

# Tahoe Valley Elementary School 2023-24

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Tahoe Valley Elementary School 2023-24
<b>Street</b>	943 Tahoe Island Drive
<b>City, State, Zip</b>	South Lake Tahoe, CA 96150
<b>Phone Number</b>	(530) 543-2350
<b>Principal</b>	Patrick Harnett
<b>Email Address</b>	pharnett@ltusd.org
<b>School Website</b>	tahoevalley.ltusd.org
<b>County-District-School (CDS) Code</b>	09-61903-6005573

## 2023-24 District Contact Information

<b>District Name</b>	Lake Tahoe Unified School District
<b>Phone Number</b>	(530) 541-2850
<b>Superintendent</b>	Dr. Todd Cutler
<b>Email Address</b>	tcutler@ltusd.org
<b>District Website</b>	www.ltusd.org

## 2023-24 School Description and Mission Statement

Tahoe Valley Elementary School is located in a mountainous, rural year-round resort area. The school itself is located in the “Y” area of South Lake Tahoe, in a hub where access toward the west shore, Sacramento, and south shore of the lake converge. Tahoe Valley maintains an enrollment for Transitional Kindergarten (TK) through 5th grade of approximately 402 students and enjoys a diverse ethnic composition. It is a school within a school and contains four out of the district's six TK classrooms. The economic base of the school is diverse with some students living on the lake shore in Tahoe Keys homes and others living in quiet neighborhoods, apartments, motels, trailer parks and low income housing.

- 68.2% of our students are identified as socio-economically disadvantaged
- 21.1% of our students are identified as English Learners
- 45.8% of our students are identified as Hispanic or Latinx
- 42.3% of our students are identified as White
- 11.9% of our students are identified as other ethnic backgrounds or multi-ethnic
- 13.7% of our students are identified as Students with Disabilities
- 3.5% of our students are Identified as Homeless
- 0.7% our students are identified as Foster Youth
- Currently student/teacher ratios are: TK at 12:1; K-1 22:1, 2-3 at 24:1; 4-5 at 26:1
- Full-Day Kindergarten has been implemented since 2006 and Transitional Kindergarten (modified 4-hour day schedule) has been implemented since 2012
- Reading Intervention for Kindergarten is supported by Transitional Kindergarten teachers in the afternoon during their student contact hours daily
- Tahoe Valley has implemented Visual and Performing Arts (VAPA) as the focus for the school. Students attend weekly choral/instrumental instruction along with P.E./Dance instruction, both taught by credentialed teachers. Every year students in grades 1 through 5 also have the option of performing in a public musical performance. In 2019-2020 we implemented general music theory instruction for all students in TK through 5th grade along with instrumental instruction (Drumming to TK-K; Boomwhackers to 1st; Handbells to 2nd; Recorders to 3rd; Ukuleles to 4th, and Keyboarding to 5th grade students).
- The District administers the iReady local assessments to grade K through 5 students. The iReady assessments are administered at the beginning of the school year and twice throughout the school year to provide data to drive instructional practices and interventions and monitor student growth.
- Current adopted core curriculum is McGraw-Hill English Language Arts and English Language Development, McGraw-Hill My Math for Mathematics, School Specialty Foss for Science, and Savvas for Social Studies

## 2023-24 School Description and Mission Statement

LTUSD Mission: Cultivating a collaborative, nurturing environment which embraces diversity, promotes equity and develops confident lifelong learners resulting in academic excellence, civic responsibility, and emotional and physical wellness.

LTUSD Vision: Discover and foster the unique talents and potential of all students.

Tahoe Valley Elementary School Mission Statement:

Our mission is to provide children with learning experiences that will enable them to:

- Develop Character, Creativity, Critical thinking, Communication and Collaboration skills
- Appreciate the aesthetic values in the Creative and Performing Arts
- Become Self-Confident, Motivated, Caring, and Socially Conscious citizens

Tahoe Valley's Vision: Developing well-rounded students who embody 21st Century Skills through the Arts.

Motto: Where the ARTS come ALIVE!

