Aprendizaje expedicionario en la Sierra
Informe de rendición de cuentas de la escuela 2023-24
Informe elaborado con datos del año escolar 2023-24
Departamento de Educación de California

DIRECCIÓN:	11603 Donner Pass Rd. Truckee, California, 96161-4953	**Principal:**	David Manahan, director
Teléfono:	(530) 582-3701	**Rango de grados:**	K-8

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Según la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

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  Para obtener más información sobre los requisitos del SARC y el acceso a los informes de años anteriores, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .

- Para obtener más información sobre el LCFF o el LCAP, consulte la página web del LCFF del CDE en https://www.cde.ca.gov/fg/aa/lc/ .

- Para obtener información adicional sobre la escuela, los padres/tutores y miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

Búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control contiene informes que muestran el desempeño de las LEA, las escuelas y los grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejoras.

Acceso a Internet

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

David Manahan, Principal

⚲ Principal, Sierra Expeditionary Learning

About Our School

Contact

Sierra Expeditionary Learning
11603 Donner Pass Rd.
Truckee, CA 96161-4953

Phone: (530) 582-3701
Email: dmanahan@truckeecharterschool.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Tahoe-Truckee Unified
Phone Number	(530) 582-2500
Superintendent	Kramer, Kerstin
Email Address	kkramer@ttusd.org
Website	www.ttusd.org

School Contact Information (School Year 2024–25)

School Name	Sierra Expeditionary Learning
Street	11603 Donner Pass Rd.
City, State, Zip	Truckee, CA , 96161-4953
Phone Number	(530) 582-3701
Principal	David Manahan, Principal
Email Address	dmanahan@truckeecharterschool.org
Website	www.truckeecharterschool.org
Grade Span	K-8
County-District-School (CDS) Code	31669440121624

## School Description and Mission Statement (School Year 2024–25)

Sierra Expeditionary Learning School (SELS) is a public charter school in the Tahoe Truckee Unified School District. Originating from the vision of fourteen founding families, SELS was granted its charter in March, 2010. SELS believes in educating the whole child, attending to not only academics but also character, physical, and emotional well-being, and service to the community. We believe multi-age classrooms and integrated, community-connected curriculum will help build stronger relationships between students and teachers, and lead towards a safer, more vibrant school environment so critical to the teaching and learning process. Sierra Expeditionary Learning School (SELS) opened in the fall of 2010 as an independent public charter school. Starting with 65 students, SELS now currently serves 212 K-8 students. SELS offers a small school environment class sizes from 22-26) dedicated to academic excellence, diversity, and the building of character and community. As an EL Education network school (formerly Expeditionary Learning - http://eleducation.org), our curriculum is organized around interdisciplinary learning expeditions based on local topics/issues and state standards. Collaboration, cooperation, and teamwork are integral components of our school. Through ongoing professional development, SELS staff members are supported in engaging, active pedagogical practices. Fieldwork, service-learning, student-led presentations/events, exhibitions of student work, and family involvement are core features that contribute to a school culture of respect, responsibility, and engagement in both academic and social-relational learning.

The mission of Sierra Expeditionary Learning School is to inspire a diverse group of learners to achieve academic

