North Tahoe School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	North Tahoe School
Street	2945 Polaris Road
City, State, Zip	Tahoe City CA 96145
Phone Number	530-581-7050
Principal	Chad Lindeen
Email Address	clindeen@ttusd.org
School Website	https://www.ttusd.org/northtahoeschool
Grade Span	6-8
County-District-School (CDS) Code	22-609452

2024-25 District Contact Information

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

2024-25 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,

2024-25 School Description and Mission Statement

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

North Tahoe School is a 6-8 school located in Tahoe City, California overlooking the great Lake Tahoe. Our school serves approximately 295 students with a rich diversity of backgrounds and learning strengths. North Tahoe School prides itself on the core values of being safe, respectful, responsible and kind. We believe that the culture we have developed allows all students the opportunity to learn at high levels in order to be prepared to graduate from high school and be college and/or career ready. North Tahoe School also supports our two major feeder elementary schools focus areas of Two Way Immersion and Science while building our community together.

In addition to offering high quality learning opportunities in the core areas of math, science, social studies and English, we also utilize a daily 30 minute enrichment period in order to meet the individual needs of students whether it be through academic support or meeting the needs of our accelerated learners. We also believe in the importance of supporting the social and emotional needs of each student. This support is approached through our weekly Second Step curriculum, our Wellness Center and through our counseling staff and partnerships within the community.

Lastly, we offer several enrichment opportunities at North Tahoe School. These include Art, STEAM, Band, AVID, and Physical Education during the school day as well as Jazz Band, several sports teams, Eco-Action and countless field trip offerings with the support of Sierra Watershed Education Partnership (SWEP). We are constantly working together with our students, parents, PTO and community stakeholders to provide the best education possible.

Mission Statement
North Tahoe School is committed to creating a safe, respectful and responsible environment where all student achieve academic success through continual effort and growth. The committed work of our school community will result in all students being college and/or career ready for the 21st Century and prepared to be thoughtful and productive citizens.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	93
Grade 7	95
Grade 8	97
Total Enrollment	285

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.2
Non-Binary	0.4
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.7
Hispanic or Latino	40
Two or More Races	4.2
White	52.6
English Learners	14.4
Homeless	1.1
Socioeconomically Disadvantaged	40.4
Students with Disabilities	16.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.20	85.86	206.60	87.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.16	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	4.89	8.00	3.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.80	1.62	12115.80	4.41
Unknown/Incomplete/NA	2.60	9.21	17.60	7.45	18854.30	6.86
Total Teaching Positions	28.20	100.00	236.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	90.08	211.10	90.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.47	8.10	3.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	3.58	5.20	2.26	11953.10	4.28
Unknown/Incomplete/NA	0.40	1.83	8.00	3.45	15831.90	5.67
Total Teaching Positions	22.30	100.00	232.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	91.78	184.80	89.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.60	6.90	3.36	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.00	1.96	11746.90	4.23
Unknown/Incomplete/NA	1.40	7.62	9.70	4.74	14303.80	5.15
Total Teaching Positions	18.30	100.00	205.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.30	1.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.30	1.00	0.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.80	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	1.7	1.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.30	2.9	3.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

North Tahoe School successfully completed a Williams Compliance visit conducted by Placer County Office of Education in September of 2022.

Year and month in which the data were collected	Fall 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Study Sync ©2016	Yes	0
Mathematics	Carnegie Learning, CC1, CC2 and CC3 © 2022 Carnegie Learning, Integrated Mathematics I © 2022	Yes	0
Science	Foss, School Speciality Focus on Earth Science © 2021 Foss, School Speciality Focus on Life Science © 2021 Foss, School Speciality Focus on Physical Science © 2021	Yes	0
History-Social Science	Savvas © 2006	Yes	0
Foreign Language			0
Health	Glencoe/McGraw-Hill, Teen Health © 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	7/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			Rm M218: Ceiling tile water stain Resource M210: Ceiling tiles stained in hallway Office 113: Ceiling tile water stain
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	57	56	58	60	46	47
Mathematics (grades 3-8 and 11)	45	47	48	50	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	271	95.09	4.91	56.09
Female	136	128	94.12	5.88	63.28
Male	148	143	96.62	3.38	49.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	117	108	92.31	7.69	31.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	58.33
White	147	143	97.28	2.72	72.73
English Learners	45	38	84.44	15.56	5.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	122	112	91.80	8.20	33.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	17.07

