

Truckee Elementary School
Accountability Plan
(SPSA, Safety Plan and Title I Schoolwide Plan, if applicable)

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

CDS Code: 31 669446031322
Principal Name: Sara Colborn
District Name: Tahoe Truckee Unified School District
SPSA Revision Date: March, 2021
SSC Approval Date: April 27, 2021
Local Board Approval Date:

Demographic Data

	Total Enrollment	White Ever EL RFEP	SED	Hispanic	SWD	Homeless
2017-2018	521	42% 48% 35%	56%	55%	12%	2%
2018-2019	506	39% 46% 39%	63%	57%	13%	1%
2019-2020	492	36% 45% 24%	63%	59%	14%	2%
2020-2021	462	37% 36% 27%	66%	58%	15%	2%

Conclusions based on this data:

- Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs, we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language. We take pride in being a community hub and neighborhood school, and we accept the challenge of meeting the needs of many of the most struggling elementary age students who are part of loving working families that also struggle with having the resources to provide support at home. We simultaneously work to meet the needs of the many students who are school ready and often quite accelerated as part of a safe, responsible, and respectful campus. Our enrollment has declined 11% over the last four years. Prior to COVID-19, some of this is due to intra-district transfers, and much of this is due to families moving out of Truckee Elementary School's zone within the district and out of the district. In the 2020-2021 school year, we have many new families who have moved into our school zone with children who enrolled at our school; however, we also had many students move away from our school zone or choose to stay in Washoe County schools (rather than use an inter-district variance) during this time. We currently have approximately 21 students who are on inter-district variances as their parents work in the Truckee area but live outside of our district boundaries.

District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 1:

By spring of 2020, Truckee Elementary students will:

- Increase 5% in overall ELA proficiency and ELA claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five
- Demonstrate at least a year's growth on local assessments in grades Transitional Kindergarten through fifth-grade (e.g. Fountas and Pinnell Reading Records, STAR, STAR Early Literacy, Accelerated Reader, Daily 5 CC Pensieve)

Site Goal 1 was not met because CAASPP was not administered in 2019-2020. Similarly, as a result of distance learning due to COVID-19, end of year Reading Records, STAR, STAR EL, Accelerated Reader quizzes, and Daily 5 CC Pensieve were not able to be administered by any valid or reliable means.

2019-2020 Planned Activities/Strategies:

- Academic conversations professional development and collaboration to increase student engagement
- Fountas and Pinnell Reading Records scoring calibration and professional development on how to use diagnostic assessment (e.g. Fountas and Pinnell Reading Records, Fountas and Pinnell benchmark assessments, Basic Phonics Skills Test) to drive instruction and identify students for reading intervention with support of reading intervention teachers and instructional coaching
- Phonics and phonemic awareness instruction at lower grades and students reading below grade level in upper grades (implement Tier 2 type intervention strategies in Tier 1 general education classroom)
- Targeted writing instruction professional development and implementation (e.g. Step Up to Writing to augment *Wonders*) with district and site professional development and instructional coaching
- Continue to serve large numbers of students with reading intervention with two intervention teachers and one enhancement professional
- Small class sizes at primary grades Kindergarten through

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Academic conversations professional development and collaboration to increase student engagement every month up until March. Professional development included shared learning, Plan Do Study Act cycles of inquiry, and training and consultation with the California Language and Learning Initiative (CALLI) and our district ELD Coordinator
- One session of Fountas and Pinnell Reading Records scoring calibration and professional development on how to use diagnostic assessment as a whole staff
- Phonics and phonemic awareness instruction at lower grades using Heggerty instructional materials
- One session of targeted writing instruction professional development and implementation to review Step Up to Writing materials and identify common spotlight strategies for writing instruction
- Continued to serve large numbers of students with reading intervention with two intervention teachers and one enhancement professional though distance learning negatively impacted attendance and implementation to fidelity

second-grade to ensure intensive foundational skills instruction ●
Special Education: Ensure site-based special education collaboration time at least monthly to align best strategies and support for SWDs, special education teachers collaborating with general education teachers at least monthly to align support for SWDs and build

capacity of general education teachers, implementing Sonday materials to parallel Wonders, and evaluating efficacy and efficiency of current Resource Program model

2020-2021 Implemented Activities/Strategies:

- Small class sizes at primary grades Kindergarten through second-grade to ensure intensive foundational skills instruction for the 2019-2020 school year only

 - Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills across all classrooms
 - Language Essentials for Teachers of Reading and Spelling (LETRS) pilot group and whole staff professional development ● LETRS pilot group functioning as literacy steering committee to align local assessments and phonemic awareness instructional strategies with the science of reading
 - Continued collaboration and refinement regarding common Tier 1 “spotlight strategies” for English Language Arts in speaking, listening, reading, and writing instruction
 - Implemented Tier 2 RTI instruction piloting SIPPS materials
 - Completed training for Tier 3 Sonday materials with RSP staff and implemented Sonday instruction for RSP students with IEP reading goals
 - Focusing on our socio-economically disadvantaged lists of students with each of these professional development initiatives ● Developed and implemented extended day reading acceleration program for identified students in spring that included Tier 1 pilot materials and strategies, Tier 2 SIPPS, and Tier 3 Sonday
- Special Education: Ensure site-based special education collaboration time at least monthly to align best strategies and support for SWDs
 - Special education teachers collaborated with general education teachers regularly at least monthly to align support for SWDs and build capacity of general education teachers

2019-2020 Site Goal 1A (EL Goal):

By spring of 2020,

- At least 80% of all English learners will make at least one level of progress on the ELPI (English Learner Progress Indicator) as measured on the ELPAC
- Reclassification rates will increase by 5% over last year in grades four and five
- LTEL rates will decrease by 5% over last year
- Provide professional development and collaboration opportunities focused on academic conversations within English Language Development and across content areas

Site Goal 1A was not met because ELPAC was not administered in 2019-2020. However, we were successful in participating in professional development and collaboration opportunities on academic conversations as a certificated staff on a monthly basis through March.

2019-2020 Planned Activities/Strategies:

- Academic conversations professional development and collaboration to increase student engagement supported by California Language and Learning Innovation (CALLI), district ELD Coordinator, site ELD coordinator, and instructional coaching
- Draft a vertically articulated standards-based scope and sequence for our Blended ELD program
- Provide at least one release day for each grade level to plan for Blended ELD highly engaging instructional strategies and materials (e.g. Mystery Science, STEMScopes, Peace Jam)
- EL Coordinator and special education teams working to reclassify dually qualifying students (students who are English Learners as well as have disability) using alternative criteria
- Ensure implementation of the following based on feedback from our English Learner Advisory Committee (ELAC)
 - Before school tutor program for reading (morning reading

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Academic conversations professional development and collaboration to increase student engagement supported by

California Language and Learning Innovation (CALLI), district ELD Coordinator, site ELD coordinator, and instructional coaching

- EL Coordinator and special education teams worked to reclassify dually qualifying students (students who are English Learners as well as have disability)
- ELAC meetings dedicated to reading supports at home were provided and attended by ELAC parents
- ELAC meetings focused on reading, math, and cyber safety were facilitated by district academic coaches and the Assistant Principal
- ELAC meetings focused on providing resources for EL students 5 intervention) and after school tutor program (Work with Boys and Girls Club community partner)
 - ELAC meeting dedicated to reading supports at home
 - Provide more resources for EL students to do at home with parents (access to reading programs etc.) working with parents on vocabulary etc.
 - Parent education opportunities focused on reading, math, vape awareness, and cyber-safety

2020-2021 Implemented Activities/Strategies:

to do at home with parents as well as conversations with parents regarding community resources to improve their own academic

language and understanding were facilitated and offered with the help of the Community Liaison

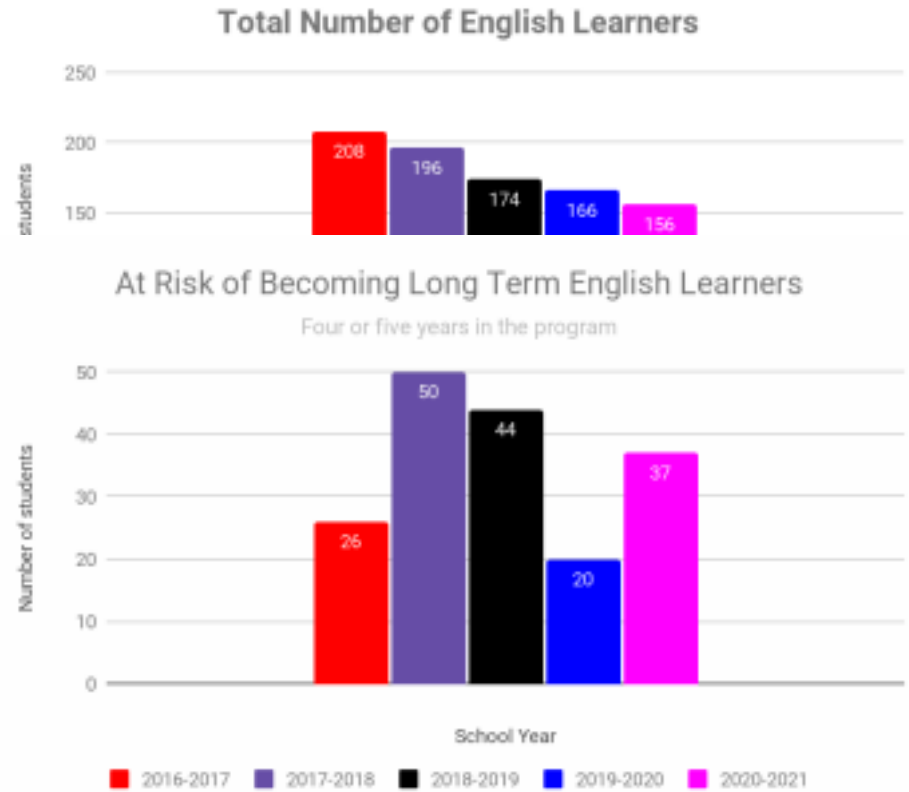
- Partnership with ACMS and THS was developed to offer parents

