

LAKE TAHOE ENVIRONMENTAL SCIENCE MAGNET SCHOOL – 2008-09

OUR SCHOOL

Lake Tahoe Environmental Science Magnet School is located approximately four and a half miles west of the City of South Lake Tahoe off Highway 89 in Tahoe Paradise. Situated in El Dorado County, Lake Tahoe Environmental Science Magnet School is one of four elementary schools in the Lake Tahoe Unified School District. The enrollment for kindergarten through grade five is 348 students, taught by sixteen teachers.

The Lake Tahoe Environmental Science Magnet School was established in September 2005 to provide project-based, thematic, interactive instruction using environmental themes and technology articulated through the grade levels to foster life-long stewardship of the environment and to assist students to achieve their maximum potential in their academic, social, and civic development.

The school offers a Preppie K Program for parents wishing to place their child in a two-year kindergarten program, allowing them “the gift of time.” In addition, parents may participate in the Early Admissions kindergarten program for students turning five after December 2nd. The school also offers Kid Zone, which is a before-school child care program for grades kindergarten through five.

The school is housed in the former location of “Meyers Elementary School,” which closed its doors in June 2004 due to a decline in the student population of the District.

There is tremendous support and commitment from parents and the community. Parents support their students and school by assisting in classroom and field trip learning activities. The PTA and the School Site Council share strong parental leadership and participation. Many parents also contribute by donating time and sharing their expertise and special interests.

Our mission statement is “Every Day is Earth Day” and the Motto for Success is “Be the Best You Can Be” (John Wooden). Mr. Comlossy’s 5th grade class participated and won the Jiminy Cricket’s Environmental Statewide Challenge in 2006. In addition, they were selected as finalists in the 2007 contest.

SUPPORT SERVICES

Lake Tahoe Environmental Science Magnet School has several qualified personnel assigned to provide counseling and other student support services on a part-time basis. Counseling and support services include academic counseling, health counseling, speech and language assistance, and referral to outside agencies. Testing services include the administration of the California Standardized Testing and Reporting (STAR) program, an individualized and standardized test measuring individual academic progress, which is conducted in the spring of each year. Parents are provided student achievement information.

Lake Tahoe Environmental Science Magnet School has a psychologist two days per week. Our psychologist spends approximately 80% of the time providing assessment services and 20% of the time providing support services. A nurse is available one day per week and provides health counseling and first aid. Lake Tahoe Environmental Science Magnet has three speech and language specialists who work two days a week and serves the needs of 36 students. We have a full-time Resource Specialist who is currently serving 21 students with special needs in reading, math, and written language.

LEARNING CLIMATE

The Lake Tahoe Environmental Science Magnet School, being a new District magnet school is a “School of Choice” where parents and students having an interest in environmental science and/or technology have demonstrated their support by participating at the school. LTESMS offers state-of-the-art technology in a unique geographical setting in which to study and participate in environmental science educational opportunities. The Title V funding for innovative programs provides funding for field trips, which is necessary for field work when participating in local governmental agency projects.

In 2005-06, the rate of suspensions was 1.4% and the rate of expulsions at our school was 0. In 2006-07, the suspension rate was 0.3% and the expulsion rate was 0. During 2007-08, the rate of suspensions was 1.1%, and the rate of expulsions was 0.

The LTESMS family support and resources include: an active P.T.A and School Site Council, health screening

services, El Dorado County Mental Health services, Tahoe Youth and Family Services, Boys and Girls Club After-School Homework Assistance Club “Power Hour,” Home School Outreach, and Special Education services. Parent volunteers foster the high expectations of student performance as reflected in the school’s motto: “Be The Best You Can Be” (Coach John Wooden).

SCHOOL FACILITIES AND SAFETY

Lake Tahoe Environmental Science magnet School is well maintained, clean, and safe, and provides an extremely positive atmosphere for learning to take place.

The Lake Tahoe Environmental Science Magnet School was re-opened and established in September 2005 to provide interactive instruction using science and technology as a project based magnet school. The main facility is 36,639 square feet, which adequately houses the number of students. The school was completely re-roofed in 1999, and during the summer of 2001 a \$250,000 seismic retrofit was completed.

The main recommendations for repair and replacement from the mechanical site survey concluded that a new heating and control system is needed. New dual glazing would increase energy efficiency of the building. A snow melting system around the building is needed. Modernization of 18 classrooms with additional full height walls between classrooms and acoustical sound control are also recommended. Electrical power capacity needs to be added for the new demands required through technology. It is also recommended that the old fire alarm and PA/Intercom/Master Clock system be replaced.

The condition of the rest rooms, walls, floors, and electrical system is fair. During the summer of 2003, the multipurpose room, office area, faculty lounge, library area, workroom and restroom facilities were modernized. A new school library was installed in January 2006. The school, situated on 12.28 acres, is well maintained and aesthetically pleasing. Lake Tahoe Environmental Science Magnet School has a large playground consisting of blacktop, turf, and new playground equipment.