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	275	96.83	3.17	46.91
Female	136	131	96.32	3.68	51.91
Male	147	144	97.96	2.04	42.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	117	114	97.44	2.56	25.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	147	142	96.60	3.40	62.68
English Learners	45	44	97.78	2.22	6.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	117	96.69	3.31	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	40	95.24	4.76	15.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	39.81	54.65	40.71	43.37	30.29	30.73

2023-24 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	92	86	93.48	6.52	54.65
Female	43	39	90.70	9.30	61.54
Male	48	47	97.92	2.08	48.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	34	32	94.12	5.88	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	52	49	94.23	5.77	67.35
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	31	91.18	8.82	32.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	33.33

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	100	100	100	100

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.

2024-25 Opportunities for Parental Involvement

Parent and community involvement is what makes our schools thrive. Our North Tahoe School Parent Teacher Organizations (PTO) meets monthly to support school needs both financially as well as through volunteer work. The PTO supplies resources for our students, whether for enrichment, fun, field trips, clubs, academic recognition or athletics. Our parents (community) supported the passing of Measure AA to provide additional funding for enrichment teachers, technology and learning materials.

Our parents also find opportunities for involvement through Site Council, reviews of school safety plans, and ELAC meetings for parents of second language learners. Parents are involved through regular communication in weekly robo calls and emails, as well as postings on our school website, Facebook, and Instagram. We offer opportunities through student-led conferencing, school portfolio nights, daily access to Aeries (student management system), and regular progress reports.

North Tahoe School - Parent Involvement Policy
A Laker System in Balance
1. Follow directions the first time given.   3. Use respectful tone and language with everyone.
2. Practice active listening   4. Be your best self!

## 2024-25 Opportunities for Parental Involvement

Parent's Jobs:
Establish a regular time and place for homework, review, and practice.
Establish a routine that allows for consistency with support materials available.
Provide academic support and assistance while checking and verifying academic standing.
Encourage literacy development by supporting daily reading at home.
Ensure students attend school regularly (attendance matters!), eat a healthy diet, get adequate sleep, and monitor recreational technology use.
Establish logical consequences for noncompliance and follow through.
Communicate with your child and their teachers/about school, socially and academically.
email
AERIES (attendance)
Jumpope (grades)
Robocalls
NTS website
phone calls
Google Classroom
Student-led conferences
Back to School Night
Open house

Student's jobs:
Keep track of books, materials, and assignment timelines.
Create a routine to have all materials each day (charged Chromebook, pen/pencil, paper, books, etc.).
Turn high-quality work in on time, advocate for yourself, and monitor your own academic progress.
Read every day, for enjoyment and literacy development.
Attend school every day, eat healthy food, get 6-8 hours of sleep, and limit recreational screen time.
Accept responsibility for grades and behavior, and understand consequences.
Communicate with your family and teachers/NTS staff about school, both socially and academically.
email
AERIES (attendance)
Jumpope (grades)
Robocalls
NTS website
phone calls
Google Classroom
Student-led conferences
Back to School Night
Open house

Teacher's Jobs:
Provide instructions, clear directions/assignments, and timelines.
Provide materials needed to complete the task required to show evidence of learning.
Provide detailed and timely feedback regarding work and allow for learning to continue throughout the school year.
Encourage literacy development by supporting daily reading outside of school.
Provide social and emotional lessons during Advisory that support a well-rounded student who eats healthy, gets adequate sleep, and understands how to monitor their own mental health.
Provide encouragement, clear expectations, and a positive classroom culture to grow and learn.
Communicate with your families and NTS staff about academic and social progress.
email
AERIES (attendance)
Jumpope (grades)
Robocalls
NTS website
phone calls
Google Classroom
Student-led conferences
Back to School Night
Open house

