North Tahoe High 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 High School
Street	2945 Polaris Road
City, State, Zip	Tahoe City CA 96145
Phone Number	530-581-7000
Principal	Joanna Mitchell
Email Address	jmitchell@ttusd.org
School Website	https://www.ttusd.org
Grade Span	9-12
County-District-School (CDS) Code	31-3130010

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

Community and enrollment:
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. North Tahoe High School is located in Tahoe City and serves a student population of approximately 500 students in grades 9-12.

2024-25 School Description and Mission Statement

School's Guiding Principles:
- Students will be challenged by a relevant and rigorous curriculum with expectations for high levels of learning for every student
- Students will have multiple opportunities to make informed decisions in a supportive, caring environment where respect, honesty, fairness, cooperation and commitment are practiced
- Students will attend a safe campus where social and individual responsibility are promoted
- Students will be served through a process of continuous assessment and improvement that requires and values the active participation and contributions of students, staff, parents and other stakeholders
- Students will be engaged in a high quality curricular and co-curricular program in which achievement is recognized and rewarded

Climate for Learning:
At North Tahoe 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 North Tahoe 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. 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 North Tahoe High School is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: Student Study Teams, Leadership Team, Safety Committee, English Learner Advisory Committee (ELAC), and School Site Council.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	105
Grade 10	129
Grade 11	131
Grade 12	126
Total Enrollment	491

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.2
Asian	0.4
Black or African American	0.2
Hispanic or Latino	42.2
Two or More Races	1.4
White	54.8
English Learners	7.5
Homeless	1.4
Socioeconomically Disadvantaged	40.3
Students with Disabilities	12

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)	23.30	95.73	206.60	87.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.16	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.00	3.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.35	3.80	1.62	12115.80	4.41
Unknown/Incomplete/NA	0.70	2.87	17.60	7.45	18854.30	6.86
Total Teaching Positions	24.30	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)	23.50	93.42	211.10	90.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.30	0.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.10	3.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	3.37	5.20	2.26	11953.10	4.28
Unknown/Incomplete/NA	0.70	3.13	8.00	3.45	15831.90	5.67
Total Teaching Positions	25.20	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)	21.50	94.18	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)	0.00	0.00	6.90	3.36	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	1.62	4.00	1.96	11746.90	4.23
Unknown/Incomplete/NA	0.90	4.11	9.70	4.74	14303.80	5.15
Total Teaching Positions	22.80	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	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	0.30	0.80	0.3
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.30	0.80	0.3

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)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

Year and month in which the data were collected	Fall 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ©2018	Yes	0
Mathematics	Carnegie Learning Math, Integrated Mathematics I © 2022 Carnegie Learning Math, Integrated Mathematics II © 2022 Carnegie Learning Math, Integrated Mathematics III © 2022 Houghton Mifflin Trigonometry © 2006 Houghton Mifflin PreCalculus with Limits © 2007 Houghton Mifflin Calculus Advanced Placement © 2007 McGraw Hill Illustrative Math Course 3 Volume 1 and Volume 2 © 2020	Yes	0
Science	Savvas Biology © 2020 Savvas Chemistry © 2021 Pearson Essentials to Human Anatomy and Physiology © 2008 W. H. Freeman Environmental Science for AP © 2011 Pearson College Physics © 2012	Yes	0
History-Social Science	Savvass World History: Modern Era © 2022 Human Geography A Spatial Perspective AP® Edition Savvass US History: Reconstruction to the Present © 2022 America's History for AP Savvass America's Government Pearson Government in America: People, Politics and Policy AP © 2007 Savvas Economics Principles in Action Pearson AP Foundations of Economics © 2007 Prentice Hall Psychology AP Edition © 2010	Yes	0
Foreign Language	Vista Higher Learning © 2018	Yes	0
Health	McGraw Hill Health, Life Choices © 2008	Yes	0

