

Tahoe Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. Todd Cutler
Email Address	tcutler@ltusd.org
Website	www.ltusd.org

School Description and Mission Statement (School Year 2020-2021)

Tahoe Valley Elementary School is located in a year-round mountainous, rural resort area. 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 Lake Tahoe converge. Tahoe Valley maintains an enrollment for Transitional Kindergarten (TK) through 5th grade of approximately 347 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 district TK classrooms. The economic base of the school is diverse with some students living on the lakeshore in Tahoe Keys homes and others living in quiet neighborhoods, apartments, motels, trailer parks and low-income housing.

- Approximately 212 (61%) of our students qualify for free or reduced meals. (Due to the COVID-19 Pandemic and LTUSD receiving a grant to provide free meals for all students ages 0-18, we stopped collecting applications for this program. This number only represents families that completed the application early. Certified count pending.)
- Approximately 85 (24%) of our students are identified as English Language Learners
- Approximately 155 (45%) of our students are identified as Hispanic or Latino
- Approximately 143 (41%) of our students are identified as White
- Approximately 49 (14%) of our students are identified as other ethnic backgrounds or multi-ethnic
- Approximately 33 (10%) of our students are identified as Students with Disabilities
- Approximately 17 (5) of our students are Identified as Homeless
- There are currently no foster youth enrolled
- As of 2005-2006, class-size reduction has been re-implemented for TK-3; currently student/teacher ratios are: TK at 20:1; K at 23:1; 1-3 at 24:1; 4th-5th at 32:1
- Full-Day Kindergarten has been implemented since 2006 and Transitional Kindergarten (modified day schedule- 4 hours) has been implemented since 2012

- Unfortunately, due to the COVID-19 Pandemic, our reading intervention program has been temporarily suspended and these teachers reassigned throughout the school district to fill vacancies which occurred unexpectedly
- Reading Intervention for Kindergarten is provided daily by Transitional Kindergarten teachers in the afternoon during their "student contact hours"
- 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. In 2019-2020 we implemented general music theory instruction for all students in TK through 5th grade along with instrumental instruction (Drumming for TK-K; Boomwhackers for 1st; Handbells for 2nd; Recorders for 3rd; Ukuleles for 4th, and keyboarding for 5th grade students). 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.
- The District had previously implemented the MAP assessment system for use in grades 3-5, which has been expanded to grades K-5 (from grades 3-5) in the 2020-2021 school year. This assessment is administered at the beginning of the school year and twice throughout the school year to help provide data to drive instructional practices and interventions.
- In the 2006-2007 school year, monthly grade-level collaboration meetings were implemented and continue through the current year. Teachers also receive professional development monthly through Staff Meetings and Focus Collaboration procedures.
- Tahoe Valley received AVID Certification 2019-2020 for our implementation of AVID Strategies in grades 3-5. We are continuing to include TK-2 in the overall implementation of our AVID Site Plan.
- All TK-5 students are issued personal wireless Chromebooks for use within the classroom and at home.

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 2019-2020)

Grade Level	Number of Students
Kindergarten	165
Grade 1	47
Grade 2	48
Grade 3	55
Grade 4	58
Grade 5	54
Total Enrollment	427

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.5
Asian	2.1
Filipino	2.8
Hispanic or Latino	43.8
Native Hawaiian or Pacific Islander	0.2
White	43.3
Two or More Races	5.2
Socioeconomically Disadvantaged	71.9
English Learners	22.2
Students with Disabilities	10.8
Foster Youth	1.2
Homeless	10.5

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26.9000	24.1330	19.0330	184
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

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 current materials of high quality are available to our students. The district has adopted McGraw-Hill My Math (2014), McGraw-Hill Wonders ELA (2017), Savvas (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 2nd, 3rd, 4th, and 5th-grade student with a wireless Chromebook laptop to use at school and home on a daily basis. Students lacking sufficient internet access are provided a MiFis, a mobile WiFi hotspot. Transitional Kindergarten-First Grade students each have a Chromebook laptop for at-home use during Distance Learning and the Hybrid Learning Phases. Thereafter, the laptops will be utilized within the classroom setting. Supplemental online programs support the individual needs of the students in all grades. Programs include: RazKids, 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
History-Social Science	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
Visual and Performing Arts	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