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

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The site maintains a designated Site Safety Lead Teacher and an Alcohol-Tobacco-and Other Drug Lead Teacher who meet regularly with the District Safety Coordinator. Regularly scheduled site safety meetings are held at the site, and the Site Safety Lead/Administrator participates in the District Safety Committee meetings four times per year. 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 using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone 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 insure safe and peaceful schools.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems		✓		Modernization
Windows/Doors/Gates (interior and exterior)			✓	Modernization
Interior Surfaces (walls, floors, and ceilings)		✓		modernization
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)		✓		modernization
Pest/Vermin Infestation		✓		
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness		✓		

CURRICULUM IMPROVEMENT

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

INSTRUCTIONAL MATERIALS

Textbook selection is accomplished through a district-wide Curriculum Council, involving teachers from all district elementary schools. The staff at Lake Tahoe Environmental Science Magnet School is involved with the District's process for reviewing and adopting textbooks. This process allows professional staff input to ensure that up-to-date materials of high quality are available to our students. Lake Tahoe Environmental Science Magnet School is currently using the following texts adopted from the most recent state-approved list: Everyday Math 2003, Houghton Mifflin Reading/ Language Arts series 2004, McMillan McGraw-Hill Social Studies 2007, and McMillan McGraw Hill Science 2008. Supplemental materials include Read Naturally, Gems from Lawrence Hall of Science, and integrated curriculum materials.

Lake Tahoe Environmental Science Magnet School, which has a secondary focus on technology, has invested a large amount in the purchase of mobile laptop computers and SmartBoard technology. The school has one SmartBoard in each K-5 classroom with Internet access, along with 150 mobile laptops for classroom use. Each teacher rotates use of laptops in order to integrate technology with grade level standards. The school is wireless, which provides an environment for integrating laptops in a variety of classroom situations.

The school library is open and available to students 30 minutes before school, and the new library is automated and is in the process of increasing its selection of fiction and non-fiction books.

The Lake Tahoe Environmental Science Magnet School staff believes in providing the least restrictive program for students. The school supports a blended service delivery model which coordinates appropriate interventions between special education and regular education students.

Questions regarding the information presented in this report may be directed to your principal, Dr. James R. Tarwater, at (530) 541-2850.

Statistical data regarding student performance, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CALIFORNIA STANDARDS TEST (CST)

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	61	64	73	43	45	45	42	43	46
Mathematics	67	66	81	40	38	42	40	40	43
Science	65	77	80	41	48	50	35	38	46
History-Social Science				26	27	26	33	33	36

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Hispanic or Latino	73	87	*	
White (not Hispanic)	74	80	77	
Male	67	80	80	
Female	80	82	79	
Economically Disadvantaged	59	72	71	
English Learners	*	*	*	
Students with Disabilities	52	81	*	

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. **Data is not yet available for our school.**

API Rank	2005	2006	2007
Statewide		8	8
Similar Schools		3	3

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	B	2	45	883
White (not Hispanic)		-3	53	881
Socioeconomically Disadvantaged				847

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	63.8

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	13	17	18	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	--	--	--	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.1	5.9
All Schools in District	93.8	6.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	75.7	24.3

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (2003), grades 1-5, ratio 1:1; Big Books (K-1), one set per class; Spanish Anthology, grades 3-5.	0
Mathematics	Wright Group/McGraw-Hill (2001/02); Everyday Mathematics, grades K-1 one kit per class, grades 1-2 ratio 3:1, two journals and one homework book. Grades 3-5, ratio 4:1 (English and Spanish); two journals, one reference book, one homework book; Grades K-2, Spanish Homework.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science	Harcourt Science (2000), K-1, one kit per class; grade 1, one Big Book set per class; grade 2, ratio 1:1 or one Big Book set per class; grades 3-5.	0
History-Social Science	Harcourt Social Studies (2000), grades K, one kit per class; grade 1, one Big Book set per class; grade 2-5, ratio 1:1; grades 3-5.	0
Foreign Language	--	
Health	--	
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music –grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature.	NA

CLASS SIZE AND ENROLLMENT

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06				2006-07				2007-08			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29.0		1		20.0	2			20.0	3.0		
1	16.0	2			19.5	2			19.3	3.0		
2	19.0	2			17.0	3			19.7	3.0		
3	27.5		2		19.0	3			17.3	3.0		
4	31.0		1		26.5		2		30.0		2.0	
5	33.0			1	30.0		1		28.5		2.0	
6												
K-3	18.5	2			19.5	2						
3-4												
4-8	32.0		1									

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	63
Grade 1	59
Grade 2	61
Grade 3	52
Grade 4	62
Grade 5	57
Total Enrollment	354

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.85 %
Asian	1.69 %
Filipino	0.28 %
Hispanic or Latino	5.37 %
White (not Hispanic)	86.44 %
Multiple or No Response	5.37 %
Socioeconomically Disadvantaged	24 %
English Learners	2 %
Students with Disabilities	14 %

SCHOOL FINANCES

Lake Tahoe Environmental Science Magnet School provides the following special services: categorical and special programs, School Improvement Program, E.I.A., Title II & V, one RSP class, and a part-time psychologist.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8009	\$2709	\$5300	\$58743
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	-0%	-7%	-9%	-7%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	0%	1%

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38643	\$37916
Mid-Range Teacher Salary	\$59057	\$58151
Highest Teacher Salary	\$81674	\$75396
Average Principal Salary (Elementary)	\$107794	\$91086
Average Principal Salary (Middle)	\$114565	\$95220
Average Principal Salary (High)	\$103950	\$101661
Superintendent Salary	\$155314	\$136091
Percent of Budget for Teacher Salaries	40.7 %	38.5 %
Percent of Budget for Administrative Salaries	4.7 %	5.8 %