The mission of Sierra Expeditionary Learning School is to inspire a diverse group of learners to achieve academic excellence while developing a strong sense of character and community. Our goal is to preserve each child's natural curiosity and love of learning.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	22
Grade 1	22
Grade 2	26
Grade 3	24
Grade 4	24
Grade 5	24
Grade 6	26
Grade 7	24
Grade 8	23
Total Enrollment	215
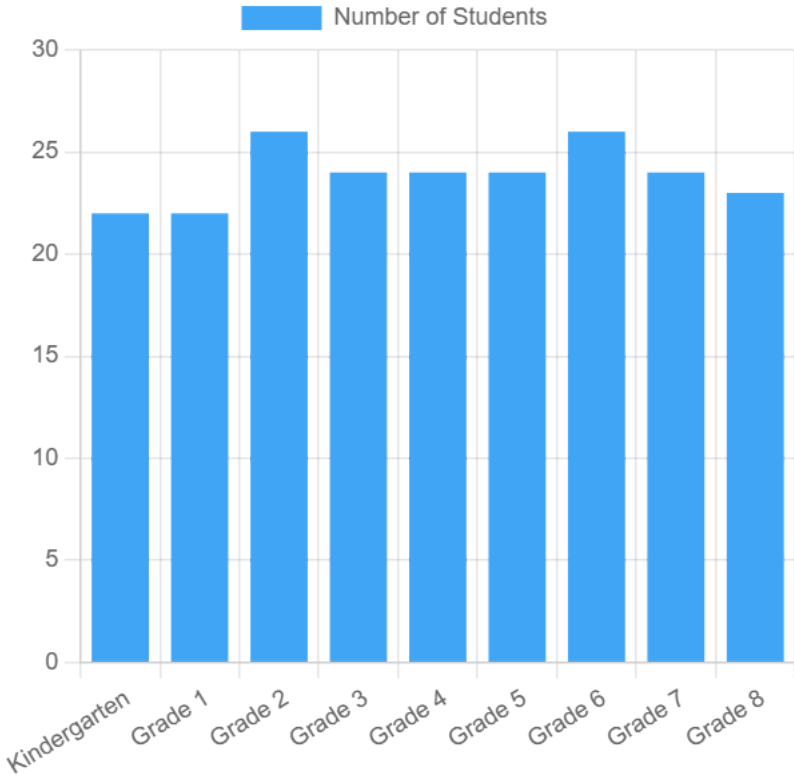
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	52.10%
Male	47.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.50%
Asian	0.90%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	29.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.60%
White	61.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.20%
Foster Youth	0.00%
Homeless	0.50%
Migrant	0.00%
Socioeconomically Disavantaged	24.20%
Students with Disabilities	19.50%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	9.00	100.00%	206.60	87.36%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.30	0.16%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	8.00	3.40%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.80	1.62%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	17.60	7.45%	18854.30	6.86%
Total Teaching Positions	9.00	100.00%	236.50	100.00%	274759.10	100.00%

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.

Teacher Preparation and Placement (School Year 2021–22)

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)	9.50	88.80%	211.10	90.65%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.30	0.14%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	11.11%	8.10	3.48%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	5.20	2.26%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	8.00	3.45%	15831.90	5.67%
Total Teaching Positions	10.80	100.00%	232.80	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	9.00	100.00%	184.80	89.94%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	6.90	3.36%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	4.00	1.96%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	9.70	4.74%	14303.80	5.15%
Total Teaching Positions	9.00	100.00%	205.50	100.00%	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	1.20	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.20	0

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	41.1%	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)	0.00%	45%	0%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: September 2024

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	All adopted Fall '24 Fundations 95% Core Phonics Rewards Heggerty Writing Heggerty Phonological Awareness Zaner Bloser Spelling	0
Mathematics	K-5, Eureka Math, 2023 6-8, Carnegie Math, 2024	0
Science		0
History-Social Science	6-8, TCI and National Geographic online, 2012-resubscribe each year	0
Foreign Language	4-6, Paso y Paso, 2013 7-8, Descrubre, 2016	0
Health	Health Connected, 2022	0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

SELS leases its facilities from TTUSD. We are housed in 12 portables, all in reasonable condition. Maintenance and upkeep are performed by the district, who do a good job of addressing any problems.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: August 2024

