

TAHOE VALLEY – 2008-09

OUR SCHOOL

Tahoe Valley School is located in the South “Y” area of the city of South Lake Tahoe and is one of four elementary schools in Lake Tahoe Unified School District. The enrollment for pre-kindergarten to 5th grade is 447 students. Tahoe Valley has an approximate 26% transient student rate each year. The diverse ethnic composition of the school is mainly Caucasian, and includes Hispanic, Asian, Filipino, American Indian, and African American.

Mission Statement: To insure that all children can and will learn; To be clear on what we expect them to learn; To know when they have learned it; To respond appropriately when they don’t learn; and finally, to respond appropriately when they know it! Tahoe Valley School is committed to Continual Improvement to becoming a high achieving school for all of our students. The staff will work cooperatively with respect for each other as a Professional Learning Community to insure that all students learn.

Parents participate actively in our school, supporting students by assisting with classroom activities, homework, Parent Club activities, English Learner Advisory Council, School Site Council. Parent input, questions, suggestions and general communication is valued.

CURRICULUM/ MATERIALS

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. The district has adopted McMillan McGraw-Hill Math and Houghton Mifflin language arts materials. These materials are correlated with district and state standards. The regularly scheduled cycle of textbook review and adoption ensures high quality, updated texts and instructional materials. In grades 2-5 for each core subject, individual books are available. In grades K-1, both Big Books and individual leveled books are available and utilized.

A long-term tech plan guides and reflects continued improvement. Technology supports instruction, with classroom computers. A 32-wireless laptop portable computer lab was purchased, and staff training took place during the 2004-05 school year. Nine SMART Boards were purchased during the 2005-06 school year, and staff training

took place. Our library and services further enhance the instructional program.

LEARNING CLIMATE

The school overall is seen to be a safe, orderly learning environment. Students are aware of school rules and typically manage their own behavior. The playground, cafeteria, and hallways are well managed. Classrooms are all highly structured environments where learning is the priority and the feeling tone is positive, thus freeing students to learn and take risks in exploring new content. Students typically like Tahoe Valley.

Students are recognized for attendance, citizenship, reading, and achievement. Respect and Responsibility Awards Program affords recognition on a continual basis. Attendance awards are given monthly. Academic and athletic activities are recognized. Success in all areas is valued.

The establishment of becoming a Professional Learning Community (PLC) at Tahoe Valley has created an environment of learning and high expectations for all students. Parents also become part of our school (PLC). The Parent’s Club and staff jointly support many activities to create a place where learning and becoming learners is paramount.

Discipline problems have been monitored closely as students demonstrate increased responsibility for their behavior. During 2007-08, the suspension rate was 3.9% and the expulsion rate was 0. In 2006-07 the rate of suspensions was 3.8% and the rate of expulsions was 0. In 2005-06, the suspension rate was 4.6% and the expulsion rate was 0. Each case was handled individually and options fully explored to remedy the situation, integrating the student into the school program.

Tahoe Valley School participates in the Upper Elementary AVID program. The Lake Tahoe Unified School District is one of a few National Demonstration Districts that includes the Upper Elementary AVID component. This program strives to teach students how to become proficient students by giving them organizational and higher level thinking skills. Tahoe Valley School currently has a Leadership Program in the 4th and 5th grades that offers students opportunities to learn what leaders are and how to develop these skills within themselves. Both the AVID and the Leadership program will naturally transition to like programs at South Tahoe Middle School. The goal is to bring AVID and Leadership skills to the primary level; this

will insure a school culture that focuses on both scholarship and leadership.

Students with special needs benefit from an integrated approach and placement in the least restrictive environment. Good communication between regular class teachers, special needs teachers, and student support personnel ensures adequate assistance and equal access and participation of all students in the learning program.

LOCAL ASSESSMENT

Student achievement is measured locally for several purposes using a variety of assessment tools. First, individual assessments are given in reading, written language and math concepts and skills. Teachers use the results of these ongoing assessments to inform and direct their instruction and groupings. Students who have mastered the skills/concepts or who may need further instruction and/or practice are identified. Some of the assessments used for this purpose include a) in reading: running records, curriculum based measures, and comprehension/higher level thinking passages with questions; b) in written language: writing samples, dictation, cloze activities, sentences, paragraph and reports; c) in math: math facts tests, math problem solving tests and skills tests from Everyday Math. These types of assessment may be used intermittently throughout the school year to ensure that students are learning and can demonstrate growth.

Teachers meet twice each month in scheduled collaborative meetings to analyze data from state and local standards-based assessments utilizing the OARS Data Management System. The data is used to make changes to curriculum, instructional materials, and instructional practices. Teachers use the information gathered from the OARS reports.

Teams of staff review reading and math test scores, attendance, and other information to determine if students at each grade level are making progress or if a specialized program or instruction might be necessary. The California English Language Development Test (CELDT) is administered to English Learners who are new to California schools and annually thereafter.

