

Mt. Tallac Continuation High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mt. Tallac Continuation High School
Street	1100 Lyons Avenue
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 543-2267
Principal	Kelly Buttery Martin
Email Address	kmartin@ltusd.org
School Website	https://mttallac.ltusd.org/
County-District-School (CDS) Code	09-61903-0930040

2023-24 District Contact Information

District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. Todd Cutler
Email Address	tcutler@ltusd.org
District Website	www.ltusd.org

2023-24 School Description and Mission Statement

Located high in the Sierra Nevada Mountains on the south shore of Lake Tahoe, Mount Tallac High School (MTHS) is a continuation high school for Lake Tahoe Unified School District. As of fall 2022, 49 students were enrolled in grades 10 through 12 with 63% Latinx, 4% Filipino, 29% white, and 4% of other race/ethnicity. Additionally, 29% of students are English Learners, 71% are socio-economically disadvantaged, 12% receive special services, and 18% are experiencing homelessness. Mount Tallac serves students at risk of not graduating due to credit deficiency, working full time, COVID knowledge gaps, mental health challenges, or pregnant and parenting. During a typical school year, the school office is open from 8:00 a.m. to 4:00 p.m. The school day is divided into three components: an academic intensive session at the start of the school day to accommodate roughly two-thirds of the student population, a center period of time when all MTHS students are present on campus, and a second academic intensive session for the remaining third of the student population. This schedule affords students time to focus on their academic work as well as gaining experience hours and making progress on their career and/or college readiness. Some students also use this time to parent.

Mt. Tallac is a stand-alone, alternative education high school option with access to internships, and a strong partnership with the Lake Tahoe community within Lake Tahoe Unified School District sharing the AI Tahoe Learning Center with Elevated Digital Learning Academy. The majority of our students come from families that are at-risk and live below the poverty line. Many of our students come from single-parent families, have a history of substance abuse, have diverse backgrounds facing multicultural issues, and lack parenting skills. Our students report experiencing high rates of family neglect and abuse which contribute to excessive school failure, dropout, truancy, runaway, and homelessness. Several students also qualify for support through the McKinney-Vento Act. Most of our students do not meet state standards on CAASPP (California Assessment of Student Performance and Progress) state standardized assessments due to their interrupted academic paths. Through collaborative efforts with the El Dorado County Health Department, El Dorado County Probation Department, Live Violence Free, Tahoe Youth and Family Services, and local volunteer organizations, we offer our students wrap-around services both on and off campus.

Mount Tallac High School staff members continue to work diligently to meet the needs of all students by providing them with an active and relevant curriculum based on rigorous expectations. Flexibility is a necessary component at Mount Tallac and students can attend school on a modified schedule. They receive instruction in all core curricular areas including English, Mathematics, Science, and Social Science. Technology access is offered in the classroom, which provides students additional access to core academic support and online community college courses. Mt. Tallac students can access the curriculum via Chromebooks while attending class. As a requirement for graduation from Mount Tallac High School, all students are required to complete career requirements and certifications.

2023-24 School Description and Mission Statement

We continue to monitor all student progress to provide the most appropriate educational environment for each student based on individual needs.

Less than 21 English Learners are enrolled in Mt. Tallac therefore Mt. Tallac is not required to form an English Learner Advisory Committee.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	20
Grade 12	29
Total Enrollment	49

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Filipino	4.1%
Hispanic or Latino	63.3%
White	28.6%
English Learners	28.6%
Homeless	18.4%
Socioeconomically Disadvantaged	71.4%
Students with Disabilities	12.2%

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)	1.90	45.96	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	53.81	10.90	5.84	12115.80	4.41
Unknown	0.00	0.00	15.90	8.52	18854.30	6.86
Total Teaching Positions	4.30	100.00	187.30	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)	0.40	8.02	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.50	91.98	14.10	7.26	11953.10	4.28
Unknown	0.00	0.00	16.80	8.65	15831.90	5.67
Total Teaching Positions	4.90	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.30	4.50
Total Out-of-Field Teachers	2.30	4.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The staff at MTHS has a regular procedure for review of textbooks that ensures adequate supply and current, current materials of high quality are available to all students. Currently, the Globe-Fearon Pacemaker series in English, Math, Science, and Social Science are the foundation of the standards-based curriculum. Additional high school level materials are used to supplement the curriculum and ensure Common Core State Standards (CCSS) are addressed.

CURRICULUM IMPROVEMENT

The focus of Mt. Tallac High School has been in the areas of reading, attendance, graduation rate, and career skills including work experience hours, mentorships, internships, badges, and certificates. MTHS is researching new instructional materials for selection and adoption per state educational law.

LEARNING CLIMATE

The staff of Mt. Tallac is committed to establishing a positive, student-centered learning environment. We engage our students using a positive education model. This model simply suggests that students learn better and enjoy the process of learning when they are accepted into and experience their school environment in a positive way. We believe that students who have a positive attitude about school will develop a positive outlook on life and become citizens who contribute to society in a meaningful way.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English, Globe Fearon, 2000; Pacemaker World Literature, Globe Fearon, 2006; Pacemaker American Literature, Globe Fearon, 2005; Literature and Language Arts, 4th Course, Holt, Rinehart and Winston, 2003, Edmentum	Yes	0
Mathematics	Pacemaker Algebra 1, Globe Fearon, 2001; Geometry, Globe Fearon, 2003	Yes	0
Science	Concepts and Challenges in Life Science, Globe Fearon; Concepts and Challenges in Physical Science, Globe Fearon	Yes	0
History-Social Science	Pacemaker Economics, Globe Fearon; Pacemaker American Government, Globe Fearon World Geography and Cultures; Globe Fearon Pacemaker US History, Globe Fearon; Pacemaker World History, Globe Fearon, Edmentum	Yes	0
Foreign Language	NA		0
Health	NA		0
Visual and Performing Arts	NA		0

School Facility Conditions and Planned Improvements

Mt. Tallac High School moved to the AI Tahoe Learning Center in the summer of 2023. They currently occupy four classrooms, a counseling office, and share a space with Elevated Digital Learning Academy. All new furniture was purchased for these classrooms as well. The hallway which they occupy was renovated in the summer of 2022. All flooring was replaced, and all walls and ceilings were painted.