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

School Facility Conditions and Planned Improvements

The school facility and grounds are well kept and inviting. Proper attention is given to facility upkeep, using a regular maintenance schedule. Over the last 20 years, the school has been 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, new flooring was installed in all classrooms, and the exterior of the building was repaired as needed. Additional playground equipment was added and a new block retaining wall replaced the previous wooden one. The front entrance (windows and doors) were replaced enhancing the overall appearance of the school. Tahoe Valley had additional repairs and upgrades completed at 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. In 2017-2018, the last of the relocatable's interiors and the new Performing Arts Center were painted. New flooring was installed in the last portables along with adding a washer and dryer system for use by the school and families. Tables and benches in the MPR (multi-purpose room) were also upgraded, repaired and new tops installed. The school district and the California Conservation Corps removed dead and diseased trees or trees which were too close to the buildings and campus to help reduce potential fire hazard. In the summer of 2019-2020, we redesigned a grass area and installed a new "Family Literacy Garden" at the front entrance to the school. The garden is open to the community and has inviting benches, trees, landscaping, a new mural, and books for all ages available in a "Little Lending Library". This library stand also contains an informational pamphlet on how to support and enhance the comprehension skills for all ages. This new garden area joins the Tranquil Area where classrooms can go outside to read and write in nature. We also have an outdoor amphitheater and split log benches around campus where students can sit, talk to others, and reduce their stress. The site principal and senior custodian meet weekly to communicate short term needs as well as repairs needed and completed. A future task is the need for blacktop replacement and has been added to the district's long-term plan for funding priorities.

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 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 site and district work in partnership with local and state law enforcement, fire agencies, and agencies in the public and private sectors to ensure safe and peaceful schools. This year we completed installation of our new exterior and interior camera system along with a large screen monitor that is supervised to allow for enhanced monitoring of campus activity and 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 provides increased cleanliness and safety to our campus and communicates regularly with administration on areas of need and completed updates. Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures and are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel, and the administrator. The entire staff 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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/4/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Kitchen: needs interior painting; cracked formica on serving surfaces; kitchen floor is warped MPR/Performing Arts Center/Psychologist's Office: need new flooring; cracked wall sound panels Schoolwide: windows need reglazing; some ceiling tiles need replacing; minor chipped or cracked tiles and A and B wing bathrooms Portable Classrooms: center support beams need repairs (mainly cosmetic and around base)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Playground: large cracks in asphalt and some areas are missing; 1 basketball backboard and stand missing; one area by portable classrooms - fencing support posts are bent
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	38	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	26	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	20	N/A	26	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Tahoe Valley Elementary provides a school culture of openness and welcomes parent and community involvement. Our doors are open for parents to visit and/or volunteer. Our PTA and Cafecitos parent meetings encourage parents to be involved in our many activities and fund raisers. Our automated Aeries Communications phone/text/email system delivers 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 provide up to the minute 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 PTA (Parent-Teacher Association), School Site Council, ELAC (English Learner Advisory Committee), 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 Transitional Kindergarten through 5th grades. Students take these wireless-capable computers home to access their own school's websites, instruction, and assignments. The Chromebooks also provide students and their parents/guardians a means of web-based communication with their teachers and classmates, along with extended time to work on intervention programs to strengthen their academic skills. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	0.0	3.7	3.2	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.5	3.9	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The School Safety Plan is updated each year in the fall, with input from all of our Stakeholders, to address current school and facilities issues. The plan identifies areas of need and any ongoing safety up-keep of the school site. The plan also reviews the safety procedures in case of an emergency. An Emergency Action Plan is also updated yearly 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 schoolwide safety needs. We review, evaluate, and modify throughout the year our dismissal and public sign-in systems to ensure we are efficient and meeting the needs of a rapidly changing safety culture. In 2019-2020 we completed final installation and configuration of an exterior and interior camera system with a large screen supervised monitor for easy monitoring of activities around the campus, which 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. In addition to the camera monitoring system, we have: locked entrances, gates, and all access points; added peepholes into classroom doors; installed door securing devices; and work with our local fire marshall to assure we are compliant with all requirements for minimizing fire hazards. Our number one guiding principle is "Safety First" for our facilities and school climate.

SPECIAL NOTE FOR LAKE TAHOE UNIFIED SCHOOL DISTRICT RESPONSE TO THE COVID-19 PANDEMIC IN THE 2020-2021 SCHOOL YEAR

Lake Tahoe Unified School District (LTUSD) schools will open under distance learning for the start of the 2020-21 school year in response to the COVID-19 pandemic. On July 30, 2020, LTUSD Board of Education approved the COVID-19 Pandemic Plan for 2020-21 School Year, here forward referred to as the Pandemic Plan. The focus areas for planning were governance and operations, health and safety, school instructional models and schedules, academic success, special education and special populations, social-emotional and mental health supports, and family and community engagement. The plan defines a 4-phase approach to reopening schools in order to maximize in-person instruction while mitigating the risk of exposure to COVID-19 for students and staff. The phases move from distance learning to hybrid (distance/traditional) to modified traditional with the ultimate goal of returning to a traditional school model. With safety being top priority, each Pandemic Plan phase uses state and local guidelines to address risk assessment, rationale, safety protocols, food service, and transportation. The Pandemic Plan addresses student academic success, social-emotional support, health and safety, governance, and special student populations in response to the impact of the pandemic on the District and school community. Each instructional model ensures in-person and distance learning is robust and offers equal educational access, opportunity, and continuity.