multi-grade, multi-school ELAC meetings to increase parent attendance for all three sites. In addition, sites worked collaboratively to ensure the information being offered was relative to parents at all grade levels.

- Academic conversations professional development and collaboration to increase student engagement supported by California Language and Learning Innovation (CALLI), district ELD Coordinator, site ELD coordinator, and instructional coaching (6.5 hours of professional development)
- Draft a vertically articulated standards-based scope and sequence for our Blended ELD program
- EL Coordinator and special education teams working to reclassify dually qualifying students (students who are English Learners as well as have disability) using alternative criteria
- Gathered feedback from our English Learner Advisory Committee (ELAC)
 - Ensure social-emotional support for our students
 - Provide bilingual paraprofessional support for newcomer students who speak Spanish
 - Ensure academic support, particularly in reading, for our English Learners
 - Provide strategies to parents on how to support children at home in distance learning and beyond

Truckee Elementary’s total number of English Learners continues to decrease. In fall 2019, we noted that our percentage of ELs had decreased by 14% from the year before. While this chart shows that our number of ELs has decreased over the last five years, the percentage of our student population who are ELs has actually remained steady around 35% since that time (e.g. 174 of 506 students in 2018-2019, 166 of 492 students in 2019-2020, and 156 of 462 students this year).

While we had celebrated a continued decrease of students at-risk of becoming Long Term English Learners (LTEL) for three years in a row, there is now a significant increase of students at risk of becoming LTEL over the last year. In 2018-2019, 25% of our ELs were at-risk of LTEL compared to 12% in 2019-2020 and now 23% (37 of our 156 EL students) in 2020-2021.



District LCAP Goal 1: TTUSD will ensure that all scholars achieve and make continuous progress in order to thrive and to be successful in a globally competitive age and be prepared for college, career and life. (TTUSD Pathways 2020 Goals 1 and 4) HRS Levels 1-3

2019-2020 Site Goal 2:

By spring of 2020, Truckee Elementary students will:

- Increase 5% in overall math proficiency and math claims when monitoring cohorts of students including subgroups as measured by the CAASPP in grades four and five
- Demonstrate at least one year’s growth on local assessments in grades Transitional Kindergarten through fifth (e.g. STAR math, Kinder BOY/ STAR Early Literacy, proficiency scales, Everyday math open response re-engagement and unit tests)

Site Goal 2 was not met because CAASPP was not administered in 2019-2020. Similarly, as a result of distance learning due to COVID-19, end of year local assessments in grades Transitional Kindergarten through fifth (e.g. STAR math, Kinder BOY/ STAR Early Literacy, proficiency scales, Everyday math open response re-engagement and unit tests) were not able to be administered by any valid or reliable means.

2019-2020 Planned Activities/Strategies:

- Academic conversations professional development and collaboration to increase student engagement
- Apply Everyday Math professional development to ensure consistent prioritized activities across all classrooms within and across grade levels (e.g. math boxes, math message and focus lessons, open-response questions, math games) and monitor the use of these through informal walk-throughs
- Develop and implement unit pre-assessments to differentiate instruction in “walk-to-learn” model across grade level classrooms in grades four and five
- Provide professional development and collaborative learning opportunities with Daily 3 math structure to provide small group instruction for re-teaching, intervention type strategies
- Provide professional development and collaborative learning with staff for math intervention type strategies in Tier 1 general education classrooms (e.g. Touch Math, additional math fact fluency, IXL in at least third-grade)
 - Small class sizes at primary grades Kindergarten through second-grade to ensure intensive foundational skills instruction
 - Adjusted schedule to increase chunks of time for math instruction

