

Truckee Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

| | |
|--|---|
| School Name | Truckee Elementary |
| Street | 11911 Donner Pass Rd |
| City, State, Zip | Truckee, CA 96161 |
| Phone Number | 530-582-2650 |
| Principal | Sara Colborn |
| Email Address | scolborn@ttusd.org |
| School Website | https://www.ttusd.org/truckeeelementary |
| County-District-School (CDS) Code | 6031322 |

2022-23 District Contact Information

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

2022-23 School Overview

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 Vision Statement

Within our caring, diverse, and inclusive preschool through the fifth-grade learning environment, Truckee Elementary School's mission is to empower and inspire students to reach their full potential through engaging and challenging instruction and learning that emphasizes literacy across all content areas, embraces the diversity of our neighborhood, and values what makes each child unique. In collaboration with our Truckee community, our students will become safe, responsible, and respectful citizens.

School Description

At Truckee Elementary, all students will experience a balanced education addressing the needs of the whole child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic program. A challenging academic focus will provide the foundation for the acquisition and mastery of the basic skills, in areas of reading, writing, speaking and listening, mathematics, science, and humanities. With this foundation, children will acquire the tools to be successful in all subject areas. We expect all students to be responsible learners, to self-evaluate, to accept challenges, and to

2022-23 School Overview

be solution seekers. In preparing for the future, students will have the skills to access information and utilize available resources for further learning. Learning will take place in a positive, safe, and cooperative environment that values individual differences and fosters a feeling of community. We are committed to providing quality education to all students, and we are proud to be a community hub.

Climate for Learning

At Truckee Elementary School we value student's voices. Opportunities for input are provided through class meetings, restorative circles, student leadership groups, surveys, and the development of healthy living practices.

Students at Truckee Elementary School are guided by specific rules and classroom expectations that promote respect, responsibility, and safety. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that positive behavior interventions are a solid foundation on which to build an effective school. Students and teachers worked together to determine TE's core values of respect, responsibility, safety, and fun, which serve as the foundation for the school's educational and social culture. School rules are shared with students and parents in the student handbook and are reinforced throughout the year at school-wide meetings, on the school website, in school publications, and through parent-teacher conferences.

School Leadership

School Leadership at Truckee Elementary is a responsibility shared among site administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include Student Study Team, Leadership Team, Safety Committee, English Learner Advisory Committee (ELAC), School Site Council, Parent Teacher Organization, surveys, and social media.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 96 |
| Grade 1 | 68 |
| Grade 2 | 62 |
| Grade 3 | 72 |
| Grade 4 | 71 |
| Grade 5 | 68 |
| Total Enrollment | 437 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.1 |
| Male | 52.9 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.2 |
| Black or African American | 0.2 |
| Filipino | 0.0 |
| Hispanic or Latino | 55.6 |
| Native Hawaiian or Pacific Islander | 0.0 |
| Two or More Races | 4.8 |
| White | 37.3 |
| English Learners | 36.4 |
| Foster Youth | 0.2 |
| Homeless | 0.5 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 50.3 |
| Students with Disabilities | 14.4 |

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) | 21.60 | 89.63 | 206.60 | 87.36 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.30 | 0.16 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 8.00 | 3.40 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 3.80 | 1.62 | 12115.80 | 4.41 |
| Unknown | 2.50 | 10.37 | 17.60 | 7.45 | 18854.30 | 6.86 |
| Total Teaching Positions | 24.10 | 100.00 | 236.50 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | |
| Misassignments | 0.00 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 | |
| Local Assignment Options | 0.00 | |
| Total Out-of-Field Teachers | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 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) | 0.00 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | Fall 2022 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |

| | | | |
|---|---|-----|-----|
| Reading/Language Arts | McGraw Hill Wonders TK-5 ©2017 | Yes | 0 |
| Mathematics | McGraw-Hill, Everyday Mathematics © 2015 | Yes | 0 |
| Science | Delta Education Foss K-5 © 2005 | Yes | 0 |
| History-Social Science | Scott Foresman, History-Social Studies © 2006 | Yes | 0 |
| Foreign Language | McGraw Hill | | |
| Health | Second Step | Yes | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | N/A | | N/A |

School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | | | | 7/7/2021 |
|--|------------------|------------------|------------------|---|
| 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 | | | P 6: 4. WALLPAPER IS TORN P 7: 4. FLOOR TILES HAVE HOLES |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | P 2: 7. OUTLET COVER IS MISSING ON EXTERIOR SIDING P 5: 7. OUTLET COVER IS MISSING ON SOUTH WALL |
| 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 | | | |

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 48 | N/A | 60 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 46 | N/A | 50 | N/A | 33 |

2021-22 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 | 213 | 208 | 97.65 | 2.35 | 48.08 |
| Female | 96 | 92 | 95.83 | 4.17 | 51.09 |
| Male | 117 | 116 | 99.15 | 0.85 | 45.69 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 115 | 111 | 96.52 | 3.48 | 29.73 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 89 | 88 | 98.88 | 1.12 | 67.05 |
| English Learners | 62 | 58 | 93.55 | 6.45 | 15.52 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 110 | 108 | 98.18 | 1.82 | 37.04 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 36 | 35 | 97.22 | 2.78 | 31.43 |

