

Meyers 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	Meyers Elementary School
Street	1095 East San Bernardino Avenue
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 543-2371
Principal	Heather Hart
Email Address	hhart@ltusd.org
School Website	http://ltesms.ltusd.org/
Grade Span	TK-5
County-District-School (CDS) Code	09-61903-0110155

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Meyers Elementary School Vision Statement

At Meyers Elementary School, our vision is to discover and foster the unique talents and potential of all students through building unique relationships with all students. At Meyers Elementary we are dedicated to building meaningful relationships with all learners. We believe that strong connections foster confidence, curiosity, and academic success. Through our commitment to personalized learning, environmental stewardship, and a vibrant school community, we empower our Meyers Bears to thrive.

School Description

Meyers Elementary School is located in the Meyers community bordering South Lake Tahoe, nestled in the Sierra Nevada mountain range near the California–Nevada state line. South Lake Tahoe is a resort-based community where many families rely on seasonal employment in hospitality and recreation industries. In 2022, Lake Tahoe Unified School District transitioned from a districtwide school-choice model to community-based enrollment. This shift presented an opportunity for our school to reaffirm its identity by returning to its historic name: Meyers Elementary School.

Meyers Elementary offers state-of-the-art instructional technology, including 1:1 Chromebooks for students in grades TK–5, document cameras, and interactive Viewboards in every classroom. Our unique Lake Tahoe environment provides rich opportunities for environmental science education. Through our partnership with the South Tahoe Environmental Educator Coalition (STEEC), students engage in hands-on fieldwork, local agency projects, and environmental stewardship activities supported by grant funding for field experiences.

LTUSD provides both Transitional Kindergarten (TK) and Early Admission Kindergarten programs to meet the diverse needs of families. Students in Kindergarten through fifth grade receive 310 instructional minutes per day. Meyers Elementary also provides weekly instruction in physical education and music, delivered by credentialed specialists. Throughout the school year, students participate in district-supported enrichment opportunities, including 4th and 5th grade Ski Weeks at Heavenly Mountain Resort and 3rd grade swim instruction through the City of South Lake Tahoe.

The school calendar includes ten minimum days for parent conferences and 33 early-out Wednesdays, which are dedicated to

2025-26 School Description and Mission Statement

professional collaboration and staff development.

Student Achievement and Programs
Meyers Elementary maintains high expectations for academic achievement. As of October 2025, enrollment was 319 students, with 24.1% socioeconomically disadvantaged, 14.1% receiving special education services, and 0.3% identified as Multilingual Learners (MLL).

Technology continues to enhance instruction through the integration of iReady diagnostic assessments and MyPath a custom digital learning path, Accelerated Reader, Learning Ally and other technology resources.

As a Professional Learning Community (PLC), our staff collaborates regularly to analyze data, identify essential standards, and implement effective instructional practices. Our Response to Intervention (RTI) model ensures that instruction is differentiated and targeted to support each student’s learning needs. Students also participate in dedicated science lab instruction and environmental field studies that align with grade-level standards.

CTE Collaborative Work Across LTUSD
Meyers Elementary participates in districtwide Career Technical Education (CTE) collaborative efforts that introduce students to foundational career awareness and real-world learning experiences. Through alignment with LTUSD’s K–12 career pathways, students explore early skills connected to environmental science, engineering, technology, and the arts. Our teachers work closely with district CTE teams to create hands-on learning opportunities, integrate career exploration into project-based units, and ensure continuity of skills as students progress into middle and high school pathways. These efforts help students make early connections between academic learning and future college and career opportunities.

Family and Community Engagement
Meyers Elementary benefits from an exceptionally committed and active Parent Teacher Association (PTA). The PTA provides significant financial and volunteer support for academic programs, science-based field trips, and school-wide initiatives. Their continued investment has allowed the school to maintain a fully equipped wet science/STEAM lab, enhancing hands-on learning for all students.

