

Alder Creek Middle 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	Alder Creek Middle School
Street	10931 Alder Drive
City, State, Zip	Truckee, CA 96161
Phone Number	530-582-2750
Principal	Hien Larson
Email Address	hlarson@ttusd.org
School Website	https://www.ttusd.org/Domain/14
County-District-School (CDS) Code	28-0106807

2023-24 District Contact Information

District Name	Tahoe Truckee Unified School District
Phone Number	530-582-2500
Superintendent	Kerstin Kramer
Email Address	info@ttusd.org
District Website	www.ttusd.org

2023-24 School Description and Mission Statement

District Vision

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

Community

Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 3800 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

School Description

Alder Creek Middle School is dedicated to meeting the unique needs of early adolescents. Academic and personal excellence is expected within a structured, caring, and safe school environment.

Alder Creek Middle School staff, students, parents and the community are committed to providing a middle school for all students characterized by academic and personal excellence within a collaborative structured environment that promotes a

2023-24 School Description and Mission Statement

safe and caring atmosphere. At ACMS students are encouraged and empowered to take responsibility for their learning as well as their character development. At Alder Creek Middle School we are committed to meeting the physical, emotional, and intellectual needs of early adolescents by providing academic challenges and support in response to ALL students' learning, exposure to music and other fine arts, a rigorous and holistic physical education program, and a comprehensive counseling program. Emphasis is placed on the physical and emotional safety of the school community based on the belief of mutual respect. The curriculum consists of integrated academic programs that are challenging, enriching, responsive, and include real-world situations focused on 21st century skills. There are a variety of activities and programs that address the diverse interests of middle school students while preparing them for high school and beyond with expectations that each student grow personally.

Climate for Learning

At Alder Creek Middle School we value student voice. Opportunities for input are provided through student government, clubs, community service, sports, student assistance programs, and the development of healthy living practices. Students at Alder Creek Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good self discipline is a solid foundation on which to build an effective school. Students and teachers worked together to determine ACMS's core values of respect, responsibility, team work, and fun, which serve as the foundation for the school's educational and social climate. School rules are shared with students and parents in the student handbook and are reinforced throughout the year at assemblies, on the school website, in school publications, and through parent-teacher conferences.

School Leadership

School Leadership at Alder Creek Middle School is a responsibility shared among District administration, the principal, the assistant principals, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: Student Study Team, Leadership Team, Safety Committee, English Learner Advisory Committee (ELAC), and School Site Council.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	168
Grade 7	170
Grade 8	200
Total Enrollment	538

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4%
Male	49.6%
American Indian or Alaska Native	0.2%
Asian	0.2%
Hispanic or Latino	31%
Two or More Races	3.3%
White	63.8%
English Learners	8.9%
Homeless	0.6%
Socioeconomically Disadvantaged	28.4%
Students with Disabilities	12.5%

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)	26.10	74.17	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)	5.20	14.80	8.00	3.40	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	0.71	3.80	1.62	12115.80	4.41
Unknown	3.60	10.29	17.60	7.45	18854.30	6.86
Total Teaching Positions	35.20	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.

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)	27.50	80.81	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)	2.60	7.79	8.10	3.48	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	6.74	5.20	2.26	11953.10	4.28
Unknown	1.50	4.60	8.00	3.45	15831.90	5.67
Total Teaching Positions	34.10	100.00	232.80	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	5.20	2.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.20	2.60

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	0.20	2.30
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.20	2.30

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)	19.4	10.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

Year and month in which the data were collected		Fall 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync © 2016	Yes	0
Mathematics	College Preparatory Math, CC1, CC2 and CC3 © 2013 College Preparatory Math, Integrated Mathematics I © 2014	Yes	0

Science	Pearson Prentice Hall, Prentice Hall California Science Explorer Focus on Earth Science © 2009 Pearson Prentice Hall, Prentice Hall California Science Explorer Focus on Life Science © 2009 Pearson Prentice Hall, Prentice Hall California Science Explorer Focus on Physical Science © 2009	Yes	0
History-Social Science	Prentice Hall Social Studies @2007	Yes	0
Foreign Language	Senderos	Yes	0
Health	McGraw-Hill, Teen Health © 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	7/14/2023
---	-----------

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			Rm 208: 4. Water stain ceiling tiles Rm 510: 4. Water stain ceiling tiles P M6: 4. Wallpaper is torn.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P M6: 7. Outlet cover is cracked
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			P M7: 14. Holes in concrete on walkway/concrete is in poor condition P M9: 14. TRIP HAZARD AT ROOM ENTRY/ UNEVEN SURFACE

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)	56	61	60	58	47	46
Mathematics (grades 3-8 and 11)	47	46	50	48	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	543	526	96.87	3.13	61.41
Female	278	269	96.76	3.24	69.14
Male	265	257	96.98	3.02	53.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	169	163	96.45	3.55	34.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	84.00
White	346	335	96.82	3.18	72.84
English Learners	48	44	91.67	8.33	6.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	57.14
Socioeconomically Disadvantaged	172	167	97.09	2.91	40.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	66	92.96	7.04	22.73