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Academic conversations professional development and collaboration to increase student engagement
- Apply Everyday Math professional development to ensure consistent prioritized activities across all classrooms within and across grade levels (e.g. math boxes, math message and focus lessons, open-response questions, math games)
- Small class sizes at primary grades Kindergarten through second-grade in 20190202 only to ensure intensive foundational skills instruction
- Adjusted schedule to increase chunks of time for math instruction until we transitioned into distance learning

2020-2021 Implemented Activities/Strategies:

- Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills across all classrooms
- Developed list of focus standards to further refine priority standards in math during distance, hybrid, and partial day in-person

District LCAP Goal 3: TTUSD will provide systems of support for learning and provide safe schools with positive and caring climates in which all scholars have opportunities to achieve at high levels. (TTUSD Pathways 2020 Goals 3, 6, 7 and 8) HRS Level 1

2019-2020 Site Goal 3:

By spring of 2020, Truckee Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 5% and decreasing suspension rates to less than 2%, focusing on students with disabilities.

2019-2020 Results: Site Goal 3 was partially met in part due to Covid-19 and school closures. While we were able to decrease our suspension rate and increase our positive attendance rates, our chronic absenteeism did not decrease to 5%.

2019-2020 Planned Activities/Strategies:

- Continue with full-time assistant principal
- Increase parent education on independent study contracts and targeted focus on parent outreach
- Work to increase our community outreach and communication regarding attendance and discipline procedures at TES
- Increase in restorative practices for all discipline infractions and alternatives to suspension that are developmentally appropriate for elementary school students
- Continue implementation and development of school wide mindfulness practices
- Continue implementation and increased participation of Watch D.O.G.S.
- Development of Safe School Ambassadors (SSA, an evidence-based program that empowers students as leaders to prevent and stop bullying and mistreatment. It is considered a social-emotional learning program)
- Deepen and continue implementation of Student Leadership to provide student voice
- Continue implementation of Caring Connections Activity and deepening of the activity with students

Was the goal met? Partially

2019-2020 Actual Activities/Strategies:

Despite school building closures on March 13, 2020, we were able to implement the following planned activities/strategies:

- Continued with full-time Assistant Principal
- Increased parent education on independent study contracts and targeted focus on parent outreach through Cub News Weekly “attendance tips” as well as an increase in SART (Student Attendance Review Team) meetings with Assistant Principal
- Increased SARB referrals and inclusion of SARB board panels to help engage and support students in healthy attendance habits
- Targeted outreach to Spanish speaking parents regarding attendance with attendance secretary, community liaison, and Assistant Principal
- Increased outreach to all parents through Cub News Weekly tips regarding attendance, contracts, discipline, and health based practices (even pre-Covid).
- Increased restorative practices for discipline infractions and alternative to suspension that were developmentally appropriate for elementary students.
- Increased training in all classrooms on restorative and alternative discipline practices, trauma informed care, and social-emotional
- Creation of Outstanding Attendance awards that are school and class based to increased positive attendance
- Increase parent outreach through ELAC and PTO/SSC; Parent

Academy; parent literacy nights to discuss strategies for working with students absenteeism and social/emotional strategies

- Continue SART Meetings and targeting meetings with assistant principal for students with attendance issues
- Continue consistent outreach on attendance through Cub News Weekly, ELAC meetings, parent phone calls and emails
- Continue calibration of restorative practices and calibration of discipline/attendance procedures through continuous feedback including monthly/weekly meetings with Tier 1/2/3 teams such as Staff Level 1 meetings, Coordinated Care Meetings, and BEST (Building Effective Schools Together, which is a voluntary staff committee dedicated to monitoring and improving our PBIS system)

Analysis of Effectiveness:

practices through a staff wide training March 3rd with Assistant

- According to the data available, we saw a decrease in the percentage of students overall that were suspended from school. We saw a decrease in our number of referrals, as well as our number of discipline infractions by grade level.
- We saw a significant decrease in our suspensions of students with disabilities as well as our non-white students.
- We saw an overall decrease in our number of suspensions and days of suspension
- We saw a continued increase in our positive attendance rates.
- We saw an increase in our Chronic Absenteeism, it should be noted not all interventions were able to take effect due to school closures because of Covid-19 on March 13, 2020.
- Our behavior referrals decreased by nearly half, and while we likely saw a decrease due to school closures because of Covid-19, we also saw a large decrease overall prior to March 13, 2020.
- Overall a decrease in the number of school referrals by grade level, on average by 74%
- We saw significant decreases in our Tier 2 referrals and SST referrals due to increased Tier 1 supports and effective implementation of Tier 1 supports

2020-2021 Site Goal 3:

By spring of 2021, Truckee Elementary School will be a safe and respectful campus supportive of high levels of learning for all students as measured by increasing positive attendance rates, decreasing chronic absenteeism to less than 5% and decreasing suspension rates to less than 2%, focusing on

students with disabilities.