Students engage in project-based field experiences each year, including the signature 5th grade overnight trip to Yosemite Valley through Nature Bridge, a tradition that strengthens environmental understanding and fosters lifelong memories.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	58
Grade 2	61
Grade 3	63
Grade 4	51
Grade 5	65
Total Enrollment	334

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	2.4
Filipino	0.6
Hispanic or Latino	15.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.6
White	74.9
English Learners	0.3
Homeless	0.3
Socioeconomically Disadvantaged	27.2
Students with Disabilities	12.3

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)	17.6	94.65	160	82.11	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	3.8	1.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.35	14.1	7.26	11953.1	4.28
Unknown/Incomplete/NA	0	0	16.8	8.65	15831.9	5.67
Total Teaching Positions	18.6	100	194.9	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	100	161.3	82.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.1	4.65	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	13.2	6.74	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.5	5.91	14303.8	5.15
Total Teaching Positions	18	100	196.1	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)	18	100	156.8	81.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.8	7.19	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.8	4.1	12112.8	4.34
Unknown/Incomplete/NA	0	0	13.8	7.2	13705.8	4.91
Total Teaching Positions	18	100	192.4	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	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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

Instructional Materials — Summary

Textbook and instructional material selection in Lake Tahoe Unified School District involves teachers from across the TK–8 system, including Meyers Elementary. This collaborative process ensures that students receive high-quality, standards-aligned, and up-to-date instructional resources. Meyers Elementary currently uses materials from recent state-approved adoptions, including:

McGraw Hill Math (2014)

McGraw Hill English Language Arts (ELA)/English Language Development (2017)

School Specialty FOSS Science (2022)

Savvas My World/Mi Mundo Social Studies (2019)

Supplemental programs include iReady MyPath, Read Naturally, and Renaissance Learning.

Meyers students also have access to districtwide visual and performing arts resources. Instrumental music programs use the following adopted materials:

Grades 4–6: Standards of Excellence Comprehensive Band Method Book 1 and Mueller Rausch String Method, Book 1

Williams Settlement Compliance

In accordance with the Williams Settlement and Education Code Section 1240, EDCOE (El Dorado County Office of Education) conducts annual reviews to verify:

- Sufficient instructional materials in all core subjects
- Safe and well-maintained facilities
- Qualified teachers
- Required posting of Williams Uniform Complaint Procedures
- Accurate School Accountability Report Card data related to instructional materials and facilities

Meyers Elementary meets all requirements, and all students have access to adequate and appropriate instructional materials.

Math Adoption Work

A small group of Meyers teachers is participating in early review and piloting of potential math programs in anticipation of the district's 2026–27 mathematics adoption. This exploratory work supports informed decision-making when new materials are formally selected.

Technology, Library, and Student Support

Meyers Elementary maintains a strong technology infrastructure, including 1:1 Chromebooks for students and ViewBoards in every classroom. The school library remains open to all students and continues to expand its fiction and nonfiction offerings.

The school utilizes a blended service-delivery model to support both general education and special education students, ensuring interventions and supports are coordinated and accessible.

Year and month in which the data were collected

December 2025

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 (2017) grades 1-5; Big Books (K-1), one set per class (adopted 4/26/16)	0
Mathematics	McGraw Hill My Math (2014): K-2 workbooks; Grades 3-5, ratio 1:1 (adopted 4/21/15)	0
Science	School Specialty Foss (adopted 6/23/2022)	0
History-Social Science	Savvas My World/Mi Mundo Social Studies (adopted 5/28/2019)	0
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1 Instrumental Music – grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3 All levels: various band and orchestral arrangements of band and orchestral literature	N/A

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

School Facility Conditions and Planned Improvements

Meyers Elementary School is maintained and remains clean, safe, and functional; however, the facility is aging and in critical need of significant repairs and upgrades. While past modernization projects including the 2013 classroom renovations, heating system upgrades, dual-glazed windows, improved acoustical controls, and PA/Intercom Master Clock system greatly enhanced the learning environment, the campus now requires substantial attention to preserve safety, integrity, and usability.

