

# Tahoe Valley Elementary School 2021-22

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Tahoe Valley Elementary School 2021-22
<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>	Jennifer Kloczko
<b>Email Address</b>	jkloczko@ltusd.org
<b>School Website</b>	tahoevalley.ltusd.org
<b>County-District-School (CDS) Code</b>	09-61903-6005573

## 2021-22 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 Address</b>	www.ltusd.org

## 2021-22 School Overview

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 372 students and enjoys a diverse ethnic composition. Tahoe Valley Elementary School houses the Early Childhood Learning Center (ECLC). It is a school within a school and contains all of the district 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.

- Approximately 57% of our students qualify for free or reduced meals. (Due to the COVID-19 Pandemic and continuation of free school meals available to all students through U.S. Department of Agriculture school reimbursement, we stopped collecting applications for this program. This number only represents families that completed the application early.)
- Approximately 24% of our students are identified as English Language Learners
- Approximately 47% of our students are identified as Hispanic or Latino
- Approximately 42% of our students are identified as White
- Approximately 11% of our students are identified as other ethnic backgrounds or multi-ethnic
- Approximately 9% of our students are identified as Students with Disabilities
- Approximately 5% of our students are Identified as Homeless
- Approximately 1% of our students are identified as Foster Youth
- Currently student/teacher ratios are: TK-1 at 22:1; 2-3 at 24:1; 4th-5th at 26:1
- Full-Day Kindergarten has been implemented since 2006 and Transitional Kindergarten (modified day schedule-4 hours) has been implemented since 2012
- Reading Intervention for Kindergarten and First Grade is supported by the 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 1-5 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

## 2021-22 School Overview

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 utilizes Illuminate, an online assessment data system, to monitor student progress, design assessments, and drive changes in instructional practices
- The District administers the MAP (Measures of Academic Progress) assessment system to students in grades K-5. MAP growth assessments are given 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 Wonders for English Language Arts, McGraw-Hill My Math for Mathematics, Harcourt for Science, and Savvas for Social Studies

Tahoe Valley Elementary's 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

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

Motto: Where the ARTS come ALIVE!

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	55
Grade 2	48
Grade 3	36
Grade 4	48
Grade 5	48
<b>Total Enrollment</b>	<b>346</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.9
Male	47.1
American Indian or Alaska Native	0.3
Asian	3.2
Black or African American	0.6
Filipino	2.6
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.6
White	41
English Learners	24.9
Foster Youth	1.4
Homeless	4.3
Socioeconomically Disadvantaged	65.3
Students with Disabilities	9.5

### 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 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 Wonders ELA (2017), Savvas My World/Mi Mundo Social Studies (2019), and McGraw-Hill Science (2006). These materials align with the Common Core State Standards. In grades 2-5 for each core subject, individual books are available. In grades TK-1, both Big Books and individual leveled books are available and utilized.

Technology is highly supported by the Lake Tahoe Unified School District. Every classroom contains SMARTBoard Technology 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 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 further enhance the overall instructional program and are coordinated with each grade level to further enhance all students' academic achievement while furthering students' overall exposure to the Arts. These also serve to enhance our mission of providing opportunities to students to help create well-rounded, contributing citizens.

Year and month in which the data were collected

October 2020

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>	MacMillan McGraw-Hill (2006) grades 1-5, ratio 1:1; grades K, one kit per class; grade 1-2, one Big Book set per class.	Yes	0
<b>History-Social Science</b>	Pearson 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>	Instrumental Music grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1 All Levels: Various band and orchestral 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. 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 also upgraded, repaired and new tops installed. The school district and the California Conservation Corps removed dead and diseased trees or trees which were too close to the buildings and campus to help reduce potential fire hazard. 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 the 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 repairs needed and completed. A future task is the need for 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. Site safety meetings are held at the site before and after each emergency drill. 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 that is supervised providing enhanced monitoring of campus activity and early emergency and event notification and action.

The school is well maintained, clean, safe, 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. The entire staff completed "Stop the Bleed" training (which teaches the basics of identifying and treating bleeding) given by the local hospital and now has a Trauma Kit on campus along with an AED located at the front entrance.