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	139
Grade 1	64
Grade 2	50
Grade 3	60
Grade 4	52
Grade 5	49
<b>Total Enrollment</b>	<b>414</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52.2%
American Indian or Alaska Native	0.5%
Asian	2.9%
Filipino	1.4%
Hispanic or Latino	44%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.6%
White	44.2%
English Learners	19.1%
Homeless	2.9%
Socioeconomically Disadvantaged	57.2%
Students with Disabilities	9.7%

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.80	90.38	158.10	84.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.20	1.22	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	4.81	10.90	5.84	12115.80	4.41
<b>Unknown</b>	1.00	4.81	15.90	8.52	18854.30	6.86
<b>Total Teaching Positions</b>	20.80	100.00	187.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.10	100.00	160.00	82.11	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.80	1.97	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.10	7.26	11953.10	4.28
<b>Unknown</b>	0.00	0.00	16.80	8.65	15831.90	5.67
<b>Total Teaching Positions</b>	23.10	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The staff at Tahoe Valley School work in conjunction with District administration to carefully select, train for, and implement the use of curricular materials in coordination with the State's curriculum adoption cycle and the state-approved curriculum list. This process allows professional staff input to ensure that current materials of high quality are available to our students. The District has adopted McGraw-Hill My Math (2014), McGraw-Hill English Language Arts and English Language Development (2017), Savvas My World/Mi Mundo Social Studies (2019), and School Specialty Foss Science (2022). These materials align with the Common Core State Standards. In grades 2 through 5 for each core subject, individual books are provided to each student. In grades TK through 1, both Big Books and individual leveled books are available and utilized.

Use of technology in the classroom is fully supported by Lake Tahoe Unified School District to supplement instruction. Every classroom contains SMARTBoard or ViewBoardTechnology along with a state-of-the-art Document Viewer. Wireless internet access is available in every classroom and throughout the school building. The District provides all students with a wireless Chromebook laptop to use at school and home on a daily basis. Students lacking sufficient internet access outside of school are provided MiFis, a mobile WiFi hotspot. Supplemental online programs support the individual needs of the students in all grades. Programs include: Canvas Learning Management System, RazKids, Brain Pop, Accelerated Reader, IXL, Reflex Math and others. Our library and weekly Choral program services enrich the overall instructional program and are coordinated with each grade level to further enhance all students' academic achievement while exposing them to the Arts. These also drives our mission of providing opportunities to students to help create well-rounded, contributing citizens.

Year and month in which the data were collected

October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill: Wonders (2017) grades 1-5, ratio 1:1; grades K, one kit per class with individual workbooks (Adopted 4/26/2016)	Yes	0
<b>Mathematics</b>	McGraw-Hill: My Math (2014) grades 1-5, ratio 1:1; grades K, one kit per class with individual workbooks (Adopted 4-21-15)	Yes	0
<b>Science</b>	School Specialty Foss Science (2022) grades TK-5, ratio 1:1; one kit per class with individual workbooks	Yes	0
<b>History-Social Science</b>	Savvas My World/Mi Mundo (2019) grades 1-5, ratio 1:1; grades K, one kit per class with individual workbooks (Adopted 5/28/2019)	Yes	0
<b>Visual and Performing Arts</b>	All Levels: various arrangements of band and orchestral literature		na

## School Facility Conditions and Planned Improvements

The school facility and grounds are well kept and inviting. Proper attention is given to facility upkeep using a regular maintenance schedule. Over the last 20 years, the school has been modernized with a \$1.5 million upgrade to the entire facility and nine additional classroom spaces were added with "relocatables." All efforts to ensure building safety, cleanliness, and adequacy have been successful. During the summer of 2014, the entire school interior and exterior were repainted, new flooring was installed in all classrooms, and the exterior of the building was repaired as needed. Additional playground equipment was added and a new block retaining wall replaced the previous wooden one. The front entrance windows and doors were replaced enhancing the overall appearance of the school. Tahoe Valley had additional repairs and upgrades completed at the beginning of the 2017-18 school year. These improvements included additional playground equipment in the TK/Kindergarten playground, a new grass field on the upper playground, new dishwasher, and new drinking fountains/bottle filling stations around the campus. In 2017-2018, the last of the relocatable's interiors and the new Performing Arts Center were painted. New flooring was installed in the last portables along with adding a washer and dryer system for use by the school and families. Tables and benches in the MPR (multi-purpose room) were upgraded, repaired, and new tops installed. To reduce potential fire hazards the school district and California Conservation Corps removed dead and diseased trees or trees which were too close to the buildings and campus. In the summer of 2019-2020, we redesigned a grass area and installed a new "Family Literacy Garden" at the front entrance to the school. The garden is open to the community and has inviting benches, trees, landscaping, a new mural, and books for all ages available in a "Little Lending Library." This library stand also contains an informational pamphlet on how to support and enhance reading comprehension skills for all ages. This new garden area joins the Tranquil Area where classrooms can go outside to read and write in nature. We also have an outdoor amphitheater and split log benches around campus where students can sit, socialize, and reduce their stress. The site principal and senior custodian meet weekly to communicate short term needs as well as necessary and completed repairs. A future project is blacktop replacement and has been added to the district's long-term plan for funding priorities.

