

# **Tahoe Valley Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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, 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 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).

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Tahoe Valley Elementary School
<b>Street</b>	943 Tahoe Island Drive
<b>City, State, Zip</b>	South Lake Tahoe, CA 96150
<b>Phone Number</b>	(530) 543-2350
<b>Principal</b>	Christina Grubbs
<b>Email Address</b>	cgrubbs@ltusd.org
<b>Website</b>	tahoevalley.ltusd.org
<b>County-District-School (CDS) Code</b>	09-61903-6005573

Entity	Contact Information
<b>District Name</b>	Lake Tahoe Unified School District
<b>Phone Number</b>	(530) 541-2850
<b>Superintendent</b>	Dr. James R. Tarwater
<b>Email Address</b>	jtarwater@ltusd.org
<b>Website</b>	www.ltusd.org

## School Description and Mission Statement (School Year 2019-20)

Tahoe Valley Elementary School is located in a year-round mountainous, rural resort town. The school itself is located in the "Y" area of South Lake Tahoe, in a hub where access toward the west shore, Sacramento, and south shore of Lake Tahoe converge. Tahoe Valley maintains an enrollment for Transitional Kindergarten (TK) through 5th grade of approximately 427 students and enjoys a diverse ethnic composition. Tahoe Valley Elementary School houses the Early Childhood Learning Center (ECLC). It is a school within a school and contains all of the district TK classrooms. The economic base of the school is diverse with some students living on the lake shore in Tahoe Keys homes and others living in quiet neighborhoods, apartments, motels, trailer parks, and low-income housing.

- Approximately 288 (67%) of our students qualify for free or reduced meals.
- Approximately 95 (22%) of our students are identified as English Language Learners.
- Approximately 187 (44%) of our students are identified as Hispanic or Latino.
- Approximately 185 (43%) of our students are identified as White.
- Approximately 50 (12%) of our students are identified as other ethnic backgrounds or multi-ethnic.
- Approximately 46 (11%) of our students are identified as Students with Disabilities.
- Approximately 45 (11%) of our students are identified as Homeless
- Approximately 5 (1%) of our students are identified as Foster Youth
- Full-Day Kindergarten has been implemented since 2006 and Transitional Kindergarten (modified day schedule-4 hours) has been implemented since 2012.
- Tahoe Valley has three intervention teachers who serve all TK-5 students during school hours. This support is flexible, based upon data results, and differentiates to meet the diverse needs of the students. Our goal is that EVERY child leave Tahoe Valley at or above grade level in all content areas.
- 3A, our afterschool "Academic Academy" supports students in math and reading throughout the year. This program is run by credentialed teachers and targets students below grade level.
- Tahoe Valley has implemented Visual and Performing Arts (VAPA) as the focus for the school. Students attend weekly choral/instrumental instruction along with P.E./Dance instruction both taught by credentialed teachers. Every year students in grades 1-5 also have the option of performing in a public musical performance. This year we are implementing general music theory instruction for all students in TK through 5th grade along with instrumental instruction (Drumming to TK-K; Boomwhackers to 1st; Handbells to 2nd; Recorders to 3; and Ukuleles to 4th and 5th grade students). We wrote a grant this year and are hoping to add piano instruction for 5th grade to the overall program. Grant funding also provides acrylic canvas painting lessons for grades 1-5 through a partnership with our local Paint & Sip studio.
- Tahoe Valley designed and implemented a STEAM Lab which is coordinated by an Instructional Assistant. Classes can attend weekly labs and robotics lessons with all students attending a minimum of twice each month. All lessons are tied to NGSS grade-level standards. We have also partnered with Get in the Act! Science and Drama Theater to provide a VAPA approach to some Science content for grades K-3. This program is provided through grant funding.

### Tahoe Valley Elementary's Mission Statement:

Our mission is to provide children with learning experiences that will enable them to:

- Develop Character, Creativity, Critical thinking, Communication and Collaboration skills
- Appreciate the aesthetic values in the Creative and Performing Arts
- Become Self-Confident, Motivated, Caring, and Socially Conscious citizens

Vision: Developing well-rounded students who embody 21st Century Skills through the Arts.

Motto: Where the ARTS come ALIVE!

#### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	137
Grade 1	49
Grade 2	53
Grade 3	58
Grade 4	52
Grade 5	52
Total Enrollment	401

#### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1
Asian	1.7
Filipino	2.7
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.5
White	47.4
Two or More Races	4.7
Socioeconomically Disadvantaged	72.3
English Learners	22.4
Students with Disabilities	10.2
Homeless	12.7

## 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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	30	26.9000	24.1330	186.2492
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** October 2019

The staff at Tahoe Valley School work in conjunction with LTUSD and the El Dorado County Office of Education to carefully select, train for, and implement the use of curricular materials in coordination with the State's curriculum adoption cycle and the state approved curriculum list. This process allows professional staff input to ensure that up-to-date materials of high quality are available to our students. The district has adopted McGraw-Hill My Math (2014), McGraw-Hill Wonders ELA (2017), Pearson My World/Mi Mundo Social Studies (2019), and McGraw-Hill Science (2006). These materials align with the Common Core State Standards. In grades 2-5 for each core subject, individual books are available. In grades TK-1, both Big Books and individual leveled books are available and utilized.

Technology is highly supported by the Lake Tahoe Unified School District. Every classroom contains SMARTBoard Technology along with a state-of-the-art Document Viewer. Wireless internet access is available in every classroom and throughout the school building. The district provides each 3rd, 4th, and 5th grade student with a wireless Chromebook laptop to use at school and home on a daily basis. Transitional Kindergarten-Second Grade has a complete set of wireless Chromebook laptops for in-school use. Supplemental online programs support the individual needs of the students in all grades. Programs include: EPIC!, Brain Pop, Accelerated Reader, IXL, Reflex Math and others. Our library and weekly Choral program services further enhance the overall instructional program and are coordinated with each grade level to further enhance all students' academic achievement while furthering students' overall exposure to the Arts. These also serve to enhance our mission of providing opportunities to students to help create well-rounded, contributing citizens.

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, ratio 1:1; grades K, one kit per class with individual workbooks (Adopted 4/26/2016)	Yes	0
Mathematics	McGraw-Hill: My Math (2014) - grades 1-5, ratio 1:1; grades K, one kit per class with individual workbooks (Adopted 4-21-15)	Yes	0
Science	MacMillan McGraw-Hill (2006) - grades 1-5, ratio 1:1; grades K, one kit per class; grade 1-2, one Big Book set per class.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Pearson My World/Mi Mundo (2019) - grades 1-5, ratio 1:1; grades K, one kit per class with individual workbooks (Adopted 5/28/2019)	Yes	0
<b>Visual and Performing Arts</b>	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1 All Levels: Various band and orchestral arrangements of band and orchestral literature		na

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school and grounds are well kept and inviting. Proper attention is given to facility upkeep, with a regular maintenance schedule. Within the last 20 years, the school was modernized with a \$1.5 million upgrade to the entire facility. Nine additional classroom spaces were added with “relocatables.” All efforts to ensure building safety, cleanliness, and adequacy have been successful. During the summer of 2014, the entire school interior and exterior were repainted, all classrooms received new flooring and the exterior of the building was repaired as needed. Additional playground equipment and a new block retaining wall was added in 2016 which replaced the broken wooden one. The front entrance (windows and doors) were replaced at that time which also enhanced the overall appearance of the school. Tahoe Valley had additional repairs and upgrades completed by the beginning of the 2017-18 school year. These improvements included additional playground equipment in the TK/Kindergarten playground, a new grass field on the upper playground, new dishwasher, and new drinking fountains/bottle filling stations around the campus. Last year we painted the last of the relocatable's interiors and the new Performing Arts Center. New flooring was installed in the last portables along with adding a new washer and dryer system for use by the school and families. The tables and benches in the MPR were also just upgraded, repaired and new tops installed. Over the summer the School District and the California Conservation Corp removed dead and diseased trees, or trees which were too close to the buildings and campus to help reduce potential fire hazard. The site principal and senior custodian meet weekly to communicate needs as well as repairs needed and completed. The district is aware of the need for blacktop replacement and/or repair on the playground and has added this to the district's long-term plan for funding prioritization.

School safety is a top priority, and Tahoe Valley's Safe School Plan and Emergency Preparedness Plan guide both prevention and practice. Site safety meetings are held at the site before and after each emergency drill. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan and Action Plan is updated regularly and communicates with the public through the Aeries Communications phone, email, and text contact 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. This year we are completing the installation of our new exterior and interior camera system along with a large screen supervised monitor so the campus can be supervised easily for early emergency and event notification and action.

