

Meyers Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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	Joel Damerl
Email Address	jdamerl@ltusd.org
School Website	http://ltesms.ltusd.org/
County-District-School (CDS) Code	09-61903-0110155

2023-24 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

2023-24 School Description and Mission Statement

Meyers Elementary School, formally known as Lake Tahoe Environmental Science Magnet School (LTESMS), is located in Meyers, California bordering South Lake Tahoe. Nestled in the Sierra Nevada mountain range and located on the California/Nevada state line, South Lake Tahoe is a resort town where many families depend on seasonal employment in the casinos and ski resorts. In 2022 Lake Tahoe Unified School District moved from a school of choice back to community-based schools. Meyers Elementary School community felt this was a good time to change the name from LTESMS back to Meyers Elementary.

Meyers Elementary offers state-of-the-art technology with 1:1 Chromebook computing in grades K-5, document cameras, and Viewboards in every classroom. Lake Tahoe provides a unique geographical setting in which to study and participate in environmental science educational opportunities. A grant through our partnership with the South Tahoe Environmental Educator Coalition (STEEC) for innovative programs provides funding for field trips, which is necessary for fieldwork when participating in local governmental agency projects. Lake Tahoe Unified School District (LTUSD) provides a Transitional Kindergarten Program and an Early Admission Kindergarten Program in order to meet the diverse needs of the community. The daily instructional minutes for kindergarten through fifth grade are 310 minutes per day. Meyers Elementary also provides a physical education program as well as music for kindergarten through fifth grade students, which are taught by a credentialed physical education and music specialist. There are ten minimum days throughout the year that are used mainly for parent conferences. We have 33 early-out Wednesdays for site collaboration and staff development opportunities. The District provides fifth grade ski week at Heavenly Ski Resort, fourth-grade swimming instruction is provided by the City of South Lake Tahoe, and third grade students receive ice skating lessons as part of the District and community joint cooperation agreements.

Meyers Elementary has continued to set high levels of academic achievement. Our October 2023 enrollment was 352 students with 28.1% identified as socio-economically disadvantaged, 8.0% receiving special services, and 1.4% identified as English Learners (EL). Technology continues to be a major part of our academic program and students regularly use Accelerated Reader, iReady My Path, and Learning Ally. Many upper-grade Meyers Elementary teachers continue to utilize the Canvas learning management system which supports online learning and teaching through which teachers can post grades, information, and assignments online.

2023-24 School Description and Mission Statement

As a Professional Learning Community, we are committed to collaborating together to focus on student learning through the use of data, teaching essential standards, and sharing the best instructional strategies. Response to Intervention (RTI) is another way our staff works together to individualize instruction and differentiate to ensure high levels of student learning. Students participate in multiple environmental-based field experiences as well as dedicated lab time for each grade level to ensure hands-on, science-related academic instruction.

Meyers Elementary has a very active and involved Parent Teacher Association (PTS) that supports our academic program, science-based field trips, and the academic needs of our students. Students participate in project-based field trips that support our Environmental Science standards. In a typical year, we have an annual field trip for 5th graders to Yosemite Valley or the Marin Headlands through a program directed by Nature Bridge. Continued funding from the PTA ensures that we have a fully equipped wet science/STEAM lab for our students.

Our school vision is to, "Discover and foster the unique talents and potential of all students," through building unique relationships with all students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	65
Grade 2	58
Grade 3	69
Grade 4	55
Grade 5	53
Total Enrollment	360

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.3%
Asian	2.5%
Black or African American	0.3%
Filipino	0.6%
Hispanic or Latino	15.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.1%
White	73.3%
English Learners	1.1%
Foster Youth	0.3%
Homeless	0.8%
Socioeconomically Disadvantaged	20.6%
Students with Disabilities	6.1%

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.

2020-21 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)	17.30	94.54	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.90	5.84	12115.80	4.41
Unknown	1.00	5.46	15.90	8.52	18854.30	6.86
Total Teaching Positions	18.30	100.00	187.30	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.

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)	17.60	94.65	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.35	14.10	7.26	11953.10	4.28
Unknown	0.00	0.00	16.80	8.65	15831.90	5.67
Total Teaching Positions	18.60	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

INSTRUCTIONAL MATERIALS

Textbook selection involves teachers from all school serving students in Kindergarten through eighth grade. The staff at Meyers Elementary School is involved with the District's process for reviewing and adopting textbooks. This process allows professional staff input to ensure that the most current materials of high quality are available to our students. Meyers Elementary School is currently using the following texts adopted from the most recent state-approved list: McGraw-Hill Math 2014, McGraw-Hill ELA (English Language Arts)/ELD (English Language Development) 2017, School Specialty Foss Science 2022, and Savvas My World/Mi Mundo Social Studies 2019. Supplemental materials include I-Ready My Path, Read Naturally, Brain Pop, Renaissance Learning, IXL, and integrated curriculum materials.