School safety is a top priority, and Tahoe Valley's Safe School Plan and Emergency Preparedness Plan guide both prevention and practice. The Lake Tahoe Unified School District's Emergency Operational Plan and Action Plan is updated regularly and communicates with the public through the Parent Square (Aeries) communication phone, email, and text contact system. The school site and district work in partnership with local and state law enforcement, fire agencies, and agencies in the public and private sectors to ensure safe and peaceful schools. In 2019-2020 we completed installation of our new exterior and interior camera system along with a large screen monitor which is observed by site staff providing enhanced monitoring of campus activity and early emergency and event notification and action.

The school is well maintained, clean, safe, orderly, and provides a positive learning environment. The school is seen by all to be as safe and orderly. The head custodian provides increased cleanliness and safety to our campus and communicates regularly with administration on areas of need and project completion updates. Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures and are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel, and the administrator.

**Year and month of the most recent FIT report**

12/6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Kitchen: needs interior painting; cracked formica on serving surfaces; kitchen floor is warped, replace milk cooler, add pantry door MPR/Performing Arts Center/Psychologist's Office: two smoke detectors offline, replace carpet in PA room and psych office, reglaze PA windows Schoolwide: windows need reglazing; some ceiling tiles need replacing; minor chipped or cracked tiles and A and B wing bathrooms, holes need caulking Portable Classrooms: center support beams need repairs (mainly cosmetic and around base)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			



## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: large cracks in asphalt and some areas are missing; 1 basketball backboard and stand missing; one area by portable classrooms - fencing support posts are bent

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	35	28	44	44	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	23	28	30	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	160	160	100.00	0.00	28.13
<b>Female</b>	85	85	100.00	0.00	30.59
<b>Male</b>	75	75	100.00	0.00	25.33
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	77	77	100.00	0.00	22.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	66	66	100.00	0.00	34.85
<b>English Learners</b>	35	35	100.00	0.00	14.29
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	121	121	100.00	0.00	20.66
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	9.52

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	160	160	100.00	0.00	22.50
<b>Female</b>	84	84	100.00	0.00	17.86
<b>Male</b>	76	76	100.00	0.00	27.63
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	77	77	100.00	0.00	14.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	66	66	100.00	0.00	28.79
<b>English Learners</b>	35	35	100.00	0.00	8.57
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	121	121	100.00	0.00	16.53
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	14.29

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	19.15	24.53	27.62	31.33	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	53	100.00	0.00	24.53
<b>Female</b>	29	29	100.00	0.00	27.59
<b>Male</b>	24	24	100.00	0.00	20.83
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	20	20	100.00	0.00	20.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	28	100.00	0.00	25.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	43	100.00	0.00	18.60
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86.79%	96.23%	96.23%	94.34%	98.11%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Tahoe Valley Elementary provides a school culture of openness, welcoming parent and community involvement. Our doors are open for parents to visit and/or volunteer. Our PTA (Parent Teacher Association) and Cafecitos parent meetings encourage parents to be involved in our many activities and fund raisers. Our automated Parent Square (Aeries) communication phone/text/email system delivers messages to parents to keep them informed of important school issues in both English and Spanish. Tahoe Valley hosts both a school website and electronic message sign which provide up to the minute communication for school events, volunteer opportunities, and information. Twice a year, parents formally meet with teachers to keep informed of their student's progress and, informally, teachers are in continual communication with parents throughout the school year. Parents and families are encouraged to participate in PTA, School Site Council, ELAC (English Learner Advisory Committee), and Cafecitos meetings. These groups provide a voice and means for parents to be actively involved in the mission of the school. Tahoe Valley also distributes Chromebook computers to all students in Transitional Kindergarten through 5th grade. Students in grades 3 through 5 take these wireless-capable computers home to access the school website, online instructional programs and curriculum, and assignments. The Chromebooks also provide students and their parents/guardians a means of web-based communication with their teachers and classmates, along with extended time to work on intervention programs to strengthen their academic skills. Tahoe Valley views parents as equal partners in educational progress and support for every child.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	439	428	190	44.4
Female	211	204	93	45.6
Male	228	224	97	43.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	3	100.0
Asian	12	12	2	16.7
Black or African American	0	0	0	0.0
Filipino	6	6	2	33.3
Hispanic or Latino	193	187	87	46.5
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	26	25	13	52.0
White	198	194	82	42.3
English Learners	87	85	31	36.5
Foster Youth	3	3	0	0.0
Homeless	22	19	12	63.2
Socioeconomically Disadvantaged	301	296	144	48.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	29	46.8

