

## 2024-25 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>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	3138500

## 2024-25 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

## 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, 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

## 2024-25 School Description and Mission Statement

for themselves and their learning.

### 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.

## 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/Incomplete/NA</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/Incomplete/NA</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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	39.50	95.02	184.80	89.94	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.40	1.08	6.90	3.36	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.00	1.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.60	3.90	9.70	4.74	14303.80	5.15
<b>Total Teaching Positions</b>	41.50	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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	1.40	1.20	0.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.40	1.20	0.4

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.30	0.40	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	1.30	0.40	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.40	2.3	1.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	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 Spring 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	CollegeBoard SpringBoard © 2018 CollegeBoard Pre-AP English 1 © 2022 Bedford, Freeman & Worth Literature & Composition: Essential Voices, Essential Skills for the AP Course © 2022 Bedford, Freeman & Worth The Language of Composition: Reading, Writing, Rhetoric © 2018 California State University Expository Reading and Writing © 2022 Bedford, Freeman & Worth The Art and Craft of Fiction: a Writer's Guide © 2017 Jay Heinrichs's Thank You for Arguing © 2017 McGraw Hill Inside Reporting © 2013	Yes	0
<b>Mathematics</b>	Carnegie Learning Accelerated Grade 7 © 2023 Carnegie Learning Math I © 2022 Carnegie Learning Math II © 2022 Carnegie Learning III, Integrated Mathematics III © 2022 Pearson Stats in Your World © 2016 Bedford, Freeman & Worth The Practice of Statistics for the AP Exam © 2015 Cengage Precalculus with Limits: A Graphing Approach © 2020 Cengage Calculus for AP © 2021	Yes	0
<b>Science</b>	CollegeBoard Pre-AP Biology 1 © 2022 SAVVAS Miller & Levine Experience Biology: The Living Earth 3-Course Model © 2020 Pearson Campbell Biology in Focus © 2020 SAVVAS Experience Chemistry for California © 2021 Pearson Chemistry: The Central Science AP Edition © 2018 SAVVAS Experience Physics © 2021	Yes	0

	<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 © 2022</p> <p>Project Lead the Way Principles of Biomedical Science</p> <p>Project Lead the Way Human Body Systems</p>		
<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> <p>Vista Higher Learning Imagina: Espanol sin Barreras © 2019</p> <p>Vista Higher Learning Temas © 2020</p> <p>Vista Higher Learning D'accord 1 © 2019</p> <p>Vista Higher Learning D'accord 2 © 2019</p> <p>Vista Higher Learning D'accord 3 © 2019</p> <p>Vista Higher Learning D'accord 4 © 2019</p>	Yes	0
<b>Health</b>	<p>McGraw Hill Glencoe Health © 2015</p> <p>McGraw Hill Glencoe Human Sexuality © 2015</p>	Yes	0
<b>Visual and Performing Arts</b>	<p>Pearson Explore Theatre © 2019</p> <p>Foundations for Superior Performance © 1997</p>	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	N/A

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

## 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), 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-

## 2023-24 Career Technical Education Programs

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>.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	385
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.2
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	99.55
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	55.61

## 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

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 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: 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
3.73	3.38	2.09	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	2.09	0.00
Female	2.22	0.00
Male	1.97	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	4.81	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.44	0.00
White	0.54	0.00
English Learners	7.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.38	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 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

## 2024-25 School Safety Plan

students complete drills and practice the protocols. Guardians are also briefed in ALICE protocols

Our school community is actively involved and supportive of our students' social and cultural growth as lifelong learners. We believe students at Truckee High School come to school as special human beings, unique in their own physical, social, intellectual and emotional development. We believe that students have the right to an environment that encourages student development through rigorous, relevant, and relationship based learning opportunities. An environment that is safe, clean and drug free, celebrates social, emotional, academic, and athletic achievement and where people are treated equally, fairly, respectfully and courteously. To ensure these rights, students will be encouraged and supported to develop into responsible global citizens so they may reach their full potential, strive to acquire an understanding that learning is a lifelong process and achieve academic excellence by developing skills necessary to participate successfully in society as responsible citizens with character and integrity.

## 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
<b>Pupils to Academic Counselor</b>	300

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	4
<b>Library Media Teacher (Librarian)</b>	1
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	1
<b>Nurse</b>	.7
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.8

## 2023-24 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>	48.4
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	1
<b>English</b>	2
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	1
<b>Mathematics</b>	4
<b>Science</b>	4
<b>Social Science</b>	3
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	14