Donner Trail Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Donner Trail Elementary School
Street	52755 Donner Pass Road
City, State, Zip	Kingvale, CA 96161
Phone Number	530-582-2720
Principal	Amy King
Email Address	aking@ttusd.org
School Website	https://dt.ttusd.org
Grade Span	K-5
County-District-School (CDS) Code	31 66944 6031298

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

District Vision
All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Community
Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 3800 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

School Description
Donner Trail is located near the top of the Donner Summit nestled next to the Yuba River. The area provides a rich natural environment for students to explore and learn. Donner Trail serves as both a community school to the local community as well as a multi-age magnet school for the Tahoe Truckee School Unified District. As best described by Donner Trail parents, the loving support staff and supportive teachers create a community where students are treated with respect and are taught how to be responsible, respectful to others, and how to be leaders. The Donner Trail way is to learn and assist others. It breaks down the walls of age, bullying, and separation. Students learn who they are and who they want to become. Donner Trail is a three-room school house that 62-75 students occupy for 180 days of the year. The "Bear Lair" houses grades K-1, "The Hive" houses grades 2-3 students, and the "Yuba Colony" houses grades 4-5. Along with an intensive focus on core subject areas, students also participate in many activities such as PE, music, and art. Because of the multi-age classrooms, students learning goals and expectations are differentiated to accommodate their learning styles and developmental levels so that all students are successful learners.

2025-26 School Description and Mission Statement

School Mission and Vision Statement
All Donner Trail students will be provided with an environment in which there are high expectations for academic, civic, environmental, and social responsibilities. Students will grow in a safe, caring, risk-taking environment that nurtures our students to become independent lifelong learners. This goal will be accomplished through reflection, collaboration, innovation, and communication among a small community of students, staff, and families that come together in a shared culture. Our guiding value is that every child can and will learn through hard work, rigor, and perseverance.

Our Core Beliefs and Practices:
Addressing the needs of the "whole child" is the focus of all decisions.
Students feel confident, appreciated, valued, and connected.
Foster character development through accountability, tolerance, acceptance, inclusivity, leadership, and perseverance.
A multi-age model maximizes collaboration, flexible grouping, leadership, learning from each other, and community.
Strategic instruction addresses diverse learning styles and a broad range of abilities to ensure multiple opportunities for accessibility and mastery.
Project-based learning embraces real-world application through our local environment, stewardship, cross-curricular connections, and scientific inquiry.
Literacy is a powerful path to developing 21st-century critical thinkers. Donner Trail is committed to balanced literacy that includes embedded technology, speaking and listening opportunities, and research across content areas.
We reinvent ourselves and our practices by learning from mistakes. We are an innovative, ever-changing community of explorers constantly seeking new habits of mind.
Schools, families, and the community are partners in helping students develop a sense of ownership for their learning.
All teachers and staff members at Donner Trail believe that each student is "our" student.

School Leadership
School Leadership at Donner Trail is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: Student Study Team, Tech LITE, Leadership Team, Safety Committee, and School Site Council.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	9
Grade 1	6
Grade 2	5
Grade 3	13
Grade 4	7
Grade 5	15
Total Enrollment	55

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.4
Male	63.6
Hispanic or Latino	3.6
Two or More Races	1.8
White	94.5
Socioeconomically Disadvantaged	1.8
Students with Disabilities	12.7

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.

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)	5	100	211.1	90.65	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.3	0.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	8.1	3.48	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	2.26	11953.1	4.28
Unknown/Incomplete/NA	0	0	8	3.45	15831.9	5.67
Total Teaching Positions	5	100	232.8	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.9	66.33	184.8	89.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.9	3.36	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4	1.96	11746.9	4.23
Unknown/Incomplete/NA	1	33.33	9.7	4.74	14303.8	5.15
Total Teaching Positions	3	100	205.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	3.9	100	183.5	83.08	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.6	0.75	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	11.9	5.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.2	5.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.4	5.65	13705.8	4.91
Total Teaching Positions	3.9	100	220.9	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	Fall 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders K-5 ©2017	0
Mathematics	McGraw-Hill, Everyday Mathematics © 2015	0
Science	Delta Education Foss K-5 © 2005	0
History-Social Science	Scott Foresman, History-Social Studies © 2006	0
Foreign Language	McGraw Hill	
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

Gas systems and pipes appear safe, functional, and free of leaks.
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed.
Overall Interior surfaces appear to be clean, safe, and functional.
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Electrical systems, components, and equipment appear to be working properly.
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance.
The fire equipment and emergency systems appear to be functioning properly.
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Minor exceptions are listed below.
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Minor exceptions are listed below.
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Minor exceptions are listed below.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	6/28/25

