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
Cold Stream Alternative School serves high school students both in Tahoe City and in Truckee. Cold Stream offers an innovative program developed to meet the needs of families who want more choices and flexibility in their child's education. We provide small class sizes and personal instruction along with a rigorous, yet flexible schedule that allows students to work from home or while traveling. Cold Stream offers a project-based, hands-on curriculum. This program gives students the flexibility to design an educational path that works for their needs. Students meet half days on campus Monday-Thursday, so that they can also take classes at Sierra College or at one of Tahoe Truckee Unified School District traditional high schools. Our program affords flexibility for students to pursue other interests or to participate in extra-curricular activities or sports.

Climate for Learning
At Cold Stream Alternative 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 Cold Stream Alternative 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 CSA's core values of respect, responsibility, team work, 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 Cold Stream Alternative 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: Student Study Team  Leadership Team  Safety Committee  English Learner Advisory Committee (ELAC)  School Site Council

About the SARC

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 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school at 530-582-2640 or the district office.

### 2014-15 Student Enrollment by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>2</td>
</tr>
<tr>
<td>Grade 10</td>
<td>2</td>
</tr>
<tr>
<td>Grade 11</td>
<td>1</td>
</tr>
<tr>
<td>Grade 12</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

### 2014-15 Student Enrollment by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>28.6</td>
</tr>
<tr>
<td>White</td>
<td>71.4</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>14.3</td>
</tr>
<tr>
<td>English Learners</td>
<td>28.6</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>14.3</td>
</tr>
</tbody>
</table>

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

#### Core Academic Classes Taught by Highly Qualified Teachers

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>2014-15 Percent of Classes Taught by Highly Qualified Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>Taught by Highly Qualified Teachers</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
</tr>
<tr>
<td>Districtwide</td>
<td></td>
</tr>
<tr>
<td>All Schools</td>
<td>91.1</td>
</tr>
<tr>
<td>High-Poverty Schools</td>
<td>92.3</td>
</tr>
<tr>
<td>Low-Poverty Schools</td>
<td>90.2</td>
</tr>
</tbody>
</table>

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.
### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

#### Textbooks and Instructional Materials

**Year and month in which data were collected: January 2016**

<table>
<thead>
<tr>
<th>Core Curriculum Area</th>
<th>Textbooks and Instructional Materials/Year of Adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Language Arts</strong></td>
<td><strong>Short Stories/Narratives, Odyssey/ Expository, Romeo and Juliet/ Persuasive, Of Mice and men/ Response to Lit, Short Stories/Narratives, Lord of the Flies/ Response to Lit, To kill a mocking bird/ Expository, Poetry/ Persuasive, The Crucible/ Historical Investigation, The Great Gatsby/ Response to Lit, Catcher in the Rye/ Reflective, Cuckoo’s Nest/ Narratives, Macbeth/ Reflective, Modest Proposal/ Response to Lit, Frankenstein/ Job Apps and Resume, Animal Farm/ Historical Investigation</strong></td>
</tr>
</tbody>
</table>
| **Mathematics** | **College Preparatory Math, Integrated Mathematics I © 2014**  
**College Preparatory Math, Integrated Mathematics II © 2014**  
**College Preparatory Math, Integrated Mathematics III © 2014**  
**Trigonometry**  
**PreCalculus with Limits**  
**Calculus Advanced Placement** |
| **Science** | **Earth Science**  
**Physical Science**  
**Biology**  
**Chemistry**  
**Essentials to Human Anatomy and Physiology**  
**Environmental Science for AP**  
**College Physics**  
**Science Supplemental and Teacher:**  
**Teacher’s Resource Binder for Envi Sci AP, Instructor’s Guide (download only) for College Physics: A Strategic Approach, Student Solutions Manual 1, Student Solutions Manual 2, Student Workbook** |
| **History-Social Science** | **World History: Modern Times**  
**Western Civilization since 1300 AP Ed, World, Geography Today**  
**The American Vision (USH), America Past and Present AP 8th Ed**  
**US Government: Democracy in Action**  
**Government in America: People, Politics and Policy AP**  
**Economics: Principles and Practice**  
**AP Economics**  
**Psychology**  
**Psychology AP Edition**  
**Fundamentals of Philosophy** |
| **Foreign Language** | **Spanish 1, Spanish 2, Spanish 3, Introduction al Analisis Literario** |
| **Health** | **Health, Life Choices** |
| **Visual and Performing Arts** | **Electives: Foundations of Culinary Arts Level 1, Foundations of Culinary Arts Level 2, Children The Early Years, Health Careers Today, Health Careers Today Workbook** |

- **The textbooks listed are from most recent adoption:** Yes
- **Percent of students lacking their own assigned textbook:** 0
School Facility Conditions and Planned Improvements (Most Recent Year)
Our recent passing of a bond measure will allow for facilities upgrades in the form of furniture, flooring, paint, and parking lot improvements.

