

Sierra Expeditionary Learning
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	11603 Donner Pass Rd. Truckee, CA , 96161-4953	Principal:	David Manahan, Principal
Phone:	(530) 582-3701	Grade Span:	K-8

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.

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](tel:5305823701)

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)

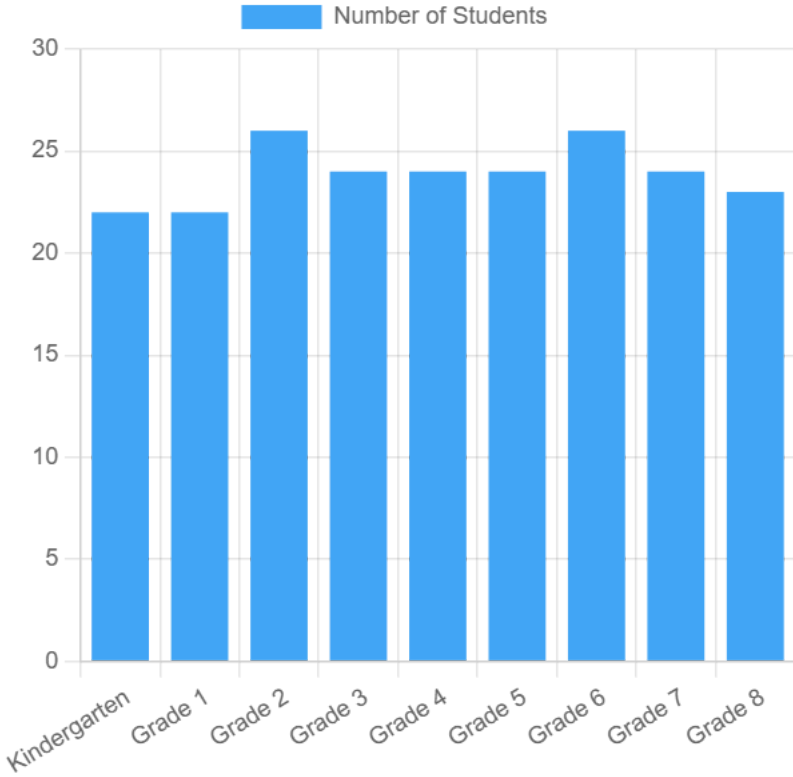
Sierra Expeditionary Learning School (SELS) is a public charter school in the Tahoe Truckee Unified School District. Originating from the vision of fourteen founding families, SELS was granted its charter in March, 2010. SELS believes in educating the whole child, attending to not only academics but 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

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 Disadvantaged	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 Foundations 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, Descubre, 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 administration 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):

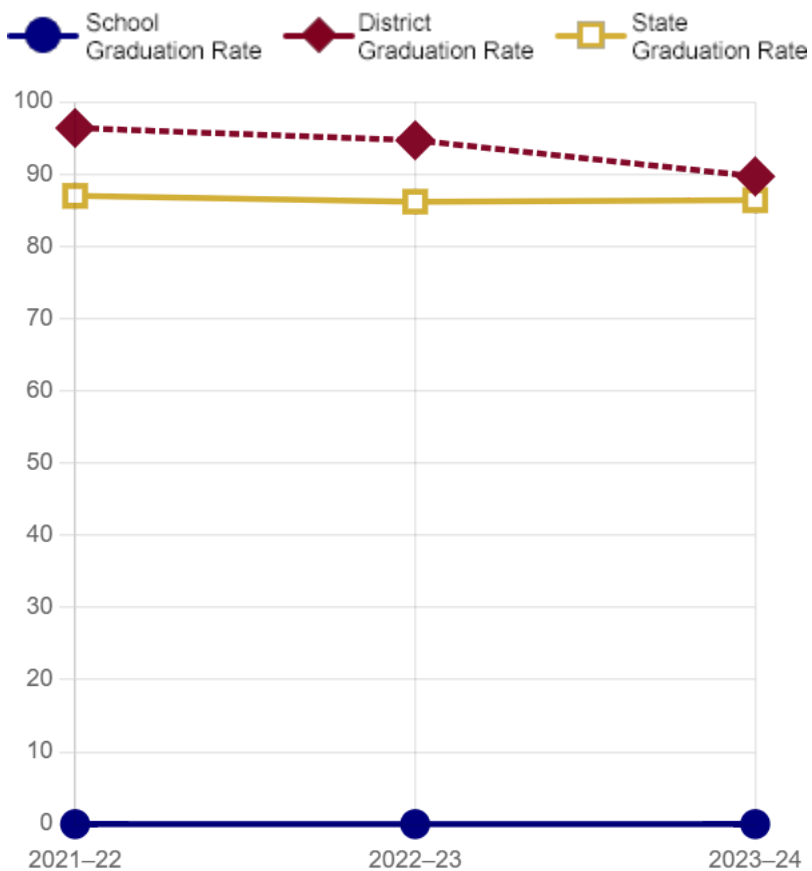
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

