

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## TAHOE VALLEY – 2009-10

### 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 5<sup>th</sup> 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. 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. Technology is highly supported by the Lake Tahoe Unified School District. Every classroom contains Smart Board Technology along with the state-of-the-art Document Viewer. The district is negotiating to supply each 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> grade student with a wireless Net-Book laptop to use at school and home on a daily basis. 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. In 2008-09, the suspension rate was 4.7% and the expulsion rate was 0. 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. 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 4<sup>th</sup> and 5<sup>th</sup> 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

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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.

## 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 4<sup>th</sup> and 5<sup>th</sup> 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. A part-time credentialed teacher works with underperforming primary-age students. She also teaches the Corrective Reading Program to 4<sup>th</sup> and 5<sup>th</sup> grade students who need additional support, as well as overseeing the Read Naturally computer-based fluency program.

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, 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	37	41	55	45	45	50	43	46	50
Mathematics	45	52	64	38	42	49	40	43	46
Science	43	43	50	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	34	46	23	
White (not Hispanic)	64	73	62	
Male	51	66	65	
Female	58	62	37	
Economically Disadvantaged	45	56	40	
English Learners	29	39	19	
Students with Disabilities	54	63	50	

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	15.4	23.1	50.8

## 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	4	3	4
Similar Schools	2	1	3

"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	3	23	77	820
Hispanic or Latino	-17	31	78	744
White (not Hispanic)	4	41	67	854
Socioeconomically Disadvantaged	0	31	85	789
English Learners			90	717
Students with Disabilities	-5	17	211	771

"NA" 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	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 1	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

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 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.

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. 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	✓				
<b>Interior:</b> Interior Surfaces		✓			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		✓			
<b>Electrical:</b> Electrical	✓				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		✓			
<b>Safety:</b> Fire Safety, Hazardous Materials	✓				
<b>Structural:</b> Structural Damage, Roofs			✓		Overhand work to be completed summer 2010.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			✓		Primary playground to be revitalized.
<b>Overall Rating</b>		✓			

# 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	23	23	23	207
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence	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	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	95.0	5.0
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, 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
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.

### 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	19.5	4			20.3	2	1		19.3	3		
1	19.5	2			19.7	3			20.0	3.5		
2	19.7	3			20.0	3			20.0	3		
3	19.3	3			17.8	4			19.7	3.5		
4	29.0		2		28.0		2		26.0		2	
5	31.3		3		31.0		2		27.0		3	
6												
K-3	19.0	1			20.0	1			17.5	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	75
Grade 1	54
Grade 2	78
Grade 3	69
Grade 4	83
Grade 5	63
Total Enrollment	422

### 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
African American	1.18 %
American Indian or Alaska Native	0.47 %
Asian	1.18 %
Filipino	3.32 %
Hispanic or Latino	32.46 %
Pacific Islander	0.47 %
White (not Hispanic)	56.64 %
Multiple or No Response	4.27 %
Socioeconomically Disadvantaged	65.00 %
English Learners	26.00 %
Students with Disabilities	19.00 %

## SCHOOL FINANCES

### 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	\$9,040	\$2,878	\$6,162	\$61,573
District	\$9,280	\$2,961	\$6,319	\$65,238
Percent Difference – School Site and District	-3%	-3%	-2%	-6%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	12%	1%

### 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 %