The school is well maintained, clean, safe, and provides a positive atmosphere for learning to take place. The school is seen by all to be a safe and orderly environment. The head custodian has greatly increased the cleanliness and safety of our campus and communicates regularly with the administration on areas of need and completed updates. Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel, and the administrator. The entire staff just completed "Stop the Bleed" training given by the local hospital and now has a Trauma Kit on campus along with an AED located at the front entrance.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

**Year and month of the most recent FIT report:** 11/25/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Kitchen: Needs interior painting; Cracked formica on serving surfaces; Kitchen floor is warped; Milk Cooler needs replacing MPR/ Performing Arts Center/ Psych's Office: Need new flooring Schoolwide: Windows need reglazing; few ceiling tiles need replacing Portable Classrooms: Center support beams need repairs (mainly cosmetic & around base)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	MPR: Elevator Red Tagged-years old; 2 smoke detectors offline
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Playground: Large cracks in asphalt and some areas are missing; 1 basketball backboard & stand missing; one area by portable classrooms-fencing support posts are bent
<b>Overall Rating</b>	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, which 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); and
- 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

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	38	43	44	50	50
Mathematics (grades 3-8 and 11)	22	26	35	33	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	163	98.79	1.21	38.04
Male	80	80	100.00	0.00	38.75
Female	85	83	97.65	2.35	37.35
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	31.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	80	79	98.75	1.25	44.30

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	1.48	36.09
English Learners	43	42	97.67	2.33	28.57
Students with Disabilities	25	25	100.00	0.00	8.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	44.44

Note: 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.

Note: 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.

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 Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	165	163	98.79	1.21	26.38
Male	80	80	100.00	0.00	35.00
Female	85	83	97.65	2.35	18.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	80	79	98.75	1.25	26.58
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	135	133	98.52	1.48	24.81
English Learners	43	42	97.67	2.33	16.67
Students with Disabilities	25	25	100.00	0.00	0.00
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	18.52

Note: 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.

Note: 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.

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 Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.4	25.9	29.6

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Tahoe Valley school provides a school culture of openness and is welcoming to parents and the community. Our doors are open for parents to visit and/or volunteer. Our PTA and Cafecitos parent meetings encourage parents to become involved in many of our activities and fund raisers. Our automated Aeries phone message system, text, and email systems deliver messages to parents to keep them informed of important school issues in both English and Spanish. Tahoe Valley also hosts both a school website and electronic message sign which is constantly updated and viewed as an up-to-date method of communication for school events, volunteer opportunities, and information. Twice a year parents formally meet with teachers to keep informed of their student's progress. Informally teachers are in continual communication with parents through a variety of means. Parents and families are encouraged to participate in the PTA and School Site Council meetings, along with ELAC and Cafecitos meetings. These groups help provide a voice for parents and a means to be actively involved in the mission of the school. Tahoe Valley also distributes Chromebook computers to all students in the 3rd, 4th and 5th grades. Students take these wireless-capable computers home to access their own school's websites and to offer themselves and their parents web-based communication with their teachers and classmates, along with extended time to work on intervention programs to strengthen their academic skills. Students in Transitional Kindergarten through 2nd grade have access to Chromebooks within their classroom daily for intervention and support. Tahoe Valley views parents as equal partners in the educational progress and support for every child.

### 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.9	0.0	2.5	3.7	3.2	3.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The School Safety Plan is updated each year in the fall to address current school and facilities issues with input from all of our Stakeholders. The plan identifies areas of need for the facility and looks at the on-going safety up-keep of the school site. The plan also reviews the safety procedures in place in case of an emergency. An Emergency Action Plan is updated yearly and in place and safety drills are held monthly. The school has an active Safety Committee which meets monthly to monitor, update, and brainstorm next steps for improving our school-wide safety needs. We review, evaluate, and modify throughout the year our dismissal and public sign-in systems to insure we are efficient and meeting the needs of a rapidly changing safety culture. This year we will be completing the installation of an exterior and interior camera system with a large screen supervised monitor for easy monitoring of activities around the campus. This will greatly enhance our early warning system for events and/or emergencies. Tahoe Valley is always on the forefront in looking at ways to enhance our safety systems around the campus. Besides the camera monitoring system, we have locked entrances, gates, and all other access points, added peepholes into classroom doors, installed door securing devices, and work with our local fire marshall to make sure we are in compliance with all requirements for minimizing fire hazards. Our number one guiding principle is "Safety First" both with our facilities and with school climate.

## 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)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	7			19	7			20	6	1	
1	21		3		19	3			16	3		
2	20	2	1		21		3		18	3		
3	20	2	1		19	3			19	3		
4	30		2		27		2		26		2	
5	23	1	2		21	1	2		26		2	
Other**												

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	.5
Social Worker	
Nurse	1.3
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	4.2
Other	2.8

