

# Tahoe Truckee High School

## 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

|  |   |
|--|---|
| <b>School Name</b>                       | Tahoe Truckee High School   |
| <b>Street</b>                            | 11725 Donner Pass Rd  |
| <b>City, State, Zip</b>                  | Truckee, CA 96161   |
| <b>Phone Number</b>                      | 530-582-2600  |
| <b>Principal</b>                         | John Neuberger  |
| <b>Email Address</b>                     | jneuberger@ttusd.org  |
| <b>School Website</b>                    | <a href="https://www.ttusd.org/Domain/17">https://www.ttusd.org/Domain/17</a> |
| <b>County-District-School (CDS) Code</b> | 3138500   |

## 2023-24 District Contact Information

|                         |                                       |
|-------------------------|---------------------------------------|
| <b>District Name</b>    | Tahoe Truckee Unified School District |
| <b>Phone Number</b>     | 530-582-2500                          |
| <b>Superintendent</b>   | Kerstin Kramer                        |
| <b>Email Address</b>    | info@ttusd.org                        |
| <b>District Website</b> | 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.

### 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.

## 2023-24 School Description and Mission Statement

### 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

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 257                |
| Grade 10                | 207                |
| Grade 11                | 218                |
| Grade 12                | 208                |
| <b>Total Enrollment</b> | <b>890</b>         |

## 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 48.4%                       |
| Male                                | 51.2%                       |
| American Indian or Alaska Native    | 0.3%                        |
| Asian                               | 0.6%                        |
| Black or African American           | 0.2%                        |
| Hispanic or Latino                  | 32.5%                       |
| Native Hawaiian or Pacific Islander | 0.2%                        |
| Two or More Races                   | 4.3%                        |
| White                               | 60.4%                       |
| English Learners                    | 4.2%                        |
| Homeless                            | 0.6%                        |
| Socioeconomically Disadvantaged     | 26.6%                       |
| Students with Disabilities          | 13%                         |

### 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 36.80         | 83.85          | 206.60          | 87.36            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.30          | 0.84           | 0.30            | 0.16             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.40          | 3.25           | 8.00            | 3.40             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.30          | 3.03           | 3.80            | 1.62             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 3.90          | 8.99           | 17.60           | 7.45             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 43.90         | 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 |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 40.40         | 92.53          | 211.10          | 90.65            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0.30          | 0.76           | 0.30            | 0.14             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 1.20          | 2.84           | 8.10            | 3.48             | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.40          | 1.03           | 5.20            | 2.26             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.20          | 2.82           | 8.00            | 3.45             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 43.60         | 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   | 1.40        | 1.20        |
| Vacant Positions   | 0.00        | 0.00        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>1.40</b> | <b>1.20</b> |

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 | 1.30        | 0.40        |
| Local Assignment Options                               | 0.00        | 0.00        |
| <b>Total Out-of-Field Teachers</b>                     | <b>1.30</b> | <b>0.40</b> |

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 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 1.4     | 2.3     |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 7.3     | 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 |  | 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<br>CollegeBoard Pre-AP English 1 © 2022<br>Bedford, Freeman & Worth Literature & Composition:<br>Essential Voices, Essential Skills for the AP Course © 2022 | Yes                         | 0  |