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	59%	62%	58%	60%	46%	47%
Mathematics (grades 3-8 and 11)	56%	56%	48%	50%	34%	35%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	144	100.00%	0.00%	61.81%
Female	73	73	100.00%	0.00%	63.01%
Male	71	71	100.00%	0.00%	60.56%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	41	41	100.00%	0.00%	31.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	95	95	100.00%	0.00%	76.84%
English Learners	13	13	100.00%	0.00%	15.38%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	37	37	100.00%	0.00%	32.43%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	36	100.00%	0.00%	30.56%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	144	100.00%	0.00%	55.56%
Female	73	73	100.00%	0.00%	52.05%
Male	71	71	100.00%	0.00%	59.15%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	41	41	100.00%	0.00%	21.95%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	95	95	100.00%	0.00%	71.58%
English Learners	13	13	100.00%	0.00%	15.38%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	37	37	100.00%	0.00%	27.03%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	36	100.00%	0.00%	22.22%

Note: 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	47.83%	44.68%	40.71%	43.37%	30.29%	30.73%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	47	47	100.00%	0.00%	44.68%
Female	24	24	100.00%	0.00%	50.00%
Male	23	23	100.00%	0.00%	39.13%
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	12	12	100.00%	0.00%	8.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	33	33	100.00%	0.00%	57.58%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	15	15	100.00%	0.00%	6.67%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	13	100.00%	0.00%	7.69%

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	87.5%	92%	95.8%	88%	100%
7	91.3%	100%	86.9%	100%	91.3%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2024–25)

Parents are active in classroom activities (centers, reading to children, helping organize, etc.) and in fieldwork (chaperones, driving, organizing, etc.). They run a Parent Teacher Crew, organize social events, help with curriculum projects, chaperone our extensive fieldwork, and serve on our Board of Directors. Many Tuesday mornings we have all-school Community Meetings in which parents are invited to participate, and the school has many parent-participatory events and traditions. We conduct regular surveys to gather feedback on various aspects of school programming, and Administration is always available to address parent feedback and/or concerns.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism
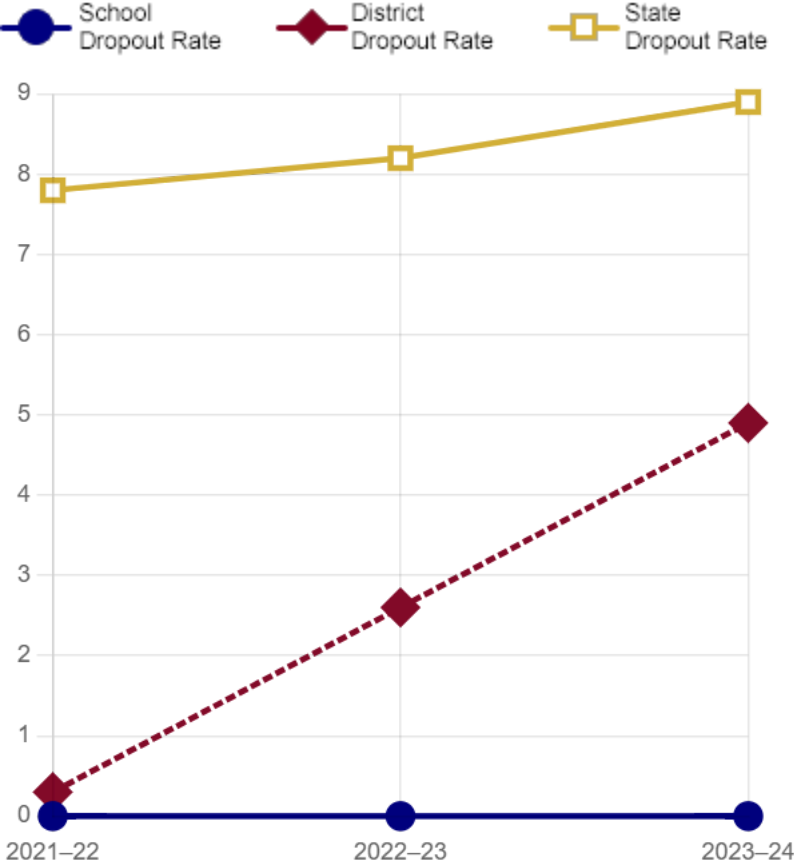
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate				96.4%	94.7%	89.7%	87%	86.2%	86.4%
Dropout Rate				0.3%	2.6%	4.9%	7.8%	8.2%	8.9%