Meyers Elementary School, which has a secondary focus on technology, has made a significant investment in the purchase of mobile Chromebook computers and ViewBoard technology. The school has one ViewBoard in each K-5 classroom with Internet access, along with sufficient mobile Chromebooks for each student to use in the classroom and/or at home. Each teacher uses 1 to 1 Chromebooks with students in order to integrate technology with grade-level standards.

The school library is open and available to students. The library is automated and continually increasing its selection of fiction and non-fiction books.

The Meyers Elementary School staff believes in providing the least restrictive program for students. The school supports a blended service delivery model that coordinates appropriate interventions for special education and general education students.

Questions regarding the information presented in this report may be directed to your principal, Joel Damerat at (530) 543-2371.

CURRICULUM IMPROVEMENT

Training and curriculum activities tailored to the school are essential for maintaining and improving our instructional program. Teachers receive increased educational opportunities in differentiated instruction to meet individual needs. They utilize technology as a part of, and to supplement, grade-level content standards. Students and teachers use the Internet to access current in-depth science (life, earth and physical) information and basic skills reinforcement.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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)	Yes	0
Mathematics	McGraw-Hill My Math (2014): K-2 workbooks; Grades 3-5, ratio 1:1 (Adopted 4/21/15)	Yes	0
Science	School Specialty Foss (adopted 6/23/2022)	Yes	0
History-Social Science	Savvas (Pearson) My World/Mi Mundo Social Studies (adopted 5/28/2019)	Yes	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

School Facility Conditions and Planned Improvements

Meyers Elementary School is well-maintained, clean, and safe, providing an extremely positive atmosphere for learning to take place. Our site was modernized in the summer of 2013, including walls being added to each open space classroom, a new heating and control system, dual-glazed windows, new doors, acoustical sound control, and a PA/Intercom Master Clock system. The main facility is 36,639 square feet, which adequately houses the number of students. The school was completely re-roofed in 1999 and a \$250,000 seismic retrofit was completed in the summer of 2001.

The condition of the entire school has been upgraded to good as a result of the modernization project during the summer of 2013. During the summer of 2003, the multipurpose room, office area, faculty lounge, library area, workroom, and restroom facilities were modernized. A new school library was installed in January 2006. The school, situated on 12.28 acres, is well-maintained and aesthetically pleasing. Meyers Elementary School has a large playground consisting of blacktop, turf, and new playground equipment. The site is in need of the playground being resurfaced. The main parking area was resurfaced in the summer of 2016.

Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Drills are attended by local law enforcement (FBI, Sheriff, USDA Law Enforcement, California Highway Patrol) and the Lake Valley Fire Department. Campus supervision is provided by teachers, classified personnel, and the Principal.

The site maintains a designated Site Safety Lead Committee and Site Safety meetings are held regularly on campus. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System per the National Incident Management System. The Lake Tahoe Unified School District Emergency Operational Plan and Action Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Parent Square (Aeries) communication system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to agencies in the public and private sectors to ensure safe and peaceful schools.

Year and month of the most recent FIT report

11/2023

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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			1-2 Playground: 3-5 Playground: Blacktop: Cracking blacktop

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.

Percentages are not calculated 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.

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	73	68	44	44	47	46
Mathematics (grades 3-8 and 11)	58	68	28	30	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	171	171	100.00	0.00	67.84
Female	82	82	100.00	0.00	76.83
Male	89	89	100.00	0.00	59.55
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	129	129	100.00	0.00	68.99
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	39	39	100.00	0.00	58.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	171	170	99.42	0.58	68.24
Female	82	82	100.00	0.00	63.41
Male	89	88	98.88	1.12	72.73
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	27	100.00	0.00	59.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	129	129	100.00	0.00	68.99
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	39	39	100.00	0.00	58.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	63.41	68.63	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	51	100.00	0.00	68.63
Female	28	28	100.00	0.00	67.86
Male	23	23	100.00	0.00	69.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	38	38	100.00	0.00	68.42
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	100.00%	100.00%	100.00%	100.00%	100.00%

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.

2023-24 Opportunities for Parental Involvement

Meyers Elementary School has tremendous support and commitment from parents and the community. Parents support their students and school by assisting in classrooms and field trip learning activities. The PTA enjoys strong parental leadership and participation. Many parents contribute by donating time and sharing their expertise and special interests.

The following are ways for parents to stay involved and informed in a typical year:

Back to School night is held in the fall of each school year to share with parents about school programs in place to meet the needs of all students.

