# Truckee 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** | Truckee Elementary School |
| **Street** | 11911 Donner Pass Rd |
| **City, State, Zip** | Truckee, CA 96161 |
| **Phone Number** | 530-582-2650 |
| **Principal** | Ryan Galles |
| **Email Address** | rgalles@ttusd.org |
| **School Website** | https://www.ttusd.org/truckeeelementary |
| **Grade Span** | P-5 |
| **County-District-School (CDS) Code** | 6031322 |

## 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 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.

School Mission/Vision Statement
TES Mission: By embracing our diverse community, all Truckee Elementary students will be inspired to reach their fullest potential

Vision- What must our school become to achieve its fundamental purpose (compelling future)?
Our students will be lifelong learners and persevere through difficulty.
We provide high level, targeted explicit instruction.
Our students will be engaged, empowered and inspired in their education.
Our diverse school community values our global community and partnerships with families.
We value the uniqueness of each of our students.
We believe in the power of connection and building relationships (between staff and students and among students) in order to have an impact on our students' lives.

## 2025-26 School Description and Mission Statement

Through our social emotional work on campus our students will be empathetic, respectful and responsible humans.
We collaborate interdependently to ensure student success.

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 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

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 134 |
| **Grade 1** | 90 |
| **Grade 2** | 69 |
| **Grade 3** | 73 |
| **Grade 4** | 78 |
| **Grade 5** | 71 |
| **Total Enrollment** | 515 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 48.5 |
| **Male** | 51.3 |
| **Non-Binary** | 0.2 |
| **Asian** | 0.6 |
| **Black or African American** | 0.4 |
| **Hispanic or Latino** | 52.6 |
| **Two or More Races** | 3.9 |
| **White** | 41.6 |
| **English Learners** | 25.4 |
| **Homeless** | 5.8 |
| **Socioeconomically Disadvantaged** | 51.7 |
| **Students with Disabilities** | 16.3 |

## 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)** | 22.6 | 90.04 | 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)** | 1 | 3.98 | 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** | 1.5 | 5.98 | 8 | 3.45 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 25.1 | 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)** | 18.6 | 86.11 | 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)** | 2 | 9.26 | 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 | 4.63 | 9.7 | 4.74 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 21.6 | 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)** | 22.1 | 91.7 | 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)** | 2 | 8.3 | 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** | 24.1 | 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** | 1.00 | 2 | 2 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 1.00 | 2 | 2 |

## 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) | 4.3 | 8.6 | 7.6 |
| **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 2022 |

| 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 TK-5 ©2017 | 0 |
| **Mathematics** | Great Minds, Eureka Math2 @2021 | 0 |
| **Science** | Delta Education Foss K-5 © 2005 | 0 |
| **History-Social Science** | Scott Foresman, History-Social Studies © 2006 | 0 |
| **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. Exceptions are listed below.
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly.
Electrical systems, components, and equipment appear to be working properly. Exceptions have been listed below.
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance. Minor exceptions are listed below.
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.
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.

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

| System Inspected | Rate | Rate | Rate | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|

## School Facility Conditions and Planned Improvements

| | Good | Fair | Poor | |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | | X | | Admin Area: Water stain ceiling tiles in principals office<br>Rm 12: Wallpaper torn in hallway<br>Rm 10: Wallpaper torn in hallway<br>Rm 9: Water stain ceiling tiles at entry<br>Rm 19: Water stain ceiling tiles<br>IRm 42: Water stain ceiling tiles in hallway<br>Rm 44: Water stain ceiling tiles in hallway<br>Rm 45: Water stain ceiling tiles<br>Rm 47: Water stain ceiling tiles<br>Rm 38: Water stain ceiling tiles<br>Rm 40: Water stain ceiling tiles<br>P8: Water stain ceiling tiles<br>P7: Water stain ceiling tiles, floor tile is broken<br>P6: Water stain ceiling tiles/wallpaper is torn<br>P5: Floor tiles are cracked<br>P3/4: Water stain ceiling tiles<br>P2: Water stain ceiling tiles<br>P1: Water stain ceiling tiles |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | Rm 45: Unsecured items stored too high<br>Rm 41: Unsecured items stored too high |
| **Electrical** | X | | | Rm 14: Conduit end cap missing<br>Rm 13: Electrical cover is missing on conduit<br>Rm 9: Outlet cover is broken<br>P5: Outlet cover is missing |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | P7: Drinking fountain is loose at base |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | P5: Paint is chipped on door<br>P1: Paint is chipping on door |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Playgrounds: Deep cracks in asphalt |

## 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) | 49 | 42 | 60 | 61 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 40 | 41 | 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** | 228 | 219 | 96.05 | 3.95 | 42.47 |
| **Female** | 101 | 98 | 97.03 | 2.97 | 43.88 |
| **Male** | 126 | 120 | 95.24 | 4.76 | 40.83 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 141 | 133 | 94.33 | 5.67 | 23.31 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 11 | 10 | 90.91 | 9.09 | -- |
| **White** | 73 | 73 | 100.00 | 0.00 | 72.60 |
| **English Learners** | 74 | 68 | 91.89 | 8.11 | 1.47 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 14 | 12 | 85.71 | 14.29 | 8.33 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 138 | 130 | 94.20 | 5.80 | 29.23 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 53 | 53 | 100.00 | 0.00 | 11.32 |

