98.4		90.2	96.4		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	182	179	98.4
Female	104	103	99.0
Male	78	76	97.4
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	52	51	98.1
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	119	117	98.3
English Learners	13	12	92.3
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	71	68	95.8
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	24	21	87.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	858	852	224	26.3
Female	428	426	126	29.6
Male	430	426	98	23.0
American Indian or Alaska Native	2	2	1	50.0
Asian	6	6	1	16.7
Black or African American	3	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	275	272	87	32.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	36	36	6	16.7
White	523	520	126	24.2
English Learners	36	35	14	40.0
Foster Youth	1	1	1	100.0
Homeless	7	6	3	50.0
Socioeconomically Disadvantaged	273	272	93	34.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	126	42	33.3

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.38	2.18	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.12	3.73	0.18	2.83	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.73	0.00
Female	0.93	0.00
Male	6.51	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	5.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	1.91	0.00
English Learners	8.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.24	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan (CSSP) was most recently revised and approved in April of 2022 by the administration, site staff, Site Council, and Police/Fire Departments. Prior to approval, the CSSP is reviewed and feedback is integrated from THS' ELAC. 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 and procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide gender neutral dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results
- What's Up Wellness

The safety of students and staff is a primary concern of Truckee High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration. All students are given a copy of the student handbook that includes safety plans. Students and guardians must review them as part of their data confirmation on a yearly basis. TTUSD has adopted ALICE safety protocols for active intruders. All staff and students complete drills and practice the protocols. Guardians are also briefed in ALICE protocols

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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	5	14	
Mathematics	26	7	10	1
Science	27	6	9	
Social Science	30	2	10	1

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	21	7	12	2
Mathematics	29	3	11	4
Science	28	1	14	1
Social Science	29		13	1

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	23	8	13	1
Mathematics	24	8	9	1
Science	24	5	12	
Social Science	31		12	2

2021-22 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	209

2021-22 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)	4.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$17,212	\$6,312	\$10,900	\$82,472
District	N/A	N/A	\$12,157	\$86,793
Percent Difference - School Site and District	N/A	N/A	-199.6	-5.1
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-199.3	4.1

2021-22 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$55,856	\$48,503
Mid-Range Teacher Salary	\$80,425	\$74,912
Highest Teacher Salary	\$114,475	\$100,321
Average Principal Salary (Elementary)	\$140,941	\$122,160
Average Principal Salary (Middle)	\$148,041	\$127,632
Average Principal Salary (High)	\$157,677	\$137,578
Superintendent Salary	\$223,194	\$198,665
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	47.1
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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	7
Fine and Performing Arts	2
Foreign Language	0
Mathematics	3
Science	7
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	21

Professional Development

There is a systematic approach to continuous improvement through professional development, using Plan Do Study Act cycles, based on student performance data, student needs, and research at Truckee High School. PDSA's are completed quarterly, by semester, and yearly. Each quarter teachers use student data to choose targeted strategies to support student learning and growth. Each semester Professional Learning Communities (PLC) or department groups select a common challenge to focus their work, study the results, and make decisions based on the outcomes. Yearly, the entire staff selects one site based goal from the site plan to improve outcomes for all students. Teachers complete professional development around specific aspects of site plan as well. For example, literacy strategy learning opportunities are offered to address goal one and two in the site plan. Social emotional learning professional development is provided so all teachers can be advocates for student mental health in the classroom to address goal three. To prepare students for college, career, and a purposeful life, staff participate in professional development around Career Technical Education (CTE) and A-G readiness; this addresses goal four in the site plan. THS ensures that all CTE teachers are highly qualified and are provided specific professional development in their areas of expertise. All teachers are given professional development around A-G readiness so they can better prepare students for life in college. Counselors work with students to help them make informed decisions around their post secondary plan.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	16	5	5