	Glencoe Health and Human Sexuality © 2020		
Visual and Performing Arts	Pearson Electives: Foundations of Culinary Arts Level 1, Foundations of Culinary Arts Level 2, Children The Early Years, Health Careers Today © 2010	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Admin: Rubber molding missing under work station Rm H135: Wall is marred Rm H146: Water stain ceiling tiles, wallpaper torn Rm H149: Water stain ceiling tiles Rm H156: Water stain ceiling tiles Rm H158: Water stain ceiling tiles Rm H227: Water stain ceiling tiles Rm H226: Carpet is stained Gym: Flooring damaged in hallway leading to gym 140: Water stain ceiling tiles 143: Water stain ceiling tiles C212: Unsecured items stored too high
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Wrk Rm H147: Unsecured items stored too high 140: Unsecured items stored too high 143: Unsecured items stored too high
Electrical	X			Gym: Exposed electrical wires in hallway 140: Electrical cover missing on lab table Stage: Broken fluorescent tube on floor
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			141 Storage: Improperly stored chemicals 142 Storage: Improperly stored chemicals
Structural: Structural Damage, Roofs	X			Admin: Concrete cap decaying at main entry Parking lots: Deep cracks in asphalt - trip hazard
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)	63	65	58	60	46	47
Mathematics (grades 3-8 and 11)	33	42	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	131	127	96.95	3.05	65.35
Female	57	54	94.74	5.26	72.22
Male	74	73	98.65	1.35	60.27
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	54	96.43	3.57	44.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	70	68	97.14	2.86	79.41
English Learners	16	14	87.50	12.50	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	60	96.77	3.23	53.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	131	129	98.47	1.53	41.86
Female	57	56	98.25	1.75	37.50
Male	74	73	98.65	1.35	45.21
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100.00	0.00	19.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	70	68	97.14	2.86	57.35
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	62	100.00	0.00	24.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA 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)	31.28	27.54	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	151	140	92.72	7.28	27.86
Female	82	74	90.24	9.76	28.38
Male	69	66	95.65	4.35	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	57	53	92.98	7.02	7.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	91	85	93.41	6.59	40.00
English Learners	12	7	58.33	41.67	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	53	49	92.45	7.55	8.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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), Sports Medicine 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

2023-24 Career Technical Education Programs

programs and to provide industry-related labor market information. For more information, please visit our website at https://www.ttusd.org/Page/136.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	257
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	32.4
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	99.59
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	69.67

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

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 & Community Involvement

Parents and the community are very supportive of the educational programs at North Tahoe High School and this involvement helps our school thrive. School Site Council, ELAC (English Learner Advisory Committee), Grit, NTPTO (North Tahoe Parent Teacher Organization), FAN (Fine Arts North) Club and the Boosters Club provide many opportunities for parent participation. NTPTO, FAN Club, and Booster volunteers put on fundraising events and activities to provide additional resources for our students, including enrichment and athletics. Parents are always welcome and encouraged to volunteer at the school. Additionally, parents are encouraged throughout the year to remain involved in their student's education by monitoring their grades on Aeries.net, communicating with teachers and the counselor, and making sure that students spend time reading and studying every night. Parent Outreach may include but is not limited to: Back to School Night, Parent Teacher Conference Night, Counseling Nights including College Night, and FAFSA Night, PTO meetings, ELAC meetings, newsletters, robocalls and emails, website postings, Aeries workshops, Freshman Parent Orientation, and the annual parent survey.   The Parent Engagement Policy and a plan to implement it are reviewed and approved each year by the School Site Council. Site leadership is involved with district leadership in attending a cohort to work on ways to systematically improve parent engagement (CEI - Community Engagement Initiative). The focus of this work is on making parent meetings more interactive with authentic two-way communication and input as well as making sure evening meetings are considerate of parents' many responsibilities (ie. providing food, childcare, and a convenient location/transportation).   Parents interested in getting more information about how to become involved should call or email Joanna Mitchell at (530)581-7005 or jmitchell@ttusd.org.