<table>
<thead>
<tr>
<th>System Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>Systems:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interior:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interior Surfaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Overall Cleanliness, Pest/Vermin Infestation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restrooms/Fountains:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Restrooms, Sinks/ Fountains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Fire Safety, Hazardous Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Structural Damage, Roofs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Playground/School Grounds, Windows/Doors/Gates/Fences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Rating</td>
<td>Exemplary</td>
<td>Good</td>
</tr>
</tbody>
</table>

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], Science California Standards Tests); and
- The percentage of pupils 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>2014-15 Percent of Students Meeting Fitness Standards</th>
<th>2014-15 CAASPP Results by Student Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade Level</td>
<td>Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Students in the LEA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All Student at the School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foster Youth</td>
</tr>
</tbody>
</table>

CAASPP Results for All Students - Three-Year Comparison
<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)</th>
<th>Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>--</td>
<td>52</td>
</tr>
<tr>
<td>Math</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

* 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.

* Scores are not shown 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.
### School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrolled</td>
<td>Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>6</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

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 students that did not receive a score; 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 students with scores.

### School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grade</th>
<th>Number of Students</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrolled</td>
<td>Tested</td>
</tr>
<tr>
<td>All Students</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>6</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
C. Engagement

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

Opportunities for Parental Involvement
Parent and community involvement are what make our schools thrive. Regardless of family income, education, or cultural background, children whose parents are involved in their education earn higher grades, have higher test scores, have more consistent attendance, demonstrate better social skills, have higher self-esteem, and adapt better to the school environment than those whose parents aren’t involved. Although TTUSD greatly values our numerous parent volunteers, parent involvement doesn’t have to be at the school—talking to your children about what they are learning and any challenges that they are facing and providing encouragement and affirmation can be just as important. Parents of full-time Cold Stream students are expected to attend our Credit Update Nights each semester.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
• Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan
The safety of students and staff is a primary concern of Cold Stream Alternative. 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.

The School Site Safety Plan was most recently revised in the fall of 2014 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
• Current status of school crime Notification to teachers
• Child abuse reporting procedures School wide dress code
• Policies related to suspension/expulsion Disaster procedures/routine & emergency drills
• Safe ingress & egress of pupils, parents, & school employees Healthy Kids Survey Results

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.

<table>
<thead>
<tr>
<th>Suspensions and Expulsions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td>Suspensions Rate</td>
</tr>
<tr>
<td>Expulsions Rate</td>
</tr>
<tr>
<td><strong>District</strong></td>
</tr>
<tr>
<td>Suspensions Rate</td>
</tr>
<tr>
<td>Expulsions Rate</td>
</tr>
<tr>
<td><strong>State</strong></td>
</tr>
<tr>
<td>Suspensions Rate</td>
</tr>
<tr>
<td>Expulsions Rate</td>
</tr>
</tbody>
</table>
D. Other SARC Information
The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2014-15 Adequate Yearly Progress Overall and by Criteria

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>School</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Met Participation Rate</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Percent Proficient</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Made AYP Overall</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Attendance Rate</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Met Graduation Rate</td>
<td>N/A</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

2015-16 Federal Intervention Program

<table>
<thead>
<tr>
<th>Indicator</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Improvement Status</td>
<td>In PI</td>
<td></td>
</tr>
<tr>
<td>First Year of Program Improvement</td>
<td>2004-2005</td>
<td></td>
</tr>
<tr>
<td>Year in Program Improvement</td>
<td>Year 3</td>
<td></td>
</tr>
<tr>
<td>Number of Schools Currently in Program Improvement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Percent of Schools Currently in Program Improvement</td>
<td>50.0</td>
<td></td>
</tr>
</tbody>
</table>

### Average Class Size and Class Size Distribution (Secondary)

<table>
<thead>
<tr>
<th>Average Class Size</th>
<th>1-22</th>
<th>23-32</th>
<th>33+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>SS</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

* Number of classes indicates how many classrooms 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.