SCHOOL FACILITIES AND SAFETY

The school and grounds are well kept and inviting. On a scale of 1 to 5 (5 is high), parents rate the school building a 4.74 related to cleanliness, size, and safety. Proper attention is given to facility upkeep, with a regular maintenance schedule. During the summer of 1997, the facility's electrical, heating, and plumbing were brought up to code through a \$1.5 million modernization project. The building appears new with recent paint, flooring, and wall covers.

The library has been computerized and one mobile computer lab is in operation. Nine additional classroom spaces have been added with "relocatables." All efforts to ensure building safety, cleanliness, and adequacy have been successful.

A bond measure was passed in 2008 that will be used to upgrade roof overhang stability and will provide heated walkways for student/staff safety.

School safety is a top priority, and Tahoe Valley's Safe School Plan and Emergency Preparedness Plan guide both prevention and practice. Elements including facilities, operation of safety procedures, development of responsibility and leadership behaviors, use of NIMS incident management, lockdown and evacuation processes are all in place.

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.

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	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds		✓		Pr-K, K, 1 st playgrounds need upgrade
Roofs	✓			
Overall Cleanliness	✓			

SUPPORT SERVICES

Tahoe Valley Elementary has two part-time nurses, full-time librarian, and one full-time resource specialist, two full-time special day class teachers, two part-time instrumental music teachers for 4th and 5th grades, and a full-time physical education teacher. Additionally, the district provides the services of a psychologist 2½ days a week, and a full-time speech/language specialist.

Counseling and support services include academic and crisis intervention counseling, health counseling and referral to outside agencies. A county Mental Health therapist sees students on campus. Tahoe Youth and Family Services conduct some counseling groups.

Title I support and services for eligible students are varied. Students grades K-5 receive support in reading through the district-adopted Houghton Mifflin Extra Support component. Primary grade students receive additional reading support using the SIPPS program and the Houghton Mifflin Extra Support component. Fourth and fifth grade students also receive support through the Read 180

curriculum and through the use of specialized software, the Academy of Reading or Academy of Math. A part-time credentialed teacher works with underperforming primary-age students. She also teaches the Corrective Reading Program to 4th and 5th grade students who need additional support.

English Learners receive support that includes both in-class instructional support and some pullout with a minimum of 40 minutes a day of ELD instruction. CELDT test results are influential along with classroom assessments to determine student support options.

Support for Gifted and Talented students is provided through differentiated instruction, in-class extension activities, and special groups for instruction at school and through the district.

Testing services include the administration of the STAR (CST) and CELDT testing programs. Parents are provided student achievement information via report cards and letters reporting testing results.

If you have any questions regarding the information presented in this report, they may be directed to your principal, Mark Romagnolo, at 543-2350.

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	40	37	41	43	45	45	42	43	46
Mathematics	44	45	52	40	38	42	40	40	43
Science	30	43	43	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
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	24	37	21	
White (not Hispanic)	48	59	60	
Male	40	52	48	
Female	42	52	38	
Economically Disadvantaged	33	45	36	
English Learners	11	25	*	
Students with Disabilities	9	25	23	

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.

API Rank	2005	2006	2007
Statewide	6	4	3
Similar Schools	7	2	1

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	-46	3	23	744
Hispanic or Latino	3	-17	31	666
White (not Hispanic)	-51	4	41	787
Socioeconomically Disadvantaged	-18	0	31	703
English Learners				627
Students with Disabilities		-5	17	561

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	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	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	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 1	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	54.4

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	23	23	23	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	--	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	94.7	5.3
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
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

Tahoe Valley recognizes the advantage of keeping our class sizes as low as possible to provide the best instruction. The following graph shows our class sizes by grade.

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	27.5		2		19.5	4			20.3	2.0	1.0	
1	18.8	5			19.5	2			19.7	3.0		
2	19.5	4			19.7	3			20.0	3.0		
3	32.5		1	1	19.3	3			17.8	4.0		
4	27.3		3		29.0		2		28.0		2.0	
5	27.7		3		31.3		3		31.0		2.0	
6												
K-3					19.0	1			20.0	1.0		
3-4												
4-8	26.0		1									

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	80
Grade 2	61
Grade 3	77
Grade 4	65
Grade 5	68
Total Enrollment	412

Student Enrollment by Group

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
African American	1.46 %
Asian	0.97 %
Filipino	3.64 %
Hispanic or Latino	30.83 %
White (not Hispanic)	60.44 %
Multiple or No Response	2.67 %
Socioeconomically Disadvantaged	63 %
English Learners	21 %
Students with Disabilities	22 %

SCHOOL FINANCES

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	\$8295	\$2767	\$5528	\$59208
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	-5%	-5%	-6%	-6%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	4%	0

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 %