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			Rm 104: Water damage to ceiling at stage area Kitchen: Water stain ceiling tiles in hallway
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			*Maintenance and Custodial will fix as necessary, items removed
Electrical	X			Rm 103: Light diffuser is missing
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Office 01: Paint is peeling on roof support beam, stairway railing, and siding
Structural: Structural Damage, Roofs	X			Office 01: Dry rot on exterior siding of building
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rm 104: Room number sign is missing

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	83	83	60	61	47	48
Mathematics (grades 3-8 and 11)	89	92	50	52	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	36	100.00	0.00	83.33
Female	13	13	100.00	0.00	84.62
Male	23	23	100.00	0.00	82.61
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	35	35	100.00	0.00	85.71
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	36	36	100.00	0.00	91.67
Female	13	13	100.00	0.00	100.00
Male	23	23	100.00	0.00	86.96
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	35	35	100.00	0.00	91.43
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	60	80	43.37	43.33	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00	0.00	80.00
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	14	100.00	0.00	85.71
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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.

2025-26 Opportunities for Parental Involvement

Parent and community involvement helps our school thrive. The Parent Teacher Organization (PTO) provides many opportunities for parent participation and feedback. The PTO facilitates a number of fundraising events to provide additional resources for our students, including enrichment, and fun activities. Another opportunity for parent involvement is the School Site Council, which meets to review the School Accountability Report Card (SARC), School Plan for Student Achievement (SPSA), the Comprehensive School Safety Plan (CSSP), and other program needs at Donner Trail. Both organizations give vital community feedback and suggestions for improved programming.

There also are opportunities for parents to volunteer at the school and be involved in their child's education. For example, they are participating as a volunteer for Yuba River Day or The Nelson Nordic Challenge, helping with the STEAM assembly, chaperoning a field trip, or working in the classroom. Donner Trail and TTUSD greatly value our numerous parent volunteers. We remind parents that parent involvement doesn't have to be at the school—talking with your children about what they are learning and any challenges they face, providing encouragement and affirmation is equally important.

Donner Trail Elementary, along with its School Site Council and PTO, provide a flexible number of meetings throughout the year to encourage parent involvement and conduct activities that encourage and support parents more fully in participating in their child's education.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate				2.6	4.9	0.9	8.2	8.9	8
Graduation Rate				94.7	89.7	95.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	57	57	5	8.8
Female	21	21	2	9.5
Male	36	36	3	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	54	54	5	9.3
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	3.23	0	2.67	1.68	2.13	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	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	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

?Senate Bill 187 ensures that all California public schools, grades K-12, work in cooperation with local law enforcement, community leaders, parents, pupils, teachers, administrators, and other persons in the prevention of campus crime and violence, and in developing comprehensive school safety plans that target the safety concerns identified through TTUSD's 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 4300 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.

?The safety of students and staff is a top priority at Donner Trail 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 is annually reviewed by March 1 by site administration; revisions are 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'
Cardiac Emergency Response
Instructional Continuity Plan (ICP)
SAFE Act Notification Procedures Plan
Procedures Regarding Pupil Smartphone Use During Emergencies

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.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2	0	0
1	10	2	0	0
2	8	2	0	0
3	10	2	0	0
4	16	1	0	0
5	8	1	0	0
6	0	0	0	0
Other	16	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	2	0	0
1	5	2	0	0
2	13	2	0	0
3	8	2	0	0
4	11	2	0	0
5	14	2	0	0
6	0	0	0	0
Other	19	1	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	9	2		
1	6	2		
2	5	2		
3	13	2		
4	7	2		
5	15	2		
Other	18	2	1	

2024-25 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	570

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$32,803.00	$8,860.00	$23,943.00	$100,184.00
District	N/A	N/A		$105,170
Percent Difference - School Site and District	N/A	N/A	-128.7	0.7
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	75.9	13.3

Fiscal Year 2024-25 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$64,323	$57,978
Mid-Range Teacher Salary	$96,322	$89,612
Highest Teacher Salary	$133,969	$117,194
Average Principal Salary (Elementary)	$166,953	$143,632
Average Principal Salary (Middle)	$176,843	$149,447
Average Principal Salary (High)	$186,013	$162,334
Superintendent Salary	$245,348	$234,076
Percent of Budget for Teacher Salaries	30.07%	27.81%
Percent of Budget for Administrative Salaries	5.83%	5.47%

Professional Development

Educational research supports that the most critical factor contributing to a student's success in school is the quality of the teaching. Tahoe Truckee Unified School District better ensures high level teaching and learning via research-based

Professional Development

professional development (PD.) A variety of options are available and range from formal-type workshops/seminars and informal types such as collaboration among colleagues, independent reading, observing a colleague's lesson.

The frequency of PD varies with the structure and purpose. In addition to regular school-based Professional Development on minimum days, the last 2 years have included 3 days per year of math curriculum and ELD training for math teachers at elementary and secondary levels, and ELD PD for "specials" teachers (PE, Music, Intervention, Language, etc.)

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	4