Year and month of the most recent FIT report

12/14/2023

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			
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.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	0	14	44	44	47	46
Mathematics (grades 3-8 and 11)	0	0	28	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	28	100.00	0.00	14.29
Female	13	13	100.00	0.00	15.38
Male	15	15	100.00	0.00	13.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	16.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	29	28	96.55	3.45	0.00
Female	13	13	100.00	0.00	0.00
Male	16	15	93.75	6.25	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	0.00
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. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.50	18.75	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	16	100.00	0.00	18.75
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	11	100.00	0.00	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 Career Technical Education Programs

Historically, a key opportunity for Mt. Tallac students is participation in the Career Technical Education (CTE) courses offered at the South Tahoe High School (STHS) main campus. Currently, no Mt. Tallac High School (MTHS) students are participating in CTE classes at STHS. Alternatively, they are focusing on credit recovery; life skills and counseling groups including life skills for girls, life skills for boys, STI awareness, emotional regulation, healthy relationships, and financial literacy; and meeting graduation requirements which now include work experience hours, mentorships, internships, earning badges, and earning certificates. Drivers education and job shadowing opportunities with LTUSD employees from maintenance, food services, automotive repair, and grounds keeping are available to MTHS students.

2022-23 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Mt. Tallac has an "open door" policy which involves families in all aspects of the students' education. In a typical school year, Mt. Tallac holds an annual Open House for families and community members to visit and tour the campus as well as collaborating with South Tahoe High School staff to invite potential Mt. Tallac students to visit campus, meet staff, and ask questions. To schedule a visit to Mt. Tallac, please contact the school at (530) 543-2310.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	7.1	1.8	13.3	4.3	3	6.7	9.4	7.8	8.2
Graduation Rate	78.6	76.4	76.7	91.4	92	89	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	60	46	76.7
Female	28	22	78.6
Male	32	24	75.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	38	30	78.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	20	14	70.0
English Learners	17	14	82.4
Foster Youth	--	--	--
Homeless	15	7	46.7
Socioeconomically Disadvantaged	54	40	74.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	75	71	65	91.5
Female	34	34	32	94.1
Male	41	37	33	89.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	3	3	3	100.0
Hispanic or Latino	45	42	39	92.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	27	26	23	88.5
English Learners	21	18	18	100.0
Foster Youth	1	1	1	100.0
Homeless	16	16	15	93.8
Socioeconomically Disadvantaged	63	60	55	91.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	7	7	7	100.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.04	0.00	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Safety Plan for Mt. Tallac High School was submitted to the School Board and approved on October 26, 2023. Policies are in place regarding campus safety, fire drill exercises, earthquake preparedness, and campus supervision. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Clearly defined emergency plans have been refined by the School Safety Committee. Regular drills take place to better prepare students and staff for unforeseen, hazardous events.

The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System per the National Incident Management System. The Lake Tahoe Unified School District Emergency Operational Plan is updated regularly and communicates with the public through Parent Square (Aeries) communication system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful school.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	5		
Mathematics	6	7		
Science	12	1		
Social Science	10	5		

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	18	2		1
Mathematics	9	7		1
Science	14	3		1
Social Science	16	8		1

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	12	8	0	0
Mathematics	6	8	0	0
Science	12	4	0	0
Social Science	7	20	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	61.25

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	22699	7170	15529	99528
District	N/A	N/A	10170	\$82,209
Percent Difference - School Site and District	N/A	N/A	41.7	19.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	68.5	19.3

Fiscal Year 2022-23 Types of Services Funded

Mt. Tallac High School provides students with close monitoring and wrap around support through collaboration with several community based organizations to ensure all students receive the support they need to succeed academically, socially, and in life.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,786	\$50,875
Mid-Range Teacher Salary	\$80,672	\$79,761
Highest Teacher Salary	\$112,435	\$103,045
Average Principal Salary (Elementary)	\$134,951	\$128,154
Average Principal Salary (Middle)	\$119,500	\$131,774
Average Principal Salary (High)	\$124,600	\$142,676
Superintendent Salary	\$211,000	\$211,462
Percent of Budget for Teacher Salaries	34.61%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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.

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

Mt. Tallac instructors and staff participate in both annual district-organized staff development, as well as ongoing training, conferences, support, and technical assistance as needed by participating and collaborating with the comprehensive high school.

A full day of professional development per year is held every fall. The entire Mt. Tallac staff, classified and certificated, participates in both annual district-organized staff development, as well as ongoing training, conferences, support, and technical assistance as needed by participating and collaborating with the comprehensive high school.

In the 2023-2024 school year, staff are allocated two hours weekly to collaborate on curriculum development, discussing and implementing student supports, continuing to apply technology for learning, and other relevant professional development. Based on the 2023-2024 LTUSD school calendar, 30 days have been dedicated to teacher collaboration to include professional development.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	1	39	30