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	543	528	97.24	2.76	45.83
Female	278	269	96.76	3.24	46.47
Male	265	259	97.74	2.26	45.17
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	169	165	97.63	2.37	18.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	25	25	100.00	0.00	80.00
White	346	335	96.82	3.18	56.72
English Learners	48	47	97.92	2.08	4.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	172	168	97.67	2.33	25.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	71	66	92.96	7.04	13.64

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)	39.36	42.39	40.10	40.71	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	198	184	92.93	7.07	42.39
Female	105	96	91.43	8.57	44.79
Male	93	88	94.62	5.38	39.77
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	61	57	93.44	6.56	17.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	63.64
White	124	114	91.94	8.06	53.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	56	93.33	6.67	19.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	19	76.00	24.00	26.32

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	--	--	--	--	--
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

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

Parent and Community Involvement

Parents and the community are very supportive of the educational programs at Alder Creek Middle School and this involvement helps our school thrive. Parents complete the volunteer process to volunteer at Alder Creek and are encouraged to participate on the English Learner Advisory Council, School Site Council, and PTO volunteers put on fundraising events and activities to provide additional resources for our students, including enrichment and athletics. ACMS's School Site Council revises, adopts, and approves our Parent Improvement Policy, the Single Plan for Student Achievement, and the Comprehensive School Safety Plan each year.

The process of engaging all stakeholders is an annual and continuous process. Faculty, staff, and other stakeholder/educational partners are continuously involved in annual site goal/objective setting and data analysis protocols. Through monthly Collaboration Meetings, Leadership and Administrative Meetings, as well as Departmental Professional Learning Communities (PLC), all ACMS staff are involved in a process of continuous school improvement, using Improvement Science Plan Do Study Act (PDSA) cycles, that examine all aspects of the school program and operations in relation to the impact on high-quality student learning. In addition, ACMS PTO, ELAC, School Site Council, Student Leadership, parent and student meetings, district-level meetings, and surveys to engage the community in the school site plan and self-study process. All action ideas are thoroughly reviewed and considered for the SPSA based on alignment to the district and school vision, and the availability of human and financial resources to implement and monitor the suggested plan.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	554	113	20.4
Female	285	281	52	18.5
Male	276	273	61	22.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	174	172	55	32.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	17	3	17.6
White	363	358	54	15.1
English Learners	57	56	22	39.3
Foster Youth	0	0	0	0.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	185	181	55	30.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	75	18	24.0

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	0.16	3.88	5.17	0.18	2.83	2.67	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	5.17	0
Female	2.11	0
Male	8.33	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	6.32	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.88	0
White	4.41	0
English Learners	8.77	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.41	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Alder Creek Middle School. All visitors to the campus must sign in using the Raptor system, at the office, and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in the fall of 2023 by the Safety Committee. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- School-wide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Healthy Kids Survey Results
- ALICE training safety protocol

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

2023-24 School Safety Plan

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	29	14	2
Mathematics	26	2	13	
Science	26	2	13	
Social Science	30	2	11	2

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	26	16	
Mathematics	26	2	13	1
Science	27	1	15	
Social Science	25	2	15	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	21	8	0
Mathematics	24	6	5	1
Science	24	5	7	0
Social Science	22	7	4	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	538

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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	7.1

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	\$22,356	\$7,661	\$14,745	\$95,046
District	N/A	N/A	\$2,061.78	\$92,664
Percent Difference - School Site and District	N/A	N/A	150.9	9.1
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	76.4	18.2

Fiscal Year 2022-23 Types of Services Funded

In addition to general state funding, Tahoe Truckee Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Technology
- Title III, English as a Second Language
- Title IV, Student Support

Fiscal Year 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	\$58,649	\$50,875
Mid-Range Teacher Salary	\$84,446	\$79,761
Highest Teacher Salary	\$120,199	\$103,045
Average Principal Salary (Elementary)	\$150,876	\$128,154
Average Principal Salary (Middle)	\$155,443	\$131,774
Average Principal Salary (High)	\$167,700	\$142,676
Superintendent Salary	\$239,041	\$211,462
Percent of Budget for Teacher Salaries	32.79%	30.11%
Percent of Budget for Administrative Salaries	5.63%	5.49%

Professional Development

Educational research supports that the most critical factor contributing to a student's success in school is the quality of the teaching. Tahoe Truckee Unified School District better ensures high level teaching and learning via research-based professional development (PD.) A variety of options are available and range from formal-type workshops/seminars and informal types such as collaboration among colleagues, independent reading, observing a colleague's lesson. The frequency of PD varies with the structure and purpose.

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	5	5	4