The school provides a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during meetings or through newsletters may include:

- Improving two-way communication between school to home and home to school
- Discussing current student assessment data and student progress
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in school activities
- Conferencing with teachers
- Providing training programs to help parents support and work with their children at home and at school
- Advocating for teachers and parents
- Valuing equity and cultural diversity

Parental input from parent meetings and training sessions will be shared with the PTA to provide an organized, ongoing, timely way to involve parents in the planning, review, and improvement of school programs.

2023-24 Opportunities for Parental Involvement

A school-wide communication system (Parent Square through Aeries Communication) or parent newsletters are emailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their primary language. Every attempt will be made to contact parents in their primary language.

During parent meetings, opportunities will be offered for discussion of parental suggestions. Responses to suggestions will be reviewed promptly, and if possible, by the next meeting. Topics appropriate for PTA review/action will be placed on the agenda for the next regularly scheduled meeting.

Parents are notified annually of individual student assessment results and provided with guidance on interpreting the results. The notification is also available in Spanish.

Translation and communication in appropriate languages at any of these forums will be provided.

Accessibility and opportunities for parents of students with disabilities and parents of migratory students to offer their input will be provided.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	366	364	77	21.2
Female	177	177	44	24.9
Male	189	187	33	17.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	9	9	0	0.0
Black or African American	2	2	1	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	59	57	13	22.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	3	13.6
White	270	270	59	21.9
English Learners	6	6	1	16.7
Foster Youth	1	1	1	100.0
Homeless	3	3	3	100.0
Socioeconomically Disadvantaged	86	84	27	32.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	30	30	6	20.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.26	0.00	1.09	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.09	0
Female	0	0
Male	2.12	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	4.55	0
White	1.11	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Meyers Elementary School

The school is well-maintained, clean, and safe, and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Teachers, classified personnel, and the Principal provide campus supervision.

The site maintains a designated Site Safety Committee which meets regularly. The School Safety Plan was reviewed with the staff in early September 2023 for any revisions or additions. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System per the National Incident Management System. The Lake Tahoe Unified School District Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website. It communicates with the public through the Parent Square (Aeries) communication system. The school and District work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors.

The School Safety Plan was reviewed and approved by the School Site Council on September 14, 2023.

In a typical school year, Meyers Elementary School will conduct a minimum of ten emergency drills utilizing Lake Tahoe Unified School District's plans and procedures for student, staff, volunteer, and visitor accountability. A Meyers Elementary School Safety Representative as well as local law and fire departments will evaluate all drills and maintain the records in the Comprehensive Safe School Plan binder that is available for public review in the school office.

For the 2023-2024 school year, all sites will follow California Department of Public Health guidelines regarding COVID-19.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21	1	2	
1	23		3	
2	21	1	2	
3	19	3		
4	24		2	
5	27		2	
Other	8	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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		3	
1	20	2	1	
2	23		3	
3	21	1	2	
4	31		2	
5	22		2	

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

2022-23 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

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	13064	5545	7519	83260
District	N/A	N/A	10170	\$82,209
Percent Difference - School Site and District	N/A	N/A	-30.0	1.3
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-1.2	1.5

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$52,786	\$50,875
Mid-Range Teacher Salary	\$80,672	\$79,761
Highest Teacher Salary	\$112,435	\$103,045
Average Principal Salary (Elementary)	\$134,951	\$128,154
Average Principal Salary (Middle)	\$119,500	\$131,774
Average Principal Salary (High)	\$124,600	\$142,676
Superintendent Salary	\$211,000	\$211,462
Percent of Budget for Teacher Salaries	34.61%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

Professional Development

The move by California to the Common Core State Standards (CCSS) provides the natural choice for our staff development concentration. The state has also infused a large sum of money to support technology and staff development. Lake Tahoe Unified School District is ahead of most other districts in technology, so we are concentrating on funding a variety of staff development opportunities that now include social-emotional learning, mental health, equity, and continuing with instructional strategies and methods development.

Staff Development at Meyers Elementary is both Principal and staff-driven. One integral part of our staff development plan this year is having teachers meet at our site to determine staff development needs. A goal at Meyers Elementary is for District grade level staff to meet on a regular basis to support each other with lessons and strategies while continuing with the CCSS model of instruction and integrating NGSS (Next Generation Science Standards) into our daily instruction as well.

Staff Development opportunities will be provided as our 3-year Single School Focus Plan is developed and implemented throughout the 2023-2024 school year.

Along with the grade-level meetings, teachers are offered opportunities to participate in staff development programs outside the district. The number of days would vary with the specific training and staff involved. Staff have participated in training on Marzano Vocabulary for the Common Core, STEAM (Science Technology Engineering Arts Math) conference, Positive Behavioral Interventions and Supports Service training, Close Reading instruction, as well as a collaborative class through Lake Tahoe Community College on implementing NGSS standards throughout our curriculum. New opportunities are presented daily and selected on an individual basis through the LTUSD Leadership Team.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	34