Year and month of the most recent FIT report

12/1/2021

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 MPR/Performing Arts Center/Psychologist's Office: need new flooring; cracked wall sound panels Schoolwide: windows need reglazing; some ceiling tiles need replacing; minor chipped or cracked tiles and A and B wing bathrooms

## School Facility Conditions and Planned Improvements

				Portable Classrooms: center support beams need repairs (mainly cosmetic and around base)
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	134	NT	NT	NT	NT
<b>Female</b>	73	NT	NT	NT	NT
<b>Male</b>	61	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	58	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	59	NT	NT	NT	NT
<b>English Learners</b>	28	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	12	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	106	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	73	NT	NT	NT	NT
Male	61	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	58	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	59	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	12	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP (Measurements of Academic Progress) Student Groups	NWEA MAP (Measurements of Academic Progress) Total Enrollment	NWEA MAP (Measurements of Academic Progress) Number Tested	NWEA MAP (Measurements of Academic Progress) Percent Tested	NWEA MAP (Measurements of Academic Progress) Percent Not Tested	NWEA MAP (Measurements of Academic Progress) Percent At or Above Grade Level
All Students	131	119	80.94	9.16	30.25
Female	69	63	91.3	8.7	25.4

<b>Male</b>	62	56	90.32	9.68	35.71
<b>American Indian or Alaska Native</b>	1	1			
<b>Asian</b>	3	3			
<b>Black or African American</b>	2	2			
<b>Filipino</b>	2	2			
<b>Hispanic or Latino</b>	59	53	89.83	10.17	26.42
<b>Two or More Races</b>	8	6			
<b>White</b>	54	50	92.59	7.41	32
<b>English Learners</b>	27	27	100	0	11.11
<b>Homeless</b>	9	7			
<b>Socioeconomically Disadvantaged</b>	100	91	91	9	25.27
<b>Students with Disabilities</b>	18	17	94.44	5.56	11.76

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP (Measurements of Academic Progress) Student Groups</b>	<b>NWEA MAP (Measurements of Academic Progress) Total Enrollment</b>	<b>NWEA MAP (Measurements of Academic Progress) Number Tested</b>	<b>NWEA MAP (Measurements of Academic Progress) Percent Tested</b>	<b>NWEA MAP (Measurements of Academic Progress) Percent Not Tested</b>	<b>NWEA MAP (Measurements of Academic Progress) Percent At or Above Grade Level</b>
<b>All Students</b>	131	121	92.37	7.63	14.05
<b>Female</b>	69	64	92.75	7.25	10.94
<b>Male</b>	62	57	91.94	8.06	17.54
<b>American Indian or Alaska Native</b>	1	1			
<b>Asian</b>	3	3			
<b>Black or African American</b>	2	2			
<b>Filipino</b>	2	2			
<b>Hispanic or Latino</b>	59	55	93.22	6.78	5.45
<b>White</b>	54	50	92.59	7.41	18
<b>English Learners</b>	27	27	100	0	3.7
<b>Homeless</b>	9	7			
<b>Socioeconomically Disadvantaged</b>	100	93	93	7	11.83
<b>Students with Disabilities</b>	18	18	100	0	5.56

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	47	NT	NT	NT	NT
<b>Female</b>	25	NT	NT	NT	NT
<b>Male</b>	22	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	19	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	22	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	34	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Tahoe Valley Elementary provides a school culture of openness and welcomes parent and community involvement. Our doors are open for parents to visit and/or volunteer. Our PTA 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 also 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. Informally, teachers are in continual communication with parents through a variety of means. Parents and families are encouraged to participate in PTA (Parent-Teacher Association), School Site Council, ELAC (English Learner Advisory Committee), and Cafecitos meetings. These groups help provide a voice for parents and means to be actively involved in the mission of the school. Tahoe Valley also distributes Chromebook computers to all students in Transitional Kindergarten through 5th grades. Students take these wireless-capable computers home to access their own school's websites, instruction, 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 the educational progress and support for every child.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	374	156	41.7
Female	206	197	81	41.1
Male	195	177	75	42.4
American Indian or Alaska Native	1	1	1	100.0
Asian	11	10	1	10.0
Black or African American	2	2	1	50.0
Filipino	10	10	3	30.0
Hispanic or Latino	172	163	76	46.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	26	25	15	60.0
White	172	159	57	35.8
English Learners	92	89	40	44.9
Foster Youth	8	5	2	40.0
Homeless	22	19	13	68.4
Socioeconomically Disadvantaged	278	260	123	47.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	44	40	19	47.5