## 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** | 228 | 224 | 98.25 | 1.75 | 40.63 |
| **Female** | 101 | 99 | 98.02 | 1.98 | 40.40 |
| **Male** | 126 | 124 | 98.41 | 1.59 | 40.32 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 141 | 138 | 97.87 | 2.13 | 20.29 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 11 | 10 | 90.91 | 9.09 | -- |
| **White** | 73 | 73 | 100.00 | 0.00 | 75.34 |
| **English Learners** | 74 | 74 | 100.00 | 0.00 | 4.05 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 14 | 14 | 100.00 | 0.00 | 14.29 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 138 | 135 | 97.83 | 2.17 | 25.93 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 53 | 52 | 98.11 | 1.89 | 17.31 |

## 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) | 32.91 | 33.82 | 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** | 70 | 69 | 98.57 | 1.43 | 33.33 |
| **Female** | 29 | 29 | 100.00 | 0.00 | 31.03 |
| **Male** | 41 | 40 | 97.56 | 2.44 | 35.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 47 | 46 | 97.87 | 2.13 | 19.57 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | -- | -- | -- | -- | -- |
| **White** | 19 | 19 | 100.00 | 0.00 | 57.89 |
| **English Learners** | 19 | 18 | 94.74 | 5.26 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 38 | 37 | 97.37 | 2.63 | 10.81 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 15 | 15 | 100.00 | 0.00 | 6.67 |

# 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** | 95 | 95 | 95 | 95 | 95 |

## 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. Truckee Elementary provides multiple opportunities for families to engage in school life and decision-making, including our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO). The PTO organizes fundraising events that provide additional resources for students, such as enrichment programs, assemblies, and athletics.

In addition to these standing groups, Truckee Elementary is actively engaged in a community engagement initiative to strengthen relationships between school and families. As part of this work, we host regular “Coffee with the Principal” listening sessions, family focus groups, and community events that bring parents, staff, and students together to celebrate learning and belonging. These gatherings create space for two-way communication, invite community voice into decision-making, and help inform school goal-setting and improvement efforts.

Parents are encouraged to volunteer in the classroom, on field study trips, during Harvest of the Month nutrition lessons, or by supporting special events throughout the year. We follow all district and state guidelines for volunteer clearance to ensure student safety. All volunteers and visitors check in at the front office and are screened using our VISTU security system before entering campus.

Our families represent a wide range of cultures, languages, and experiences, and we strive to ensure that every parent feels welcomed and included. ELAC provides leadership opportunities for families of English Learners and helps build capacity for parents to participate meaningfully in school planning. SSC reviews student achievement data and guides the use of certain school funds in support of our School Plan for Student Achievement (SPSA).

Truckee Elementary values strong partnerships with families and the community, and we are committed to ensuring that every family has access to meaningful opportunities to engage and contribute to our school.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 552 | 545 | 88 | 16.1 |
| **Female** | 265 | 263 | 46 | 17.5 |
| **Male** | 286 | 281 | 42 | 14.9 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 295 | 293 | 69 | 23.5 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 20 | 20 | 3 | 15.0 |
| **White** | 223 | 218 | 15 | 6.9 |
| **English Learners** | 166 | 164 | 39 | 23.8 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 39 | 38 | 10 | 26.3 |
| **Socioeconomically Disadvantaged** | 309 | 306 | 69 | 22.5 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 108 | 108 | 26 | 24.1 |

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 |
| 0.43 | 0.58 | 0.54 | 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** | 0.54 | 0.00 |
| **Female** | 0.38 | 0.00 |
| **Male** | 0.70 | 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** | 0.34 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 0.90 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 0.32 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 1.85 | 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

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 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.

About Truckee Elementary School
Operating on a traditional calendar schedule, Truckee Elementary served approximately 530 students in grades transitional kindergarten through fifth-grade during the 2024-2025 school year. Our school also housed a State Preschool program which served about 30 students. According to the California Department of Education data, the 2024 student population consisted of 51% Hispanic or Latino, 42% White, .23% American Indian, .23% African American, .23% Asian; 37% 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 is annually reviewed by February 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

## 2025-26 School Safety Plan

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.

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.

## 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 | 18 | 2 | 3 | 0 |
| 1 | 23 | 0 | 3 | 0 |
| 2 | 23 | 0 | 3 | 0 |
| 3 | 21 | 1 | 1 | 0 |
| 4 | 24 | 0 | 3 | 0 |
| 5 | 24 | 0 | 3 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 10 | 3 | 1 | 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** | 16 | 5 | 0 | 0 |
| **1** | 21 | 1 | 2 | 0 |
| **2** | 23 | 0 | 3 | 0 |
| **3** | 24 | 0 | 3 | 0 |
| **4** | 21 | 1 | 2 | 0 |
| **5** | 27 | 0 | 3 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 6 | 2 | 0 | 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** | 19 | 3 | | |
| **1** | 21 | 1 | 2 | |
| **2** | 21 | 1 | 2 | |
| **3** | 23 | 1 | 2 | |
| **4** | 26 | | 3 | |
| **5** | 23 | | 3 | |
| **Other** | 13 | 4 | 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** | 486 |

## 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)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1.6 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 14.6 |

## 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** | $23,648.00 | $8,114.00 | $15,534.00 | $100,458.00 |
| **District** | N/A | N/A | $12,157 | $105,170 |
| **Percent Difference - School Site and District** | N/A | N/A | 24.4 | 0.9 |
| **State** | N/A | N/A | $11,146 | $92,686 |
| **Percent Difference - School Site and State** | N/A | N/A | 36.2 | 13.6 |

## 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 (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 |