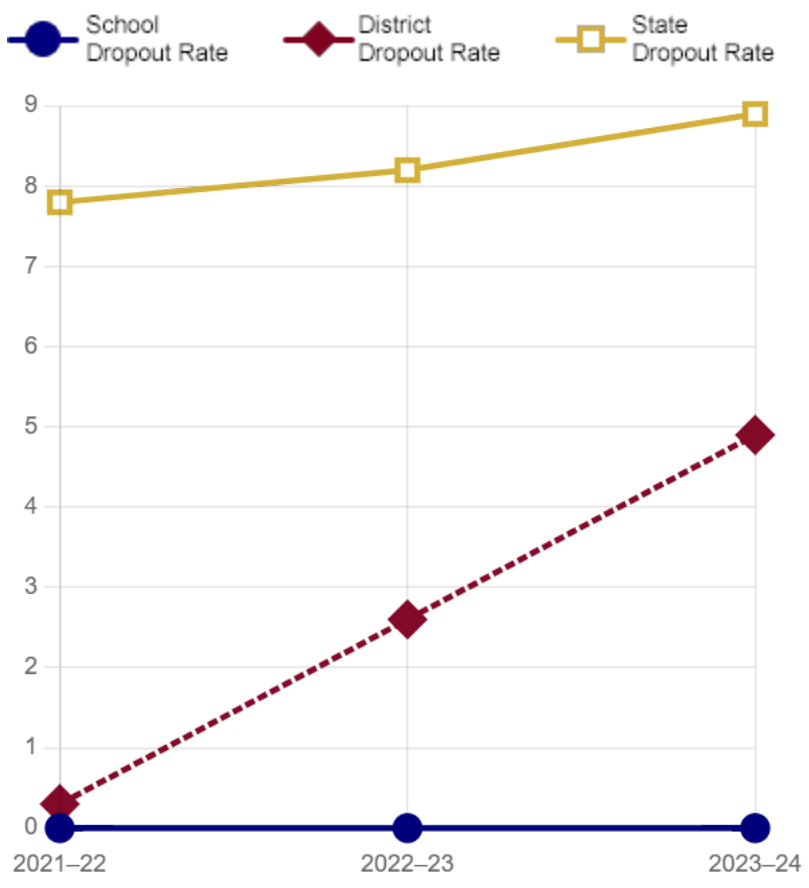
Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate				96.4%	94.7%	89.7%	87%	86.2%	86.4%
Dropout Rate				0.3%	2.6%	4.9%	7.8%	8.2%	8.9%

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



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.

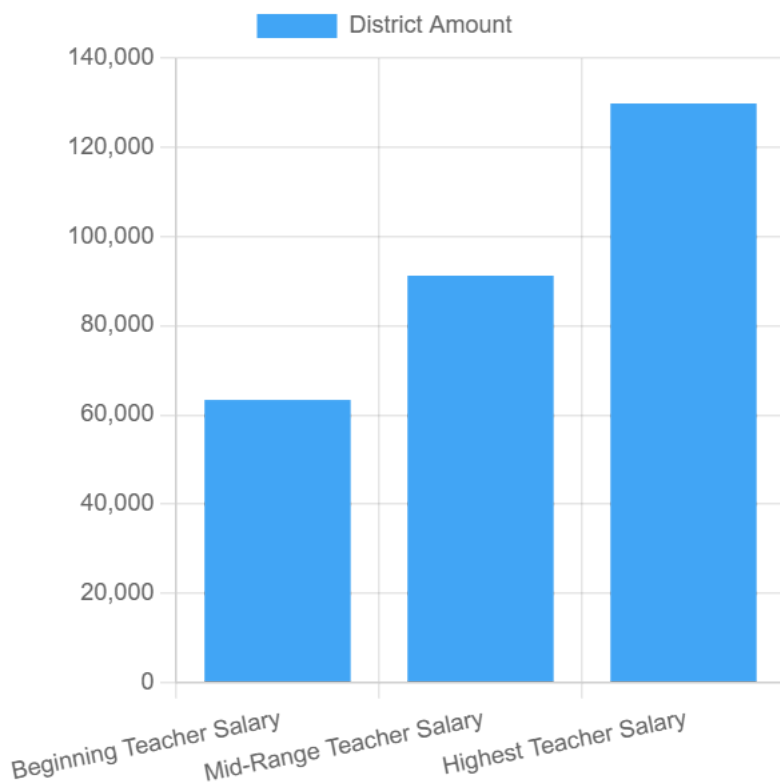
Types of Services Funded (Fiscal Year 2023–24)