|                               |  |     |   |
|-------------------------------|--|-----|---|
|                               | <p>Bedford, Freeman &amp; Worth The Language of Composition: Reading, Writing, Rhetoric © 2018</p> <p>California State University Expository Reading and Writing © 2022</p> <p>Bedford, Freeman &amp; Worth The Art and Craft of Fiction: a Writer's Guide © 2017</p> <p>Jay Heinrichs's Thank You for Arguing © 2017</p> <p>McGraw Hill Inside Reporting © 2013</p>   |     |   |
| <b>Mathematics</b>            | <p>McGraw Hill Illustrative Math Course 3 Volume 1 and Volume 2 © 2020</p> <p>McGraw Hill ALEKS</p> <p>College Preparatory Math, Integrated Mathematics I © 2014</p> <p>College Preparatory Math, Integrated Mathematics II © 2014</p> <p>College Preparatory Math, Integrated Mathematics III © 2014</p> <p>Pearson Stats in Your World © 2016</p> <p>Bedford, Freeman &amp; Worth The Practice of Statistics for the AP Exam © 2015</p> <p>Cengage Precalculus with Limits: A Graphing Approach © 2020</p> <p>Cengage Calculus for AP © 2021</p> <p>California State University Quantitative Reasoning with Advanced Math Topics © 2022</p>  | Yes | 0 |
| <b>Science</b>                | <p>CollegeBoard Pre-AP Biology 1 © 2022</p> <p>SAVVAS Miller &amp; Levine Experience Biology: The Living Earth 3-Course Model © 2020</p> <p>Pearson Campbell Biology in Focus © 2020</p> <p>SAVVAS Experience Chemistry for California © 2021</p> <p>Pearson Chemistry: The Central Science AP Edition © 2018</p> <p>SAVVAS Experience Physics © 2021</p> <p>Pearson College Physics: a Strategic Approach AP Edition © 2019</p> <p>Bedford, Freeman &amp; Worth Environmental Science for the AP Course © 2019</p> <p>Pearson Marine Science: The Dynamic Ocean © 2012</p> <p>CRC Press Forensic Science: the Basics © 2016</p> <p>Project Lead the Way Principles of Biomedical Science</p> <p>Project Lead the Way Human Body Systems</p>     | Yes | 0 |
| <b>History-Social Science</b> | <p>National Geographic World Cultures and Geography © 2017</p> <p>SAVVAS World History Interactive: The Modern Era © 2022</p> <p>McGraw Hill The West in the World © 2014</p> <p>SAVVAS US History Interactive: Reconstruction to the Present © 2022</p> <p>Bedford, Freeman &amp; Worth America's History for the AP Course © 2021</p> <p>Pearson Magruder's American Government California Edition © 2019</p> <p>Pearson Government in America: People, Politics, and Policy AP Edition © 2022</p> <p>Pearson Economics: Principles in Action © 2019</p> <p>Prentice Hall Fundamentals of Philosophy © 2010</p> <p>Prentice Hall Psychology © 2016</p> <p>Cengage Perspectives on Contemporary Issues: Reading Across the Disciplines 2018</p> | Yes | 0 |
| <b>Foreign Language</b>       | <p>Vista Higher Learning Senderos 1 © 2018</p> <p>Vista Higher Learning Senderos 2 © 2018</p> <p>Vista Higher Learning Senderos 3 © 2018</p>   | Yes | 0 |

|   |   |     |     |
|---|---|-----|-----|
|   | Vista Higher Learning Imagina: Espanol sin Barreras © 2019<br>Vista Higher Learning Temas © 2020<br>Vista Higher Learning D'accord 1 © 2019<br>Vista Higher Learning D'accord 2 © 2019<br>Vista Higher Learning D'accord 3 © 2019 |     |     |
| <b>Health</b>                                     | McGraw Hill Glencoe Health © 2015<br>McGraw Hill Glencoe Human Sexuality © 2015   | Yes | 0   |
| <b>Visual and Performing Arts</b>                 | Pearson Explore Theatre © 2019  | Yes | 0   |
| <b>Science Laboratory Equipment (grades 9-12)</b> | N/A   | N/A | N/A |

### School Facility Conditions and Planned Improvements

| <b>Year and month of the most recent FIT report</b>                        |           |           |           | 7/13/2023  |
|--|-----------|-----------|-----------|--|
| System Inspected   | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                                      | X         |           |           | MUSIC RM: 4. WATER STAIN CEILING TILES<br>RM 202: 4. WATER STAIN CEILING TILES<br>RM 113: 4. WATER STAIN CEILING TILE IN HALLWAY LOUNGE AREA<br>RM 114: 4. WATER STAIN CEILING TILES<br>RM 117: 4. WATER STAIN CEILING TILES<br>RM 118: 4. WATER STAIN CEILING TILES |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |  |
| <b>Electrical</b>  | X         |           |           | RM 229: 7. OUTLET COVER IS MISSING   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 | X         |           |           |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           | GYM: 11. PAINT IS CHIPPING ON SIDING   |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           | P5: 12. DRY ROT ON TRIM<br>WEIGHT RM: 12 DRY ROT ON WINDOW FRAME   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           | P9: 15. WINDOW SCREEN IS TORN  |

### Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X         |      |      |      |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 71             | 64             | 60               | 58               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 44             | 34             | 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 212                     | 202                  | 95.28                 | 4.72                      | 64.36                          |
| <b>Female</b>  | 101                     | 97                   | 96.04                 | 3.96                      | 73.20                          |
| <b>Male</b>  | 111                     | 105                  | 94.59                 | 5.41                      | 56.19                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 71                      | 68                   | 95.77                 | 4.23                      | 42.65                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 17                      | 15                   | 88.24                 | 11.76                     | 60.00                          |
| <b>White</b>   | 114                     | 111                  | 97.37                 | 2.63                      | 78.38                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 64                      | 60                   | 93.75                 | 6.25                      | 43.33                          |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 34                      | 33                   | 97.06                 | 2.94                      | 12.12                          |

## 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 |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 212                     | 202                  | 95.28                 | 4.72                      | 34.16                          |
| <b>Female</b>  | 101                     | 97                   | 96.04                 | 3.96                      | 35.05                          |
| <b>Male</b>  | 111                     | 105                  | 94.59                 | 5.41                      | 33.33                          |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | --                      | --                   | --                    | --                        | --                             |
| <b>Black or African American</b>                     | --                      | --                   | --                    | --                        | --                             |
| <b>Filipino</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Hispanic or Latino</b>                            | 71                      | 68                   | 95.77                 | 4.23                      | 11.76                          |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | 17                      | 15                   | 88.24                 | 11.76                     | 33.33                          |
| <b>White</b>   | 114                     | 111                  | 97.37                 | 2.63                      | 47.75                          |
| <b>English Learners</b>                              | --                      | --                   | --                    | --                        | --                             |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Military</b>                                      | --                      | --                   | --                    | --                        | --                             |
| <b>Socioeconomically Disadvantaged</b>               | 64                      | 60                   | 93.75                 | 6.25                      | 8.33                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 34                      | 33                   | 97.06                 | 2.94                      | 6.06                           |

## 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<br>(grades 5, 8 and high school) | 39.33          | 41.34          | 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                                  | 423              | 408           | 96.45          | 3.55               | 40.93                   |
| Female  | 200              | 192           | 96.00          | 4.00               | 44.27                   |
| Male  | 223              | 216           | 96.86          | 3.14               | 37.96                   |
| American Indian or Alaska Native              | --               | --            | --             | --                 | --                      |
| Asian   | --               | --            | --             | --                 | --                      |
| Black or African American                     | --               | --            | --             | --                 | --                      |
| Filipino                                      | 0                | 0             | 0              | 0                  | 0                       |
| Hispanic or Latino                            | 137              | 134           | 97.81          | 2.19               | 20.90                   |
| Native Hawaiian or Pacific Islander           | 0                | 0             | 0              | 0                  | 0                       |
| Two or More Races                             | 23               | 20            | 86.96          | 13.04              | 45.00                   |
| White   | 258              | 251           | 97.29          | 2.71               | 51.79                   |
| English Learners                              | 11               | 9             | 81.82          | 18.18              | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | --               | --            | --             | --                 | --                      |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 115              | 111           | 96.52          | 3.48               | 19.82                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 56               | 50            | 89.29          | 10.71              | 4.00                    |

## 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   | 380                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  | 55.1                      |
| 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          | 97.87   |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 62.78   |

## 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 |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5     | --                            | --  | --   | --   | --                       |
| Grade 7     | --                            | --  | --   | --   | --                       |
| Grade 9     | 94.4                          | 94.4  | 94.4   | 94.4   | 94.4                     |

## 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

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 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 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Dropout Rate</b>    | 2.2            | 0              | 1              | 5.1              | 0.3              | 2.6              | 9.4           | 7.8           | 8.2           |
| <b>Graduation Rate</b> | 95.1           | 98.4           | 96             | 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