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.35	3.42	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.42	0
Female	0.47	0
Male	6.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.85	0
White	4.04	0
English Learners	3.45	0
Foster Youth	0	0
Homeless	4.55	0
Socioeconomically Disadvantaged	3.32	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.17	0

## 2023-24 School Safety Plan

The School Safety Plan is updated each year in the fall, with input from all of our educational partners in addressing current school and facilities issues. The plan identifies areas of need and ongoing safety maintenance of the school site. The plan also reviews safety procedures in case of an emergency. An Emergency Action Plan is updated yearly and safety drills are held monthly. The school has an active Safety Committee which meets regularly to monitor, update, and brainstorm next steps for improving schoolwide safety needs. We review, evaluate, and modify throughout the year our dismissal and public sign-in systems to ensure we are efficient and meeting the needs of a rapidly changing safety culture. In 2019-2020 we completed final installation and configuration of an exterior and interior camera system with a large screen supervised monitor for easy monitoring of activities around the campus, which greatly enhances our early warning system for events and/or emergencies. Tahoe Valley is always on the forefront in exploring ways to enhance our safety systems around the campus. In addition to the camera monitoring system, the school site: has locked entrances, gates, and all access points; added peepholes into classroom doors; installed door securing devices; and work with our local fire marshal to assure we are compliant with all requirements for minimizing fire hazards. Our number one guiding principle is "Safety First" for our facilities and school climate.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.



## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	7		
1	18	3		
2	16	3		
3	18	2		
4	24		2	
5	24		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	3	4	
1	22		2	
2	24		2	
3	22		2	
4	24		2	
5	25		2	
Other	23		1	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	3	0
1	21	0	3	0
2	17	3	0	0
3	20	3	0	0
4	26	0	2	0
5	25	0	2	0
6	0	0	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	16737	5534	11203	88612
<b>District</b>	N/A	N/A	10170	\$82,209
<b>Percent Difference - School Site and District</b>	N/A	N/A	9.7	7.5
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	38.2	7.8

## Fiscal Year 2022-23 Types of Services Funded

Title I funded and other supports and services for eligible students are varied. Students in grades TK through 5 receive support in reading through LTUSD Board-adopted McGraw-Hill leveled support curriculum components. Kindergarten through grade 5 students also receive reading support via additional reading targeted intervention groups. English Learners receive ELD (English Language Development) support. ELPAC (English Language Proficiency Assessments for California) test results and local assessment results are analyzed to determine student support needs. The District provides all students with a wireless Chromebook laptop to use at school and home as needed.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$52,786	\$50,875
<b>Mid-Range Teacher Salary</b>	\$80,672	\$79,761
<b>Highest Teacher Salary</b>	\$112,435	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$134,951	\$128,154
<b>Average Principal Salary (Middle)</b>	\$119,500	\$131,774
<b>Average Principal Salary (High)</b>	\$124,600	\$142,676
<b>Superintendent Salary</b>	\$211,000	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	34.61%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	5.23%	5.49%

## Professional Development

With the introduction of Common Core State Standards (CCSS), over a two year period Lake Tahoe Unified School District devoted the majority of CCSS funding from the state to professional development along with Educator Effectiveness Funding. As additional funding becomes available, LTUSD remains committed to ongoing professional development for teachers and staff. Necessary professional development has been identified by both administration and staff with an emphasis on developing a deeper understanding the shifts to instruction and assessment that CCSS is calling for, along with the needed changes to teaching strategies to prepare students for 21st century skills. The focus of professional development is a process which is constantly being evaluated and re-evaluated as new information is uncovered including the use of student data. Every teacher has the opportunity to self-select areas for additional focus and develop a plan for implementation. This year we will continue our growth in the areas of: literacy, RTI (Response to Intervention), Positive Behavioral Interventions and Supports (PBIS), the integration of the Arts into core curriculum, how to work with students of poverty, equity versus equality, and specific technology and assessment trainings. Tahoe Valley has also collaboratively developed a three year Single Focus Plan that provides specific areas for professional learning around systems for academic and social emotional support for students.

Staff members are provided opportunities to attend out-of-district conferences and trainings based on individual needs. Lake Tahoe Unified School District also provides one full day of staff development at the beginning of each school year which offers multiple professional development sessions covering a broad scope of topics.

The district and school site utilizes a PLC (Professional Learning Community) model of support along with providing training through attendance at various conferences and workshops. The staff uses student performance data along with informal assessments to monitor the implementation of CCSS and student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

**Professional Development**

<b>Subject</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	28	28	28