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

Graduation Rates

Dropout Rates

Legend:
- School Dropout Rate
- District Dropout Rate
- State Dropout Rate
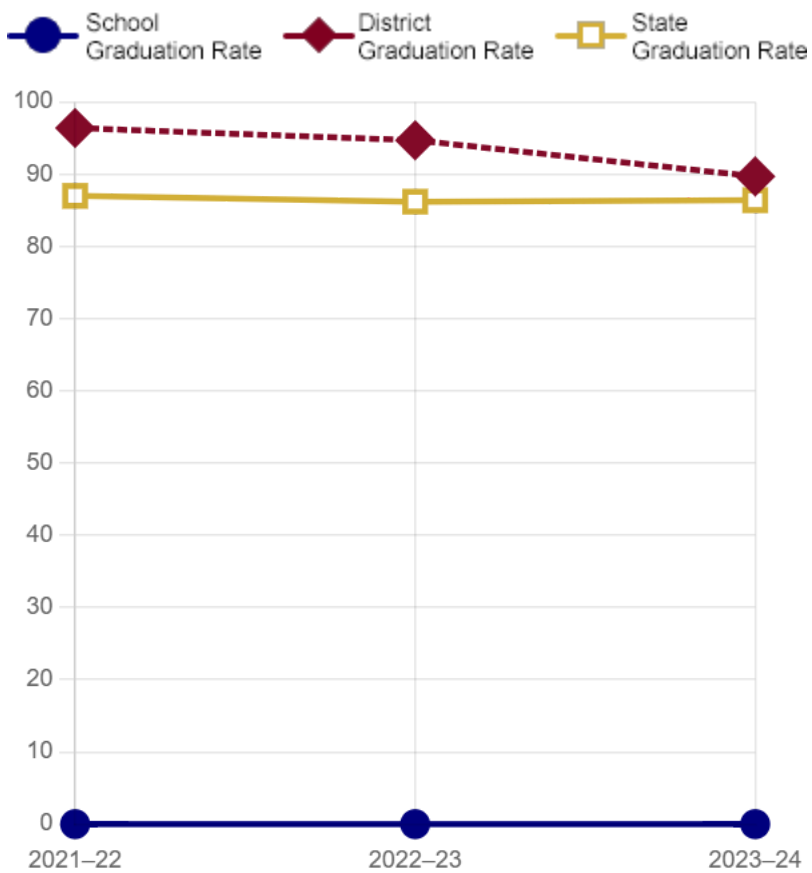
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

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

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	216	215	1	0.5%
Female	112	112	1	0.9%
Male	104	103	0	0.0%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	64	0	0.0%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	0	0.0%
White	134	133	1	0.8%
English Learners	25	25	0	0.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	60	60	1	1.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	47	1	2.1%

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.

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

Rate	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	1.36%	0.00%	4.17%	2.83%	2.67%	1.68%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.17%	0%
Female	0%	0%
Male	8.65%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	7.81%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	2.99%	0%
English Learners	4%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	11.67%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	4.26%	0%

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.

School Safety Plan (School Year 2024–25)

SELS is part of the district's larger Safety Program: regular district meetings; emergency drills; connected to local police/emergency agencies; all district radios. We have also developed a plan (CSSP) more precise to our campus program, which can be accessed on our website. This plan discusses more specific school information: dress code, disciplinary processes, campus emergency procedures, and personnel training. The primary purpose of the Comprehensive School Safety Plan (CSSP) is to best ensure optimal learning environments for our students, addressing their physical, emotional, and social safety. Overall, we do this through a strong character education program; consistent vigilance on behavior, situations, social interactions, and the physical environment; personnel training and professional development; collaboration with TTUSD and regular safety meetings; and on-going emergency drills.