The 12.28-acre campus includes expansive blacktop and turf play areas, but the playground pavement is in dire need of resurfacing. Additionally, the exterior siding and paint across multiple buildings are heavily weathered due to the mountain climate and require replacement and repainting. These conditions impact both aesthetics and long-term structural performance.

Interior issues have also increased with age and environmental exposure, which include:

- Structural beams that require ongoing monitoring due to heavy annual snow loads
- Recurring leaks during wet-weather months, affecting classrooms and shared spaces
- Sections of the multipurpose room (MPR) ceiling and walls that were not fully repaired following previous leaks
- Minor yet ongoing repairs, including electrical issues, damaged or unfinished tape/texture/paint, aging light fixtures, and areas of dim lighting in the building

Although the school remains safe and operational, these challenges highlight the need for major facility investments. A districtwide bond measure was recently passed to address facility needs across LTUSD; however, improvements at Meyers Elementary will occur in future years. In the meantime, essential repairs must be managed through regular maintenance to ensure student and staff safety.

Safety remains a core focus. The school conducts regular evacuation, shelter-in-place, and lockdown drills with the support of local emergency partners, including the Lake Valley Fire Protection District, El Dorado County Sheriff's Office, California Highway Patrol, USDA Law Enforcement, and the Federal Bureau of Investigation. The Site Safety Committee and trained Incident Management Team operate in accordance with the National Incident Management System (NIMS), and LTUSD's Emergency Operational Plan, updated through the Bowmac REDI for School Emergencies platform, guides all emergency responses. Communication with families occurs through ParentSquare and Aeries Communications.

Meyers Elementary School continues to provide a positive learning environment, but substantial repairs and long-term facility upgrades are necessary to maintain the quality and safety of the campus for future years.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				December 2025
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Structural beams that require ongoing monitoring due to heavy annual snow loads. Recurring leaks during wet-weather months, affecting classrooms and shared spaces.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Safety hazard playground pavement is in dire need of resurfacing. Additionally, the exterior siding and paint across multiple buildings are heavily weathered.

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)	75	74	45	45	47	48
Mathematics (grades 3-8 and 11)	61	65	34	35	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	180	176	97.78	2.22	74.43
Female	87	86	98.85	1.15	81.40
Male	93	90	96.77	3.23	67.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	70.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	132	129	97.73	2.27	75.19
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	51	96.23	3.77	62.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	40.91

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	180	176	97.78	2.22	64.77
Female	87	86	98.85	1.15	65.12
Male	93	90	96.77	3.23	64.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	54.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	132	129	97.73	2.27	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	51	96.23	3.77	50.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	22	88.00	12.00	36.36

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)	59.18	57.14	28.57	31.42	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	65	63	96.92	3.08	57.14
Female	33	32	96.97	3.03	59.38
Male	32	31	96.88	3.12	54.84
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	72.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	48	46	95.83	4.17	52.17
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	25	25	100.00	0.00	48.00
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%	97%	98%

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

Meyers Elementary School benefits from extraordinary parent and community support. Our families contribute generously both financially and through volunteerism to ensure that every student has access to enriching learning opportunities. The Meyers PTA plays a vital leadership role, providing substantial funding for field trips, school supplies, supplemental technology programs, and classroom resources for teachers. Their fundraising efforts directly support signature environmental science experiences, including local field studies and multi-day excursions such as the 5th grade Yosemite trip. Parents also provide ongoing volunteer support in classrooms, during schoolwide events, and in the coordination of hands-on learning experiences.

The partnership between families and the school creates a deeply engaged community committed to student success. Parents contribute time, expertise, and special interests which enhance instructional programs and enrich the educational environment for all students.