2021-22 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 | 213 | 212 | 99.53 | 0.47 | 45.75 |
| Female | 96 | 95 | 98.96 | 1.04 | 45.26 |
| Male | 117 | 117 | 100.00 | 0.00 | 46.15 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Black or African American | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 115 | 114 | 99.13 | 0.87 | 25.44 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 89 | 89 | 100.00 | 0.00 | 69.66 |
| English Learners | 62 | 61 | 98.39 | 1.61 | 18.03 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 110 | 109 | 99.09 | 0.91 | 32.11 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 36 | 35 | 97.22 | 2.78 | 20.00 |

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 19.4 | 34.85 | 37.96 | 40.1 | 28.5 | 29.47 |

2021-22 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 | 67 | 66 | 98.51 | 1.49 | 34.85 |
| Female | 32 | 31 | 96.88 | 3.12 | 38.71 |
| Male | 35 | 35 | 100 | 0 | 31.43 |
| 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 | 31 | 31 | 100 | 0 | 9.68 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 33 | 32 | 96.97 | 3.03 | 56.25 |
| English Learners | 13 | 13 | 100 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 31 | 31 | 100 | 0 | 19.35 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 98.5 | 98.5 | 98.5 | 98.5 | 98.5 |

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.

2022-23 Opportunities for Parental Involvement

Parent and community involvement helps our school thrive. School Site Council, English Learner Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) provide many opportunities for parent participation. The PTO volunteers put on fundraising events to provide additional resources for our students, including enrichment and athletics. Parents are always welcome and encouraged to volunteer at the school and in the classroom and on field trips. We follow our district and state guidelines for volunteer clearance to ensure maximum safety of our students and staff. All volunteers and visitors go through our Raptor security screening prior to advancing to classrooms to, again, ensure our campus safety. Volunteer opportunities are many; some examples include Harvest of the Month's healthy food lessons, Watch D.O.G.S. (Dads of Great Students), weekly help in the classroom, supporting field study trips, and participating in special events. Our families are diverse, and we welcome all parent involvement that reflects this diversity. Our English Learner Advisory Council (ELAC) provides another opportunity for parent involvement and also serves to empower and build capacity of our families of our English Learners. We also have a School Site Council (SSC) whose role is to review student achievement data and decide upon the use of the school budget as it relates to the school's efforts to improve and enhance the instructional program for all students.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 475 | 463 | 38 | 8.2 |
| Female | 229 | 220 | 18 | 8.2 |
| Male | 246 | 243 | 20 | 8.2 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 1 | 1 | 0 | 0.0 |
| Black or African American | 1 | 1 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 261 | 256 | 30 | 11.7 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 21 | 21 | 3 | 14.3 |
| White | 181 | 175 | 4 | 2.3 |
| English Learners | 189 | 185 | 25 | 13.5 |
| Foster Youth | 1 | 1 | 1 | 100.0 |
| Homeless | 6 | 4 | 1 | 25.0 |
| Socioeconomically Disadvantaged | 258 | 249 | 30 | 12.0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 82 | 80 | 6 | 7.5 |

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.41 | 2.18 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.41 | 0.42 | 0.18 | 2.83 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.42 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.81 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.10 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.44 | 0.00 |

2022-23 School Safety Plan

Tahoe Truckee Unified School District
Truckee Elementary School
Safe School Plan

Senate Bill 187 ensures that all California public schools, grades K – 12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD's systematic planning process which involves Truckee Elementary School's Site Safety Committee, the site's Site Safety Lead, the TTUSD District Safety Committee, participation in the Youth Task Force, and other established community collaborations and partnerships.

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 4,000 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.

About Truckee Elementary School

Operating on a traditional calendar schedule, Truckee Elementary served approximately 460 students in grades transitional kindergarten through fifth-grade during the 2021-2022 school year. Our school also housed a State Preschool program which served about 50 students. According to the California Department of Education data, the 2022 student population consisted of 56% Hispanic or Latino, 37% White, .23% American Indian, .23% African American, .23% Asian; 46% English Learners, and 56% Socioeconomically Disadvantaged. We are proudly a diverse Title 1 school that houses a variety of district special education classrooms and embraces a full inclusion model of our students with special needs. This inclusive environment supports all of our students to be accepting, kind, and empathetic.

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 positive behavior philosophy promotes a safe school, a warm, friendly culture and demonstrates that high expectations and restorative practices ensure a solid foundation on which to build an effective school. The school has established the following reasonable expectations as part of our Positive Behavior Intervention System (PBIS): Be Safe, Be Responsible, and Be Respectful.

The safety of students and staff is a top priority at Truckee Elementary. All visitors to the campus must sign in at the office, be cleared through our Raptor security background check, 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. We maximize supervision time to uphold our school expectations to be safe, responsible, and respectful and incorporate restorative practices and mindfulness during these times to support social-emotional growth of our students.