| Student Group  | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| <b>All Students</b>                                  | 202                          | 194                        | 96.0                   |
| <b>Female</b>  | 106                          | 104                        | 98.1                   |
| <b>Male</b>  | 96                           | 90                         | 93.8                   |
| <b>Non-Binary</b>                                    |                              |                            |                        |
| <b>American Indian or Alaska Native</b>              | --                           | --                         | --                     |
| <b>Asian</b>   | --                           | --                         | --                     |
| <b>Black or African American</b>                     | 0                            | 0                          | 0.00                   |
| <b>Filipino</b>                                      | 0                            | 0                          | 0.00                   |
| <b>Hispanic or Latino</b>                            | 68                           | 64                         | 94.1                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                            | 0                          | 0.00                   |
| <b>Two or More Races</b>                             | --                           | --                         | --                     |
| <b>White</b>   | 121                          | 119                        | 98.3                   |
| <b>English Learners</b>                              | --                           | --                         | --                     |
| <b>Foster Youth</b>                                  | 0.0                          | 0.0                        | 0.0                    |
| <b>Homeless</b>                                      | --                           | --                         | --                     |
| <b>Socioeconomically Disadvantaged</b>               | 77                           | 70                         | 90.9                   |
| <b>Students Receiving Migrant Education Services</b> | 0.0                          | 0.0                        | 0.0                    |
| <b>Students with Disabilities</b>                    | 25                           | 19                         | 76.0                   |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 916                   | 903                                     | 204                       | 22.6                     |
| Female  | 445                   | 440                                     | 104                       | 23.6                     |
| Male  | 468                   | 460                                     | 98                        | 21.3                     |
| Non-Binary                                    | 3                     | 3                                       | 2                         | 66.7                     |
| American Indian or Alaska Native              | 4                     | 3                                       | 3                         | 100.0                    |
| Asian   | 6                     | 6                                       | 1                         | 16.7                     |
| Black or African American                     | 3                     | 3                                       | 2                         | 66.7                     |
| Filipino                                      | 0                     | 0                                       | 0                         | 0.0                      |
| Hispanic or Latino                            | 298                   | 296                                     | 82                        | 27.7                     |
| Native Hawaiian or Pacific Islander           | 2                     | 2                                       | 0                         | 0.0                      |
| Two or More Races                             | 38                    | 38                                      | 10                        | 26.3                     |
| White   | 551                   | 541                                     | 104                       | 19.2                     |
| English Learners                              | 45                    | 44                                      | 12                        | 27.3                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 7                     | 7                                       | 3                         | 42.9                     |
| Socioeconomically Disadvantaged               | 266                   | 262                                     | 81                        | 30.9                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 130                   | 127                                     | 41                        | 32.3                     |

### 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.

| 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 | 0.12           | 3.73           | 3.38           | 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                                  | 3.38             | 0               |
| Female  | 1.35             | 0               |
| Male  | 5.34             | 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                            | 4.7              | 0               |
| Native Hawaiian or Pacific Islander           | 0                | 0               |
| Two or More Races                             | 0                | 0               |
| White   | 3.09             | 0               |
| English Learners                              | 11.11            | 0               |
| Foster Youth                                  | 0                | 0               |
| Homeless                                      | 0                | 0               |
| Socioeconomically Disadvantaged               | 5.26             | 0               |
| Students Receiving Migrant Education Services | 0                | 0               |
| Students with Disabilities                    | 10.77            | 0               |

## 2023-24 School Safety Plan

The Comprehensive School Safety Plan (CSSP) was most recently revised and approved in Fall of 2023 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

## 2023-24 School Safety Plan

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.

## 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                                   |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 21                 | 9                                    | 15                                    | 0                                   |
| Mathematics           | 26                 | 5                                    | 11                                    | 0                                   |
| Science               | 25                 | 5                                    | 7                                     | 2                                   |
| Social Science        | 27                 | 3                                    | 14                                    | 0                                   |

## 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 | 445   |

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

## Fiscal Year 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 |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$21,101.00                  | \$7,552.00                          | \$13,549.00                           | \$97,478.00            |
| <b>District</b>                                      | N/A                          | N/A                                 | \$12,157                              | \$92,664               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 10.8                                  | 11.6                   |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$81,984               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 69.1                                  | 20.7                   |

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

## 2022-23 Advanced Placement (AP) Courses

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

|  |    |
|--|----|
| <b>Percent of Students in AP Courses</b> | 22 |
|--|----|

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   | 1                            |
| English  | 8                            |
| Fine and Performing Arts   | 2                            |
| Foreign Language   | 0                            |
| Mathematics  | 3                            |
| Science  | 6                            |
| Social Science   | 2                            |
| <b>Total AP Courses Offered</b><br>Where there are student course enrollments of at least one student. | 22                           |

## 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 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 5       | 5       | 4       |