Ways Parents Stay Involved

Meyers Elementary offers multiple opportunities for parents to participate in and stay informed about school programs:

Back to School Night, held each fall, provides families with information about academic programs, expectations, and supports for student learning

Flexible parent meetings are offered throughout the year, addressing topics such as:

- Two-way communication between home and school
- Student assessment data and academic progress
- School and district resources for academic support
- Effectiveness of parent involvement strategies
- Conferences and collaboration with teachers

Parental input gathered during these meetings is shared with the PTA and other site leadership groups to ensure an organized and ongoing process for reviewing and improving school programs.

Communication and Accessibility

Meyers Elementary maintains clear and frequent communication through ParentSquare/Aeries Communication, Class Dojo and regular weekly newsletters.

Parents receive individual student assessment results annually, along with guidance on interpreting the data.

The school ensures accessibility and meaningful opportunities for involvement for parents of students with disabilities and Multilingual Learner families. All parents are encouraged to share suggestions, which are reviewed promptly and, when appropriate, added to PTA or school leadership agendas.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	337	336	33	9.8
Female	161	161	18	11.2
Male	176	175	15	8.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	52	52	13	25.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	2	9.1
White	252	251	18	7.2
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	111	110	17	15.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	47	3	6.4

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
1.09	0.28	0.59	4.34	4.37	5.32	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	0.59	0.00
Female	0.00	0.00
Male	1.14	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	1.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.40	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	2.13	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

Meyers Elementary School – School Safety Plan Overview (2025–26)

School Context and Community

Meyers Elementary School is located approximately 4.5 miles west of the city of South Lake Tahoe off Highway 50/89 in Meyers, California. As one of four elementary schools in the Lake Tahoe Unified School District (LTUSD), Meyers serves Transitional Kindergarten through 5th grade. For the 2025–26 school year, enrollment is 320 students, supported by 17 teachers and a dedicated team of classified and certificated staff, including music instruction at all grade levels. As a designated Community School, Meyers Elementary is uniquely situated in a mountain environment that provides access to rich environmental science and outdoor learning opportunities. The school's Single School Focus of Building Relationships guides how we engage students, families, and the broader community. Our PTA provides exceptional support by funding science-based programs, field trips, classroom enrichment, technology upgrades, and innovative partnerships with local agencies.

Meyers families benefit from an array of wraparound supports, including:

- Active PTA: a strong network of parent volunteers who enhance school programs and schoolwide events
- Health screenings and access to El Dorado County Mental Health Services
- Tahoe Youth and Family Services support
- Boys and Girls Club onsite serving over 185 students daily after school until 5:30 p.m.
- Home School Outreach and Special Education services

Safety and Emergency Preparedness

Safe and Supportive Environment

Meyers Elementary is a maintained, clean, and safe school providing a positive environment conducive to teaching and learning. The campus receives regular custodial and maintenance services, and all areas are inspected to ensure safety and functionality. Supervision is provided daily by teachers, classified staff, and the principal to maintain a secure and welcoming school climate.

Emergency Procedures and Drills

Safety preparedness is reinforced through regular evacuation, shelter-in-place, lockdown, and safety drills. These drills are conducted according to LTUSD's emergency plans and procedures to ensure accountability for all students, staff, volunteers, and visitors. Meyers conducts a minimum of ten emergency drills per year. The Meyers Safety Representative, along with local fire and law enforcement partners, evaluate each drill. Records are maintained in the Comprehensive Safe School Plan binder, which is available for public review in the school office. The School Safety Plan was reviewed and approved by the School Site Council on September 30, 2025.

Safety Committee and Incident Management

Meyers Elementary maintains an active Site Safety Committee that meets regularly to monitor safety needs, update practices, and ensure compliance with district and state guidelines. The school also has a trained Incident Management Team operating under the Incident Command System (ICS) in alignment with the National Incident Management System (NIMS). The team responds to emergencies following established ICS protocols. LTUSD's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies platform, ensuring alignment with current best practices.