Principal, School Counselor, School Psychologist, and special educators.

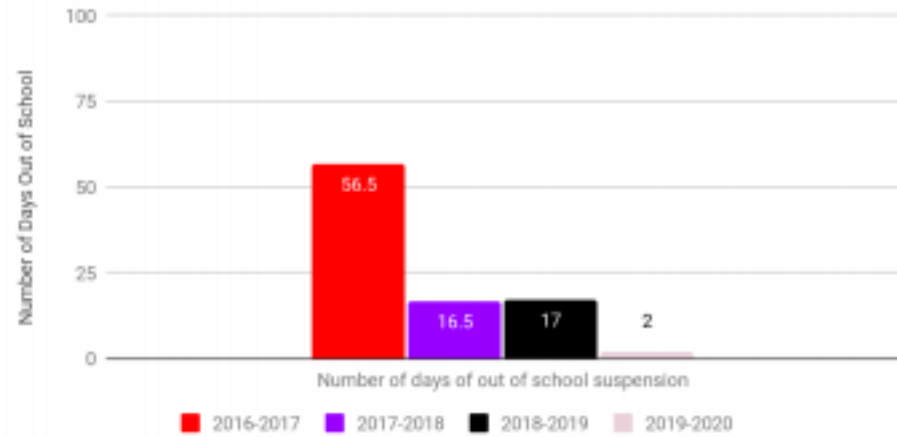
- Continued and increased implementation of school wide mindfulness practices including daily Take Five, which continued throughout the school closure, as well as Mindful March.
- Development of SSA with school counselor
- Deepened and continued implementation of Student Leadership
- Continued implementation of Caring Connections Activity with both staff and students
- Creation of Outstanding Attendance awards
- Continued calibration and collaboration of restorative practices, discipline, attendance, and school safety practices through continuous feedback with teams such as Coordinated Care Team (CCT), and BEST, including weekly meetings with CCT and bi-weekly meetings with BEST and TES Safety Committee. Continued to uphold social/emotional and Tier 1 strategies for Staff Level 1 meetings each month.

2020-2021 Implemented Activities/Strategies:

- Continue with full-time Assistant Principal
- Increase parent education on independent study contracts and targeted focus on parent outreach through Cub News Weekly “attendance tips” as well as an increase in SART (Student Attendance Review Team) meetings with Assistant Principal
- Increase on outreach for parents and students on importance of attendance through Monday Message
- Continue increase of SARB referrals and inclusion of SARB board panels to help engage and support students in healthy attendance habits
- Targeted outreach to Spanish speaking parents regarding attendance with attendance secretary, community liaison, and Assistant Principal
- Increase outreach to all parents through Cub News Weekly tips regarding attendance, contracts, discipline, and health based practices ● Increase restorative practices for discipline infractions and alternative to suspension that were developmentally appropriate for elementary students.
- Re-establish and increase training in all classrooms on restorative and alternative discipline practices, trauma informed care, and social-emotional practices through a staff wide training March 3rd with Assistant Principal, School Counselor, School Psychologist, and special educators.
- Continue and increase implementation of school wide mindfulness practices including daily Take Five, which continued throughout the school closure, as well as Mindful March.
- Develop and continue ways of pulling entire school assemblies together weekly
- Continue and expand the use of DESSA (including using it as a conversation piece with parents)
- Deepen and reestablish implementation of Student Leadership
- Re-establish and continue implementation of Caring Connections Activity with both staff and students
- Continued calibration and collaboration of restorative practices, discipline, attendance, and school safety practices through continuous feedback with teams such as Coordinated Care Team (CCT), and BEST, including weekly meetings with CCT and bi-weekly meetings with BEST and TES Safety Committee. Continued to uphold social/emotional and Tier 1 strategies for Staff Level 1 meetings each month.