SELS CSSP is posted on the website each year by March and reviewed annually by staff, with input from the PTC (who also act as Site Council) and the Board.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		1	
1	22.00		1	
2	24.00		1	
3	24.00		1	
4	24.00		1	
5	24.00		1	
6	26.00		1	
Other**	24.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	1	0
1	22.00	0	1	0
2	24.00	0	1	0
3	24.00	0	1	0
4	24.00	0	1	0
5	24.00	0	1	0
6	26.00	0	1	0
Other**	24.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		1	
1	22.00		1	
2	26.00		1	
3	24.00		1	
4	24.00		1	
5	24.00		1	
6	26.00		1	
Other**	24.00		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	0

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.60
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	0.05
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	1.40
Other**	6.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11632.00	$1207.00	$10425.00	$80156.00
District	N/A	N/A	--	$99515.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	$87655.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

Besides our classroom teachers and required ELD teacher, we have several support teachers/aides throughout the program. There is also a full-time RTI Specialist and part-time support in literacy/math RTI and a middle school homework club. We have a 0.6 FTE counselor and a full Special Education staff with up to three resource aides. Our curriculum also has a strong focus on character development, which supports all aspects of academic and social life.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$63341.00	$54930.12
Mid-Range Teacher Salary	$91202.00	$85386.28
Highest Teacher Salary	$129815.00	$111172.17
Average Principal Salary (Elementary)	$157138.00	$136564.22
Average Principal Salary (Middle)	$167878.00	$141339.46
Average Principal Salary (High)	$181116.00	$153240.66
Superintendent Salary	$253383.00	$224536.54
Percent of Budget for Teacher Salaries	32.33%	28.69%
Percent of Budget for Administrative Salaries	5.85%	5.55%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at
https://www.cde.ca.gov/ds/fd/cs/.
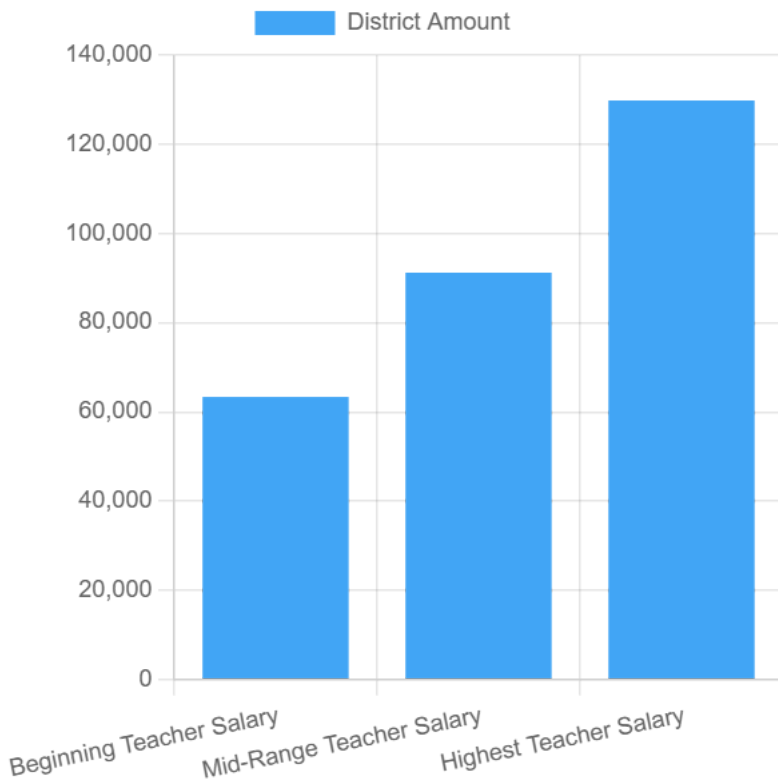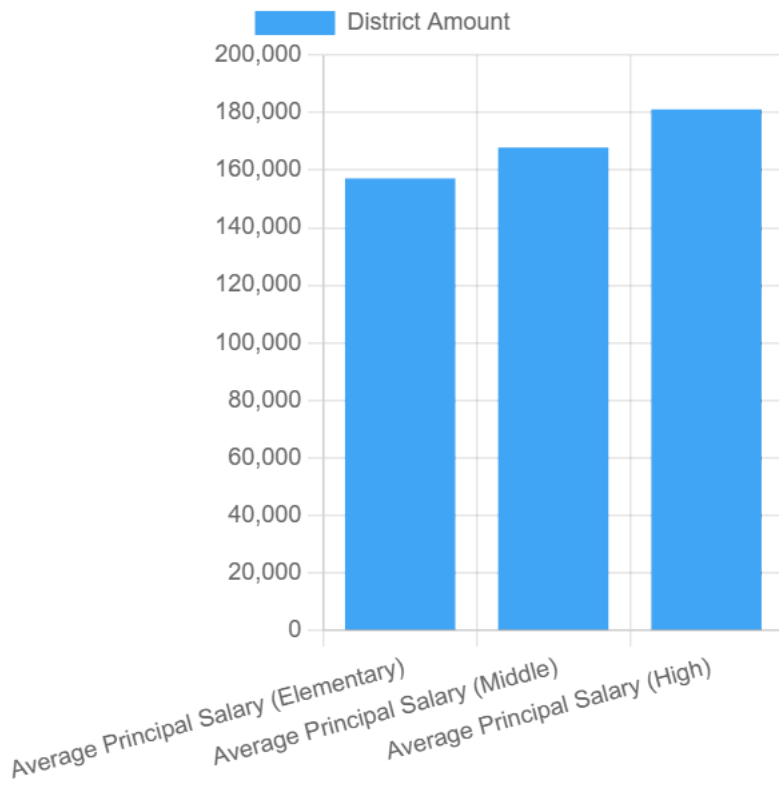
Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Cada año, el personal de SELS, en colaboración con un diseñador escolar de EL Education, desarrolla un plan de trabajo. Estos planes se centran en tres áreas estratégicas: dominio del conocimiento y las habilidades de los estudiantes; carácter y compromiso de los estudiantes; y trabajo estudiantil de alta calidad. Para cada una de estas áreas, desarrollamos un plan de cuatro años con detalles específicos para cada año. Estos objetivos se basan en evaluaciones/pruebas estatales, observaciones del personal, Revisión de implementación de EL Education (una evaluación integral del programa realizada por el diseñador escolar) y solicitudes de los maestros. A partir de este plan a largo plazo, diseñamos y programamos talleres, sesiones de trabajo, PLC y conferencias fuera del sitio. Dependiendo del aspecto específico que estemos desarrollando/mejorando, los maestros cuentan con apoyo a través de talleres fuera del sitio y apoyo en el sitio del diseñador escolar, el director, el subdirector y el entrenador académico. También realizamos seminarios internos según sea necesario y enfocamos los PLC de nivel de grado en objetivos específicos. El director, el subdirector y el entrenador realizan visitas a las aulas y se reúnen con los maestros regularmente para repasar el progreso y las necesidades. Al final de cada año, el personal evalúa el éxito de la implementación del plan y el aprendizaje. Dependiendo de los resultados, se mantienen algunos objetivos y se desarrollan otros nuevos.

Los maestros y otros miembros del personal también participan en talleres y conferencias fuera de la escuela. En los últimos dos años, han asistido a conferencias nacionales de educación EL, institutos de liderazgo, talleres de escritura de Learning Headquarters, talleres de la National Science Foundation y otros institutos centrados en la ciencia, y talleres sobre carácter, currículo y estrategias de enseñanza. Los maestros también participan en ciclos de entrenamiento, recorridos entre pares y observaciones y recorridos regulares del equipo de liderazgo.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	18	15	15