For the 2020-21 school year, all sites will follow the Pandemic Plan health and safety protocols and procedures for each phase to ensure the safety of students and staff consistent with public health guidance. A separate Health and Safety Protocols document, along with student and self-screening information, has been distributed to staff, students, and families further defining the Pandemic Plan protocols and procedures. Both documents are available on the District website at www.ltusd.org. A print copy of the Pandemic Plan is available at the Education Center located at 1021 Al Tahoe Boulevard, South Lake Tahoe, CA 96150.

Should LTUSD return to traditional school during the 2020-21 school year, all actions in the Safe School Plan altered in response to the COVID-19 pandemic will revert to pre-COVID conditions.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	7			20	6	1		21	5	3	
1	19	3			16	3			24		2	
2	21		3		18	3			24		2	
3	19	3			19	3			18	3		
4	27		2		26		2		29		2	
5	21	1	2		26		2		27		2	

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Psychologist	0.5
Nurse	0.6
Speech/Language/Hearing Specialist	1
Other	5.5

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14710	3723	10987	\$78,160
District	N/A	N/A	\$9,641	\$76,991
Percent Difference - School Site and District	N/A	N/A	13.1	1.5
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	34.6	3.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Title I support and services for eligible students are varied. Students in grades TK-5 receive support in reading through the district-adopted McGraw-Hill leveled support curriculum components. Primary grade students receive additional reading support using the SIPPS program, Sonday Dyslexic System, and additional guided reading targeted intervention groups. Unfortunately, this year with the COVID-19 pandemic, our three full-time credentialed teachers who worked with underperforming, primary age students for support with English Language Arts and Math were displaced and moved to other schools within the district to fill immediate classroom needs. Staff also utilized 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, RazKids, 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. The district provides all student with a wireless Chromebook laptop to use at school and home on a daily basis. Transitional Kindergarten-First Grade students each have a Chromebook laptops for at-home use during Distance Learning and the Hybrid Learning Phases. Thereafter, the laptops will be utilized within the classroom setting. This year the implementation of our afterschool Academic Academy (3A) for identified students has been paused due to the COVID-19 pandemic. This program provided support in both Math and Language Arts for at-risk students and performing below grade level. Credentialed teachers provided lessons and supports which were targeted to student needs and based upon their assessment results.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,425	\$47,145
Mid-Range Teacher Salary	\$74,006	\$74,952
Highest Teacher Salary	\$103,152	\$96,092
Average Principal Salary (Elementary)	\$119,361	\$116,716
Average Principal Salary (Middle)	\$130,271	\$120,813
Average Principal Salary (High)	\$139,855	\$131,905
Superintendent Salary	\$198,156	\$192,565
Percent of Budget for Teacher Salaries	37.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	18	24	28

With the introduction of Common Core State Standards (CCSS), Lake Tahoe Unified School District devoted the majority of CCSS funding from the state previously for two years to professional development along with Educator Effectiveness Funding. As additional funding became available, LTUSD remains committed to ongoing professional development of the teachers and staff. The necessary professional development has been identified by both administration and 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 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 the implementation of our new Canvas Learning Management System to streamline distance learning, and informational trainings on how to enhance and modify our current practices to be more effective for our students, AVID trainings through the El Dorado County Office of Education, and new online technology programs and supports such as Reflex Math. As soon as it is deemed safe we will continue our growth in the areas of: our new Drop Everything and Writing program and the writing process, RTI, Positive Behavioral Interventions and Supports (PBIS), the integration of the Arts into core curriculum, additional AVID trainings, how to work with students of poverty, equity versus equality, and specific technology and assessment trainings, etc.

Due to limitations resulting from the COVID-19 pandemic and our inability to attend in-person professional development, we are utilizing Zoom and virtual webinars as our main approach for professional development. When it is deemed safe, Tahoe Valley will be 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 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. The district has built into our Distance Learning and Hybrid Learning phases, an additional 2 hours every week for collaboration and professional development. The principal has also provided release time for teachers new 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 had approximately 17 partial days of PD before we were moved to only distance learning with no one allowed to work from the school site.

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 CCSS and student achievement. Prior to the COVID-19 pandemic (and we are hopeful that it will be reimplemented by next year), the principal and Reading Intervention Teachers/Coaches worked with the paraprofessionals and provided training in Language Arts supplemental processes. The Instructional Coach also worked 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.