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,384	\$3,001	\$7,383	\$78,160.50
District	N/A	N/A	\$9,365	\$74,706.23
Percent Difference - School Site and District	N/A	N/A	-23.7	4.5
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-1.7	6.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Title I support and services for eligible students are varied. Students grades TK-5 receive support in reading through the district-adopted McGraw-Hill leveled support components. Primary grade students receive additional reading support using the SIPPS program, Sonday Dyslexic System, and additional guided reading targeted intervention groups. Two full-time credentialed teachers work with under-performing, primary age students for support with English Language Arts and Math. Staff also utilizes the McGraw-Hill Wonder Works and ELD programs, SIPPS, SIPPS PLUS, and Sonday Dyslexic System programs with 4th and 5th grade students who need additional support. The district supports and Tahoe Valley School utilizes software to enhance the learning experience; software includes: ConnectEd, EPIC!, Brain Pop, Accelerated Reader, IXL, and Reflex Math. English Learners receive support that includes both in-class instructional support and some pullout with a minimum of 40 minutes per day of ELD support. ELPAC test results are influential along with classroom assessments to determine student support needs. Chromebook computers are issued to all students grades 3, 4, and 5. Students grades TK, K, 1, and 2 have Chromebook class sets for use within the classroom. This year we have continued implementation of our afterschool Academic Academy (3A) for identified students. This program provides support in both Math and Language Arts for students at-risk and functioning below grade level. Credentialed teachers provide the lessons and supports which are targeted to the needs of the students and based upon their assessment results. 3A also uses Scootpad online to provide a portion of the targeted instruction and remediation.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,475	\$46,208

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$72,554	\$72,218
Highest Teacher Salary	\$101,117	\$92,742
Average Principal Salary (Elementary)	\$125,323	\$134,864
Average Principal Salary (Middle)	\$139,328	\$118,220
Average Principal Salary (High)	\$137,113	\$127,356
Superintendent Salary	\$192,537	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	5%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	22	18	24

With the introduction of the Common Core State Standards (CCSS), Lake Tahoe Unified School District devoted the majority of the CCSS funding from the state previously for two years to professional development along with Educator Effectiveness Funding. As additional funding became available, LTUSD was and is committed to the ongoing professional development of the teachers and staff. The necessary professional development has been identified by both the administration and the staff with an emphasis on developing a deeper understanding of the shifts to instruction and assessment that CCSS is calling for, along with the needed changes to teaching strategies to prepare students for 21st century skills. The focus of the professional development is a process which is constantly being evaluated and re-evaluated as new information is uncovered including the use of student data. Every teacher has the opportunity to self-select areas for additional focus and develop a plan for implementation. So far this year, the major focus of our site professional development has centered on implementation of our new Social Studies program, Step Up To Writing and our new Drop Everything and Writing program, RTI, Positive Behavioral Interventions and Supports (PBIS), the integration of the Arts into core curriculum, AVID training, how to work with students of poverty, Stop the Bleed trauma training, and specific technology and assessment trainings, etc.

The professional development model we are utilizing is providing time both during school hours for in-depth CCSS training and collaboration and program implementation, or after school hours depending upon the individual training and/or teacher needs. These meetings are either site-based or district-wide grade-level teams with specific outcomes all focused on deepening the implementation of the CCSS and differentiating instruction. Some staff members also attend out-of-area conferences and trainings depending upon the individual needs of the teacher. So far this year, teachers and staff have attended Social Studies training and implementation, informational trainings on how to enhance and modify our current practices to be more effective for our students, technology trainings to increase teacher efficacy with the data management system and new online technology programs and supports, new assessment systems (ESGI), AVID school-wide trainings, Trauma-Informed best practices, PBIS, and Stop the Bleed trauma training. We are sending teachers to Step Up To Writing training through El Dorado County Office of Education later this month. This is the first wave of getting the staff trained on this system which directly ties to the district's Differentiated Assistance plan. The principal has also provided release time for new teachers to a grade level to attend in-class coaching and peer observations to enhance their efficacy. Lake Tahoe Unified School District also provides one full day of staff development at the beginning of each school year. Overall, in 2017-18, out of the 22 PD days, 17 were partial days; in 2018-19, out of the 18 PD days, 12 were partial days; and for 2019-2020, we will have approximately 17 partial days of PD.

The district and school site use a PLC (Professional Learning Community) model of support along with providing training through attendance at various conferences and workshops. The staff is also supported by the principal who is trained in Cognitive Coaching, Adaptive Schools, Classroom Assessment Scoring System (CLASS) K-3, and has been a professional staff developer for the state of California. The staff uses student performance data along with informal assessments to monitor the implementation of the CCSS and student achievement. The principal and Reading Intervention Teachers/Coaches work with the paraprofessionals and provide training in Language Arts supplemental processes. The Instructional Coach also works with specific teachers and classrooms to help support and deepen the practices and strategies used to meet the needs of the individual students. The principal has also held Book Studies afterschool hours. Teachers who sign up are given the professional development book and the group meets throughout the year to read a chapter at a time, and reflect as a group on the new learnings and how to apply it directly into their classrooms.