Communication Systems

Clear, timely, and accessible communication is a cornerstone of school safety. In the event of an emergency, the school and district will communicate with families via:

- Aeries Communications/ParentSquare
- Information is provided in families' primary languages whenever possible to ensure full access to emergency updates.

Law Enforcement and Community Partnerships

Meyers Elementary works in close partnership with:

- Lake Valley Fire Protection District
- El Dorado County Sheriff's Office
- California Highway Patrol

2025-26 School Safety Plan

- Additional state and federal agencies

These partnerships support emergency preparedness, training, and coordinated responses. Local agencies regularly participate in drills, after-action reviews, and staff training sessions.

Training, Drills, and Real-Time Practice

- Staff Training: includes situational awareness, emergency response procedures, identification of safety risks, and medical/emotional response protocols
- Joint Emergency Drills: conducted with law enforcement, fire, and medical agencies to ensure cross-agency coordination
- After-Action Reviews: staff and agency partners identify strengths, gaps, and needed improvements after each drill

Staff can receive additional training from local emergency response experts, including the Sheriff's Office and Lake Valley Fire, with supplemental resources from FBI school safety guidelines.

Health and Safety Protocols

LTUSD continues to implement health and safety practices in accordance with current public health guidance to safeguard students and staff. These measures are updated as state and local agencies provide new recommendations.

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	20	2	1	0
1	22	0	3	0
2	19	3	0	0
3	23	0	3	0
4	28	0	2	0
5	27	0	2	0
6	0	0	0	0
Other	0	0	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	19	3	0	0
1	20	1	2	0
2	20	2	1	0
3	19	3	0	0
4	34	0	0	1
5	26	0	2	0
6	0	0	0	0
Other	0	0	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	22		1	
1	25		2	
2	20	2	1	
3	21	1	2	
4	26		2	
5	33		1	
Other	22		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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3

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	15,603	6,478	9,125	117,194
District	N/A	N/A	11,820	94,465
Percent Difference - School Site and District	N/A	N/A	-25.7	21.5
State	N/A	N/A	11146	92686
Percent Difference - School Site and State	N/A	N/A	-19.9	23.4

Fiscal Year 2024-25 Types of Services Funded

Through Supplemental and Concentration Grant funds, Meyers Elementary School provides students a School Nurse and instructional materials.

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	\$59,575	\$57,978
Mid-Range Teacher Salary	\$91,046	\$89,612
Highest Teacher Salary	\$126,894	\$117,194
Average Principal Salary (Elementary)	\$146,226	\$143,632
Average Principal Salary (Middle)	\$160,406	\$149,447
Average Principal Salary (High)	\$147,409	\$162,334
Superintendent Salary	\$248,225	\$234,076
Percent of Budget for Teacher Salaries	34.62%	27.81%
Percent of Budget for Administrative Salaries	4.91%	5.47%

Professional Development

Meyers Elementary is a staff deeply committed to ongoing growth, collaboration, and excellence in teaching to ensure high levels of learning for all students. The school is committed to continuous professional learning that strengthens instruction, supports student well-being, and aligns with California State Standards. Staff development include implementation of the Common Core State Standards (CCSS), integration of the Next Generation Science Standards (NGSS), equity-focused practices, social-emotional learning, mental health supports, and effective instructional strategies.

Professional learning at Meyers is both principal guided and staff driven. Teachers meet regularly at the site and district levels to identify needs, collaborate, analyze student learning, and refine instructional practices. LTUSD also provides annual districtwide professional development for all educators.

Meyers has a dedicated team participating in the P3CC Math Collaborative through partnerships with California Education Partners and EDCOE. This team supports the full staff by strengthening math instruction, assessment practices, and overall coherence in mathematics teaching.

Teachers also engage in additional training opportunities outside the district. In recent years professional learning has included Marzano Vocabulary for CCSS, STEAM conferences, Positive Behavioral Interventions and Supports training, Close Reading instruction, NGSS implementation courses at Lake Tahoe Community College, and workshops in social-emotional learning and equity.

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	34	36	36