The School Site Safety Plan was most recently revised in Spring 2022 by site administration; revisions were made based on review and input by site leadership, School Site Council, ELAC, local emergency organizations, California School Employees Association representatives, and Tahoe Truckee Education Association representatives. 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:

- (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
 - (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
 - (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
 - (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
 - (E) Sexual Harassment Policies (EC 212.6 [b])
 - (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
 - (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
 - (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
 - (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
 - (K) Hate Crime Reporting Procedures and Policies
 - (J) Procedures to Prepare for Active Shooters
- Procedures for Preventing Acts of Bullying and Cyber-bullying

2022-23 School Safety Plan

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, and/ or Duck/Cover/Hold 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 community hub and respected place of learning where all individuals feel safe, cared for, and connected.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 4 | 1 | |
| 1 | 17 | 4 | | |
| 2 | 18 | 4 | | |
| 3 | 24 | | 3 | |
| 4 | 24 | | 3 | |
| 5 | 22 | | 4 | |
| 6 | | | | |
| Other | 7 | 2 | | |

2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 2 | 2 | 1 |
| 1 | 16 | 4 | | |
| 2 | 22 | | 3 | |
| 3 | 19 | 3 | | |
| 4 | 24 | | 3 | |
| 5 | 20 | 4 | | |
| 6 | | | | |
| Other | 14 | 1 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 4 | | 1 |
| 1 | 22 | 1 | 2 | 1 |
| 2 | 20 | 2 | 1 | |
| 3 | 24 | | 3 | |
| 4 | 23 | | 3 | |
| 5 | 22 | | 3 | |
| 6 | | | | |
| Other | 14 | 2 | | |

2021-22 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 | 437 |

2021-22 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) | 1.0 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.6 |
| Resource Specialist (non-teaching) | |
| Other | 8.7 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$18,833 | \$6,423 | \$12,410 | \$81,242 |
| District | N/A | N/A | \$12,157 | \$86,793 |
| Percent Difference - School Site and District | N/A | N/A | 2.1 | -6.6 |
| State | N/A | N/A | \$6,594 | \$79,175 |
| Percent Difference - School Site and State | N/A | N/A | 61.2 | 2.6 |

2021-22 Types of Services Funded

In addition to general state funding, Tahoe Truckee Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Technology
- Title III, English as a Second Language
- Title IV, Student Support

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$55,856 | \$48,503 |
| Mid-Range Teacher Salary | \$80,425 | \$74,912 |
| Highest Teacher Salary | \$114,475 | \$100,321 |
| Average Principal Salary (Elementary) | \$140,941 | \$122,160 |
| Average Principal Salary (Middle) | \$148,041 | \$127,632 |
| Average Principal Salary (High) | \$157,677 | \$137,578 |
| Superintendent Salary | \$223,194 | \$198,665 |
| Percent of Budget for Teacher Salaries | 33% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 6% |

Professional Development

Truckee Elementary staff prioritizes collaboration and professional development for ongoing and lifelong learning that benefits our students directly. Our professional development and collaboration calendar is developed by our site's Instructional Leadership Team, and our site based professional development is identified and planned based on analysis of student progress and areas of need, aligns with the most up to date research, and is prioritized with input from our expert staff. Professional development and collaboration are built into our work calendar so that we can have whole staff time together four times a month, and our school schedule is developed so that teams can have common planning time during the day to ensure high levels of collaboration and communication among staff to ensure maximum teamwork for our students' success.

In 2022, our site based professional development prioritized the following:

- Monthly and ongoing shared learning on the science of reading and the application of that research across all grade levels and classrooms
- Monthly structured Professional Learning Community (PLC) collaboration to complete Plan Do Study Act cycles of inquiry to ensure evidence driven instruction and improve instruction to maximize student success for English Language Arts and English Language Development

Monthly structured Professional Learning Community (PLC) collaboration to complete Plan Do Study Act cycles of inquiry to ensure evidence driven instruction and improve instruction to maximize student success for mathematics

- Monthly "Level 1" Safe, Supportive, and Collaborative Culture professional development and shared learning including trauma-informed care, monitoring and responding to students' social-emotional well-being (i.e. Caring Connections, DESSA assessment, and restorative practices)
- Collaboratively identifying our predominant Spotlight Strategies in reading (i.e. phonological awareness, phonics, vocabulary, comprehension), writing, speaking/ listening, and math) to align our best practices for instruction across grade levels and classrooms

Tahoe Truckee Unified School District better ensures top-notch teaching and learning via high-quality professional development (PD.) A variety of options are available and range from formal-type workshops or seminars and informal types such as discussions among colleagues, independent study of coursework, and peer observations as examples. When determining the topics and focus of professional development sessions, we assess the needs of our students and teachers and review current research to ensure we remain at the forefront of academic knowledge and strategies. We are committed to providing engaging, focused, and relevant professional development for all the educators in the Tahoe Truckee Unified School District so that each student who graduates from TTUSD is college, career, and life ready.

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

Professional Development

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|----------------|----------------|----------------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 10 | 5 | 5 |