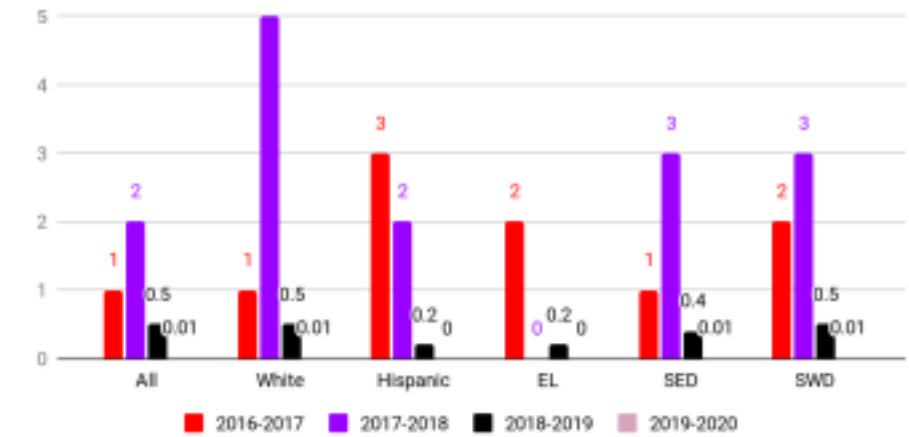
Suspensions by School Year

Three year comparison



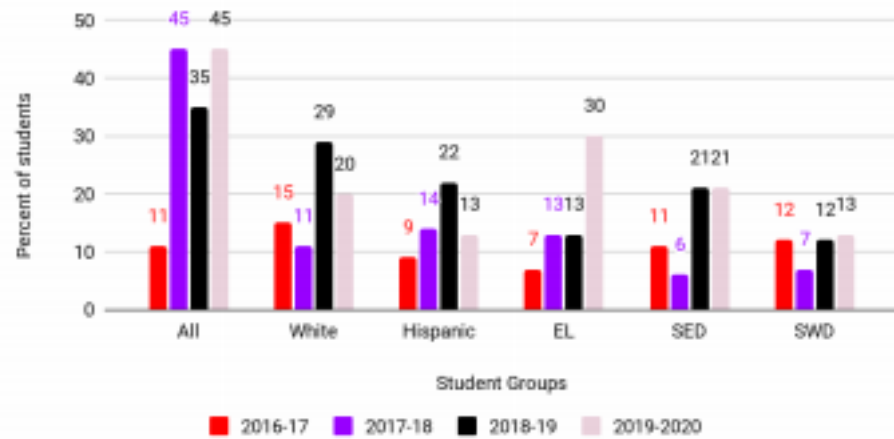
Suspensions

Percentage of students suspended at least once



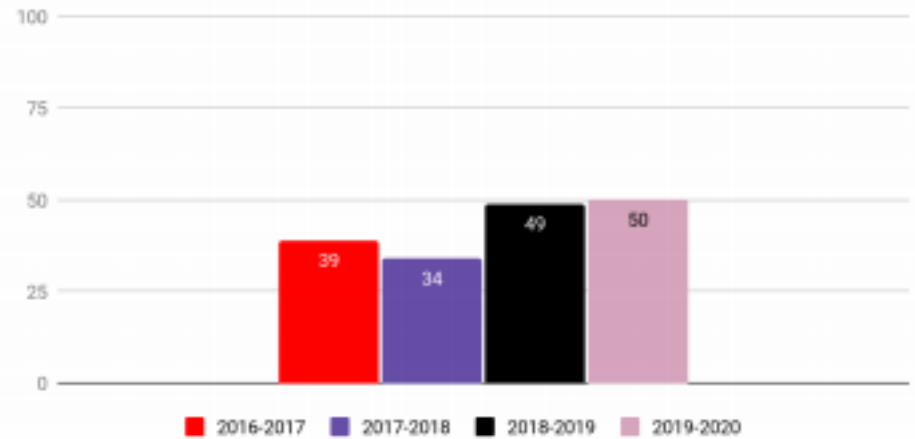
Chronic Absenteeism

Four year comparison



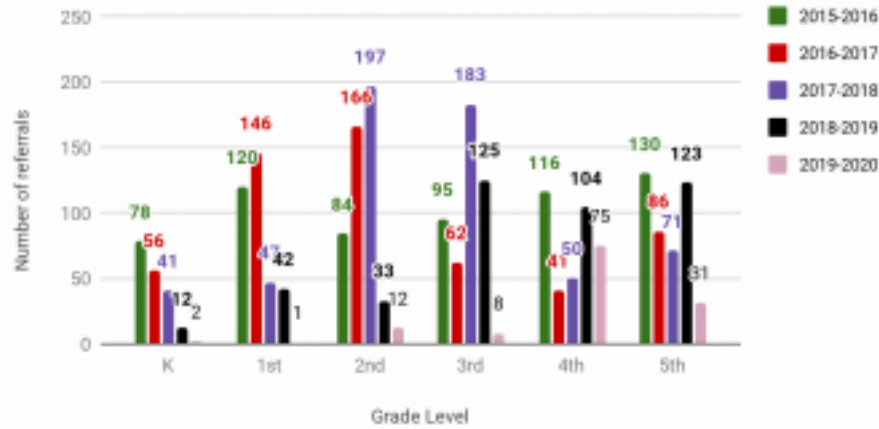
TES Percentage of Students with Positive Attendance