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	1.0	1.0	4.7	0.3	2.6	4.9	7.8	8.2	8.9
Graduation Rate	95.1	98.0	93.0	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	129	120	93.0
Female	71	65	91.5
Male	58	55	94.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	51	46	90.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	77	73	94.8
English Learners	15	12	80.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	65	57	87.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	16	11	68.8

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	510	505	64	12.7
Female	253	253	33	13.0
Male	257	252	31	12.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	217	214	37	17.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	277	275	25	9.1
English Learners	47	47	10	21.3
Foster Youth	--	--	--	--
Homeless	12	11	1	9.1
Socioeconomically Disadvantaged	219	216	37	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	60	15	25.0

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
4.1	3.32	0.98	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	0.98	0.00
Female	0.79	0.00
Male	1.17	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	0.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.08	0.00
English Learners	2.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.83	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD's

2024-25 School Safety Plan

systematic planning process which involves North Tahoe High School's Leadership Team, the Site Safety Team, the TTUSD District Safety Committee, and other established community collaborations and partnerships. North Tahoe High School's SPSA addresses safety and is complemented by the Safety Procedural Plans that are kept on Emergency Clipboards in every instructional and office space on every campus.

The safety of students and staff is a primary goal at North Tahoe High School. All visitors and volunteers to the campus must sign in at the office and wear a visitor or volunteer badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, after school, and at all home athletic events. 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. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or Lockdown drills are conducted throughout the school year. For the 2024-2025 school year, Tahoe Truckee Unified School district is following ALICE protocol. ALICE stands for Alert, Lockdown, Inform, Counter and Evacuate. ALICE is an emergency response protocol to be used in the rare, but very real, presence of an armed intruder. ALICE is a response that is designed to empower all citizens with the skills and knowledge to respond when shots are fired until public safety arrives. It is a response protocol that expands on the "Run, Hide, Fight" protocol and trains participants in how to implement it. Tahoe Truckee Unified School District has committed to having classified and certificated staff trained through an online course and real life scenarios by ALICE certified trainers.

School Safety Plan Yearly Review 2023-2024:
The comprehensive school safety plan (CSSP) was reviewed by staff and site council. It was updated on 2/16/2023 and adopted on 10/18/2023. The comprehensive school safety plan was submitted to law enforcement and North Tahoe Fire Department for review on 2/16/2023. The plan includes the school rules, regulations, school evacuation, active shooter, and emergency plans. Partnerships with community resources were fostered via the community collaborative, the counselor, the Wellness Center, administration, CTE programs, and student clubs including Leadership. Counselors and administration worked with district and county representatives to increase and improve mental health support for students and families. The comprehensive school safety plan is updated and adopted annually after feedback from law enforcement, fire department, school staff, local representatives, and site council.

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

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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

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

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	27	10	8	6
Mathematics	25	5	8	5
Science	26	4	9	2
Social Science	19	10	5	3

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	22	7	14	1
Mathematics	26	6	11	1
Science	27	3	10	1
Social Science	22	9	7	2

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	19	15	7	3
Mathematics	24	8	9	1
Science	22	10	6	
Social Science	20	15	5	1

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	249

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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	2

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	$23,260.00	$8,200.00	$15,060.00	$102,290.00
District	N/A	N/A	$12,157	$99,515
Percent Difference - School Site and District	N/A	N/A	21.3	2.8
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	33.2	15.4

Fiscal Year 2023-24 Types of Services Funded

IIn 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

Fiscal Year 2023-24 Types of Services Funded

- 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	70.1

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	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	4
Social Science	5
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

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.

Formal teacher collaboration occurs in monthly dedicated PLC meetings. School teams learn from each other by implementing professional learning communities that focus on using student learning data to inform instructional decisions. PLC's conduct at least two Learning Sprints (PDSA cycles) per year. When determining the topics and focus of professional development sessions, we assess the needs of our students and teachers and review current research to ensure we remain at the forefront of academic knowledge and strategies. We are committed to providing engaging, focused, and relevant professional development for all the educators in the Tahoe Truckee Unified School District so that each student who graduates from TTUSD is college, career, and life ready. The focus of site level professional work is determined collaboratively by the site leadership team.

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

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