2024-25 Opportunities for Parental Involvement
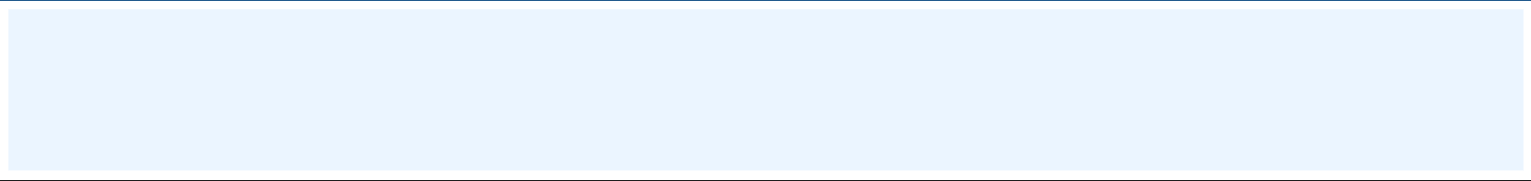
C. Engagement

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				0.3	2.6	4.9	7.8	8.2	8.9
Graduation Rate				96.4	94.7	89.7	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	299	296	43	14.5
Female	145	143	19	13.3
Male	153	152	23	15.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	123	120	16	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	5	38.5
White	153	153	21	13.7
English Learners	49	48	7	14.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	127	20	15.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	50	50	14	28.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.33	9.29	5.35	2.83	2.67	1.68	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.35	0.00
Female	1.38	0.00
Male	9.15	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	4.08	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a primary concern of North Tahoe Middle 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

2024-25 School Safety Plan

administration. All visitors will sign in/out and wear a visitor badge to share with our students and staff that you are a visitor. A Driver's License is required for check-in purposes.

The School Site Safety Plan was most recently revised in the Spring of 2023 by the school staff and site council. 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
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results
- ALICE training safety protocol

TTUSD prohibits, at any district school or school activity, discrimination, harassment, including sexual harassment, intimidation and bullying, based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics. This shall apply to interns, volunteers, and job applicants when applicable. For questions, concerns, or complaints, please contact the District Equity and Title IX Compliance Officer (For Students:) Dr. Annamarie Cohen, Executive Director of Student Services (530) 582-2560 bwing@ttusd.org (For Employees) Mike Shepherd, Executive Director of Human Resources (530) 582-2500 ext. 20432 humanresources@ttusd.org

ALICE is:
An emergency response protocol to be used in the rare, but very real, presence of an armed intruder.
A response designed to empower all citizens with the skills and knowledge to respond when shots are fired until public safety arrives.
A response based on the premise that information, authorization, and proactive training are the key to surviving an Active Shooter.
Alert: All are authorized to announce, no codes used
Lockdown: Barricade included
Inform: Use of technology to provide detailed information to all stakeholders
Counter: Interrupt the intruder
Evacuate: Safely leave and relocate to school rally point(s)

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.

D. Other SARC Information | Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	21	17	15	4

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	21	18	18	4

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	16	27	29	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	16	27	4	
Mathematics	23	5	5	
Science	22	5	5	
Social Science	21	5	5	

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	15	4	
Mathematics	21	3	2	
Science	22	6	3	
Social Science	20	6	3	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	19	3	
Mathematics	19	8	2	
Science	19	7	2	
Social Science	20	7	2	

2023-24 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	475

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.5
Social Worker	.5
Nurse	.25
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	3
Other	1.0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$24,273.00	$8,080.00	$16,193.00	$102,188.00
District	N/A	N/A	$12,157	$99,515
Percent Difference - School Site and District	N/A	N/A	28.5	2.7
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	40.2	15.3

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$63,341	$54,930
Mid-Range Teacher Salary	$91,202	$85,386
Highest Teacher Salary	$129,815	$111,172
Average Principal Salary (Elementary)	$157,138	$136,564
Average Principal Salary (Middle)	$167,878	$141,339
Average Principal Salary (High)	$181,116	$153,241
Superintendent Salary	$253,383	$224,537
Percent of Budget for Teacher Salaries	32%	29%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Educational research supports that the most critical factor contributing to a student's success in school is the quality of the teaching. Tahoe Truckee Unified School District better ensures high level teaching and learning via research-based professional development (PD.) A variety of options are available and range from formal-type workshops/seminars and informal types such as collaboration among colleagues, independent reading, observing a colleague's lesson. The frequency of PD varies with the structure and purpose.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	5