### Professional Development provided for Teachers

The term “professional development” means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:

- Is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
- Is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- Primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that evaluates student, teacher and school learning needs through a thorough review of data on teacher and student performance;
- Defines a clear set of learning goals based on the rigorous analysis of the data;
- Achieves the educator learning goals identified in subsection (A) (3) (ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
- Provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
- Regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- Informs ongoing improvements in teaching and student learning; and
- That may be supported by external assistance.
### FY 2013-14 Teacher and Administrative Salaries

<table>
<thead>
<tr>
<th>Category</th>
<th>District Amount</th>
<th>State Average for Districts In Same Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teacher Salary</td>
<td>$48,198</td>
<td>$40,379</td>
</tr>
<tr>
<td>Mid-Range Teacher Salary</td>
<td>$66,816</td>
<td>$62,323</td>
</tr>
<tr>
<td>Highest Teacher Salary</td>
<td>$95,103</td>
<td>$81,127</td>
</tr>
<tr>
<td>Average Principal Salary (ES)</td>
<td>$121,528</td>
<td>$99,192</td>
</tr>
<tr>
<td>Average Principal Salary (MS)</td>
<td>$125,367</td>
<td>$91,287</td>
</tr>
<tr>
<td>Average Principal Salary (HS)</td>
<td>$127,256</td>
<td>$112,088</td>
</tr>
<tr>
<td>Superintendent Salary</td>
<td>$174,525</td>
<td>$159,821</td>
</tr>
</tbody>
</table>

### Percent of District Budget

- **Teacher Salaries**: 37%  
- **Administrative Salaries**: 6%

*For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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

### FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

<table>
<thead>
<tr>
<th>Level</th>
<th>Expenditures Per Pupil</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Restricted</td>
</tr>
<tr>
<td>School Site</td>
<td>$34,813</td>
<td>$5,634</td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2014-15 California High School Exit Examination Grade Ten Results by Student Group

<table>
<thead>
<tr>
<th>Group</th>
<th>English-Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>All Students in the LEA</td>
<td>38</td>
<td>26</td>
</tr>
</tbody>
</table>

*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.

### CAHSEE Results for All Students - Three-Year Comparison

<table>
<thead>
<tr>
<th>Cold Stream Alternative</th>
<th>Percent of Students Scoring at Proficient or Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012-13</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>English-Language Arts</td>
<td>64</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71</td>
</tr>
<tr>
<td>California</td>
<td>2012-13</td>
</tr>
<tr>
<td>English-Language Arts</td>
<td>57</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60</td>
</tr>
</tbody>
</table>

*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.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

<table>
<thead>
<tr>
<th>Cold Stream Alternative</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dropout Rate</td>
<td>0.00</td>
<td>8.30</td>
<td>37.50</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>92.86</td>
<td>75.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Tahoe Truckee Unified School District</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2013-14</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>5.30</td>
<td>5.50</td>
<td>3.20</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>90.07</td>
<td>89.71</td>
<td>93.06</td>
</tr>
<tr>
<td>California</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2013-14</td>
</tr>
<tr>
<td>Dropout Rate</td>
<td>13.10</td>
<td>11.40</td>
<td>11.50</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>78.87</td>
<td>80.44</td>
<td>80.95</td>
</tr>
</tbody>
</table>

### Career Technical Education Participation

<table>
<thead>
<tr>
<th>Measure</th>
<th>CTE Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of pupils participating in CTE</td>
<td>0</td>
</tr>
<tr>
<td>% of pupils completing a CTE program and earning a high school diploma</td>
<td>0</td>
</tr>
<tr>
<td>% of CTE courses sequenced or articulated between the school and institutions of postsecondary education</td>
<td>0</td>
</tr>
</tbody>
</table>
### Completion of High School Graduation Requirements

<table>
<thead>
<tr>
<th>Group</th>
<th>Graduating Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>All Students</td>
<td>50</td>
</tr>
<tr>
<td>Black or African American</td>
<td>100</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>66.67</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>100</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>33.33</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>100</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>104.17</td>
</tr>
<tr>
<td>English Learners</td>
<td>65.38</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>50</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>--</td>
</tr>
</tbody>
</table>

### Courses for University of California (UC) and/or California State University (CSU) Admission

<table>
<thead>
<tr>
<th>UC/CSU Course Measure</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 Students Enrolled in Courses Required for UC/CSU Admission</td>
<td>73.17</td>
</tr>
<tr>
<td>2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission</td>
<td>0</td>
</tr>
</tbody>
</table>

### 2014-15 Advanced Placement Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of AP Courses Offered*</th>
<th>Percent of Students In AP Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Fine and Performing Arts</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>♦</td>
<td></td>
</tr>
<tr>
<td>All courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Where there are student course enrollments.

### Career Technical Education Programs

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

#### 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.