Percentage of students with Positive Attendance

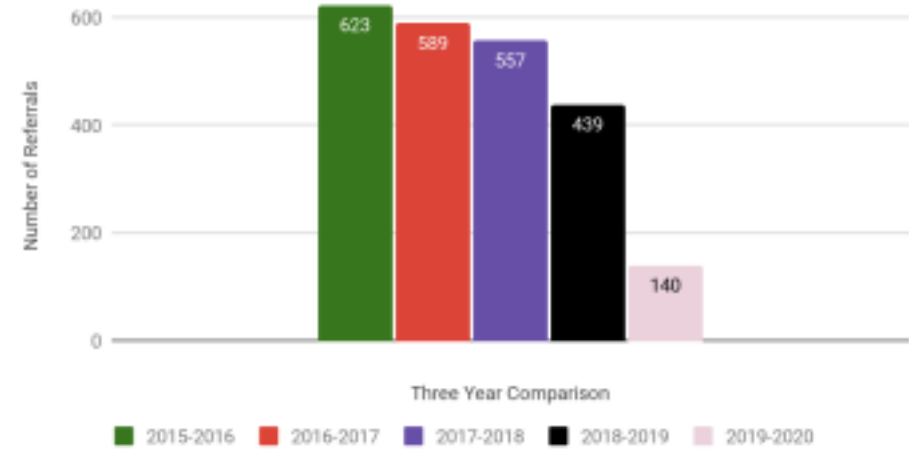


Referrals by Grade Level: Truckee Elementary

Five Year Comparison

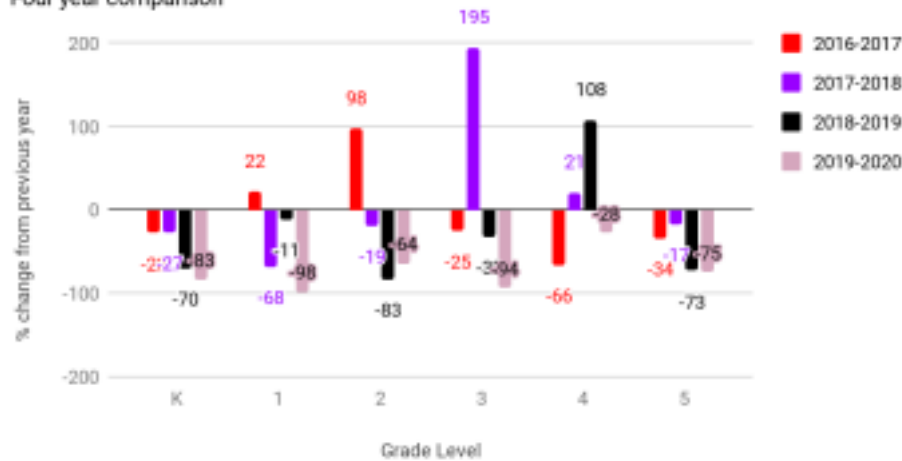


TES Referrals by School Year



% Change in Referrals by Grade Level

Four year comparison



2019-2020 Site Goal 4:

High Reliability School Level 2 (2.3 Predominant instructional practices throughout the school are known and monitored) By spring of 2020,

the Truckee Elementary community will increase effective teaching in every classroom with an emphasis on highly engaging academic conversations as measured by Level 2 High Reliability School evidence (e.g. professional development implementation, Plan Do Study Act (PDSA) cycles of inquiry, Level 2 surveys, “quick data” of implementation).

Site Goal 4 was partially met. Due to pivot to distance learning in March, we did not complete the PDSA cycles of inquiry that would have included quantitative data through surveys and “quick data” such as Conversation Assessment Tools (CAT).

2019-2020 Planned Activities/Strategies:

- School wide professional development around academic conversations to ensure and monitor high levels of student engagement across content areas and classrooms
 - Monthly collaborative teams will engage in Plan Do Study Act cycles of inquiry focused on academic conversations school wide (TK-5 and including special education and enrichment teachers)
- Maximize support of instructional coaches, TTUSD English Learner Programs Coordinator, and site ELD Coordinator for professional development and ongoing support for teams and individual teachers
- Participation in California Language and Learning Innovation (CALLI) professional development at state and district levels

2019-2020 Actual Activities/Strategies:

- School wide professional development around academic conversations to ensure and monitor high levels of student engagement across content areas and classrooms through first week of March
- Monthly collaborative teams will engage in Plan Do Study Act cycles of inquiry focused on academic conversations school wide (TK-5 and including special education and enrichment teachers) through first week of March
- Maximize support of instructional coaches, TTUSD English Learner Programs Coordinator, and site ELD Coordinator for professional development and ongoing support for teams and individual teachers through first week of March
- Participation in California Language and Learning Innovation (CALLI) professional development at state and district level
- Small group of teachers and principal continued to work with CALLI expert, TTUSD English Learner Programs Coordinator, and TTUSD colleagues to implement and analyze use of academic conversations in distance learning

2020-2021 Site Goal 4:

High Reliability School Level 2 (2.3 Predominant instructional practices throughout the school are known and monitored) By spring of 2021, the Truckee Elementary community will increase effective teaching in every classroom with a continued emphasis on highly engaging academic conversations virtually and in-person and an emphasis on identifying our “spotlight strategies” for effective reading instruction based on the science of reading.

2020-2021 Implemented Activities/Strategies:

- Continued professional development, collaboration, and analysis of academic conversations to enhance speaking and listening skills

across all classrooms: December 16, January 20, and May 10

- Language Essentials for Teachers of Reading and Spelling (LETRS) pilot group and all certificated staff professional development monthly
- LETRS pilot group functioning as literacy steering committee to align local assessments and phonemic awareness instructional strategies with the science of reading
- Professional development included application and analysis of phonics, phonemic awareness, and word surveys (identified by LETRS pilot group) with an emphasis on practicing with students from our socio-economically disadvantaged list
- Identified General Phonics Lesson Plan as “spotlight strategy” for primary grades and students in upper grades who still require phonics and phonemic awareness instruction
- Created a scope and sequence of adopted Wonders materials and supplemental materials to identify where, when, and how to use these materials in General Phonics Lesson Plans
- Extended the LETRS pilot and applied LETRS assessments and instruction in Extended Day Reading Acceleration program in

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Members Role
School Site Council representative
ELAC representative
Assistant Principal
Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Appendix A: Safe Schools Plan Components

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 systematic planning process.

Operating on a traditional calendar schedule, Truckee Elementary served approximately 492 transitional kindergarten through fifth grade students during the 2019-2020 school year until school closure due to Covid-19 on March 13, 2020. Our school also housed a State Preschool program which served about 50 students. According to the California Department of Education data, the 2019-2020 student population consisted of 59% Hispanic or Latino; 36% White; 35% English Learners, and 63% Socioeconomically Disadvantaged. Based on most current in DataQuest data that was available on the California Department of Education website, our school had a .1% suspension rate (2019-2020) and 9.84% school truancy rate* (2019-2020) and a 7.2% Chronic Absenteeism rate.

*This report provides a count of students who were reported as being truant at least one time during the academic year. Per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant."

Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school has developed educational programs designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

Students at Truckee Elementary 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. The school has established the following reasonable expectations, which are enforced consistently: **Be Safe, Be Responsible, and Be Respectful.**

The safety of students and staff is a primary concern of Truckee Elementary. 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.

The School Site Safety Plan was most recently revised in August 2020 by the Safety Lead and administration. 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 dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine and emergency drills
- Safe ingress and egress of pupils, parents, and school employees
- Covid-19 Safety Mitigation

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 on a monthly basis throughout the school year. In addition, Truckee Elementary participates in monthly ALICE drills including enhanced lockdowns, evacuations to off site rally points and counter activities to prepare for an armed intruder event.

Truckee Elementary School continually strives to be a respected place of learning where all individuals feel safe, cared for, and connected. Overall Goals and Objectives are listed in Goals 3 of the 2020-2021 School Plan.

Appendix B: 2020-2021

2020/2021 Truckee Elementary Site Budget

ations are tentative and are subject to change as more information become available

Site Funds						District Funds							
Intervention - ALS	Intervention - Additional	Site Op	District EL	Lottery	Title 1	LPSBG	LLM	GF	Intervention/ALS	District EL	Title 1		LLM
RE 0140	RE 0000/GL 1456	RE 0395	RE 0791	RE 1100	RE 3010	RE 7510	RE 3220	RE 0000	RE 0140/LO2 9XX	RE 0791	RE 3010	RE 0999	
		\$50/pp	EL: \$438/pp RFEP: \$66/pp	\$20/pp	\$295/pp + \$50/pp	\$50/pp	\$50/pp						
	\$7,000	\$24,300	\$77,017	\$9,720	\$102,465	\$6,585	\$23,100	\$76,009	\$67,672	\$15,114	\$16,800	\$12,844	\$7,88
					\$47,223								
					\$55,242								