

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

LAKE TAHOE ENVIRONMENTAL SCIENCE MAGNET SCHOOL – 2009-10

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 367 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 Environmentality 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 a speech and language specialist who work two days a week and serve 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 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. In 2008-09, the rate of suspensions was 0.8% and the rate of expulsions at our school was 0.

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

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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).

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: McMillan McGraw Math 2009, Houghton Mifflin Reading/Language Arts series 2004, McMillan McGraw Hill Social Studies 2007, and McMillan McGraw Hill Science 2008. Supplemental materials include Read Naturally, Fastt Math, Online Assessment Reporting System, Brain Pop, Renaissance Learning, 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, school facilities, teachers, textbooks, class size and enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	64	73	84	45	45	50	43	46	50
Mathematics	66	81	88	38	42	49	40	43	46
Science	77	80	85	48	50	54	38	46	50
History-Social Science	0	0	0	27	26	34	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	87	73	*	
White (not Hispanic)	84	89	87	
Male	78	86	79	
Female	90	90	96	
Economically Disadvantaged	82	81	*	
English Learners	*	*	*	
Students with Disabilities	67	85	75	

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.6	34.4	54.1

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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 on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten 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 one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	8	8	9
Similar Schools	3	3	10

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	2	45	38	919
White (not Hispanic)	-3	53	38	917

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

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 (ELA 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

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.

The site maintains a designated Site Safety Lead Teacher. Regularly scheduled site safety meetings are held at the site. 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.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer			✓		
Interior: Interior Surfaces			✓		Modernization in 2012
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			✓		Modernization in 2012
Electrical: Electrical			✓		Modernization in 2012
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			Modernized in 2001
Safety: Fire Safety, Hazardous Materials		✓			Modernized in 2001
Structural: Structural Damage, Roofs			✓		Modernized in 2001
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			✓		Modernized in 2001
Overall Rating	Fair				

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	17	18	18	207
Without Full Credential	0	0	0	4
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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

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	97.0	3.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	94.1	5.9

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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; Big Books (K-1), one set per class.	0
Mathematics	McMillan McGraw (2009); CA Math, grades K-1, one kit per class, grades 1-2, two journals and one homework book. Grades 3-5, (English and Spanish); two journals, one reference book, one homework book;	0
Science	McMillan McGraw (2008), one kit per class; grade 1, one Big Book set per class; grade 2, one Big Book set per class; grades 3-5.	0
History-Social Science	McMillan McGraw (2007), grade K, one kit per class; grade 1, one Big Book set per class; grades 2-5.	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

Average Class Size and Class Size Distribution (Elementary)

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	2006-07				2007-08				2008-09			
	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	20.0	2			20.0	3			20.0	3		
1	19.5	2			19.3	3			20.0	3		
2	17.0	3			19.7	3			20.3	2	1	
3	19.0	3			17.3	3			20.3	2	1	
4	26.5		2		30.0		2		27.0		2	
5	30.0		1		28.5		2		31.0		2	
K-3	19.5	2										

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	63
Grade 2	62
Grade 3	61
Grade 4	54
Grade 5	62
Total Enrollment	367

Student Enrollment by Group (School Year 2008-09)

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	0.82 %
Asian	1.36 %
Filipino	0.82 %
Hispanic or Latino	6.81 %
White (not Hispanic)	83.65 %
Multiple or No Response	6.54 %
Socioeconomically Disadvantaged	16.00 %
English Learners	2.00 %
Students with Disabilities	12.00 %

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 2007-08)

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 school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,340	\$2,637	\$5,703	\$61,003
District	\$9,280	\$2,916	\$6,319	\$65,238
Percent Difference – School Site and District	-10%	-11%	-10%	-6%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	3%	0

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,803	\$38,941
Mid-Range Teacher Salary	\$60,829	\$59,686
Highest Teacher Salary	\$84,772	\$77,828
Average Principal Salary (Elementary)	\$112,141	\$94,258
Average Principal Salary (Middle)	\$117,762	\$98,271
Average Principal Salary (High)	\$107,069	\$104,869
Superintendent Salary	\$159,973	\$142,247
Percent of Budget for Teacher Salaries	41.30 %	38.20 %
Percent of Budget for Administrative Salaries	4.60 %	5.90 %