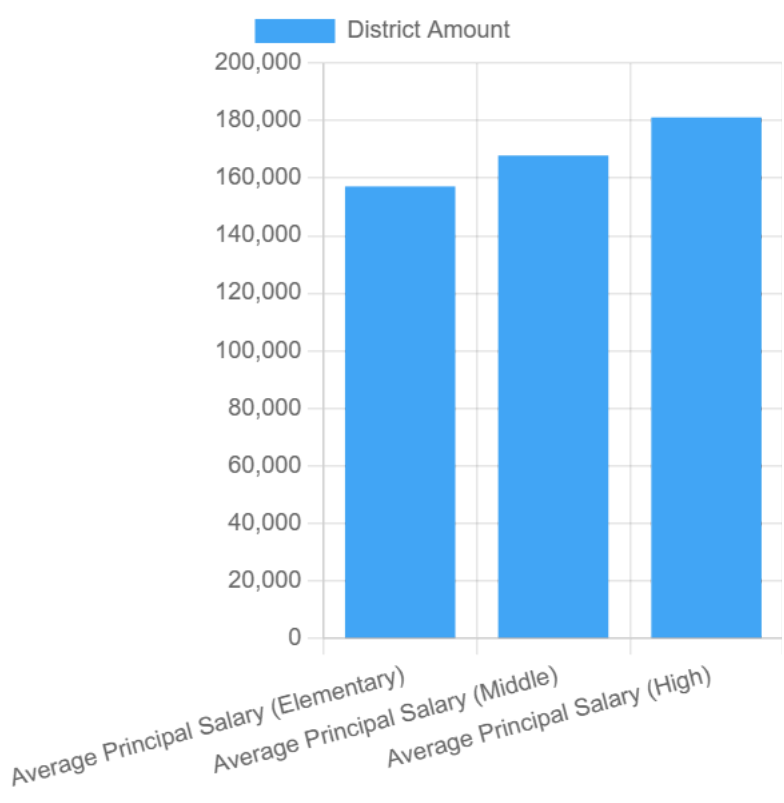
Besides our classroom teachers and required ELD teacher, we have several support teachers/aides throughout the program. There is also a full-time RTI Specialist and part-time support in literacy/math RTI and a middle school homework club. We have a 0.6 FTE counselor and a full Special Education staff 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

Each year SELS staff, in collaboration with an EL Education School Designer, develop a Work Plan. These plans focus on three strategic areas: student mastery of knowledge and skills; student character and engagement; and high-quality student work. For each of these areas we developed a four-year plan with specifics for each year. These targets are based on assessments/state testing, observations from staff, EL Education's Implementation Review (a comprehensive program evaluation conducted by the School Designer), and teacher requests. From this long-term plan, we design and schedule workshops, work sessions, PLCs, and off-site conferences. Depending on the specific aspect we are developing/improving, teachers have support through off-site workshops and on-site School Designer, Principal, Asst Principa, and Academic Coach support. We also run in-house seminars as needed, and focus grade-level PLCs to specific targets. Principal, Asst Principal, and Coach conduct classroom visitations and meet with teachers regularly to go over progress and needs. At the end of each year, staff assesses success of plan implementation and learning. Depending on outcomes, some targets are continued and new ones are developed.

Teachers and other staff participate in off-site workshops and conferences as well. Over the past couple of years, they have gone to EL Education National Conferences, Leadership Institutes, Learning Headquarters Writing workshops, National Science Foundation workshops and other science-focused institutes, and workshops on character, curriculum, and teaching strategies. Teachers also participate in coaching cycles, peer walkthroughs, and regular observations/walkthroughs by the Leadership Team.

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	18	15	15