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.52	0.00	3.89	1.05	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.54	3.47	2.45
Expulsions	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

The School Safety Plan is updated each year in the fall, with input from all of our educational partners, to address current school and facilities issues. The plan identifies areas of need and any ongoing safety upkeep 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 monthly 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 enhance 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, we have: 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.

During the COVID-19 pandemic LTUSD follows California Department of Public Health guidelines.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	6	1	
1	16	3		
2	18	3		
3	19	3		
4	26		2	
5	26		2	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	5	3	
1	24		2	
2	24		2	
3	18	3		
4	29		2	
5	27		2	
6				

## 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	
6				

## 2020-21 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
Pupils to Academic Counselor	

## 2020-21 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
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	4.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
School Site	14365	3723	10642	87035
District	N/A	N/A	9187	79736
Percent Difference - School Site and District	N/A	N/A	14.7	8.8
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	23.0	12.2

## 2020-21 Types of Services Funded

Title I and other support and services for eligible students are varied. Students in grades TK-5 receive support in reading through LTUSD Board-adopted McGraw-Hill leveled support curriculum components. K-5 students also receive reading support via additional reading targeted intervention groups. English Learners receive support that includes both in-class instructional support and some pullout with a minimum of 40 minutes per day of ELD (English Language Development) support. ELPAC test results are influential along with classroom assessments to determine student support needs. The District provides all student with a wireless Chromebook laptop to use at school and home as needed.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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>	\$49,999	\$48,119
<b>Mid-Range Teacher Salary</b>	\$76,412	\$74,665
<b>Highest Teacher Salary</b>	\$106,498	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$126,728	\$118,542
<b>Average Principal Salary (Middle)</b>	\$138,487	\$125,068
<b>Average Principal Salary (High)</b>	\$144,402	\$133,516
<b>Superintendent Salary</b>	\$204,598	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	37%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

With the introduction of Common Core State Standards (CCSS), Lake Tahoe Unified School District devoted the majority of CCSS funding from the state previously for two years to professional development along with Educator Effectiveness Funding. As additional funding became available, LTUSD remains committed to ongoing professional development of the teachers and staff. The necessary professional development has been identified by both administration and staff with an emphasis on developing a deeper understanding of 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, 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.

Some staff members attend out-of-area conferences and trainings depending upon the individual needs of the teacher. Lake Tahoe Unified School District also provides one full day of staff development at the beginning of each school year. This year, due to fires and local evacuations, our district-wide professional learning day was held in November 2021.

The district and school site use 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.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	28	28

# Lake Tahoe Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 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 Address</b>	www.ltusd.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	1989	NT	NT	NT	NT
<b>Female</b>	941	NT	NT	NT	NT
<b>Male</b>	1046	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	29	NT	NT	NT	NT
<b>Black or African American</b>	14	NT	NT	NT	NT
<b>Filipino</b>	61	NT	NT	NT	NT
<b>Hispanic or Latino</b>	904	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	67	NT	NT	NT	NT
<b>White</b>	906	NT	NT	NT	NT
<b>English Learners</b>	473	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	116	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	1098	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	265	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1989	NT	NT	NT	NT
Female	941	NT	NT	NT	NT
Male	1046	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	29	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	61	NT	NT	NT	NT
Hispanic or Latino	904	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	67	NT	NT	NT	NT
White	906	NT	NT		NT
English Learners	473	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	116	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1098	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	265	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP (Measurements of Academic Progress) Student Groups	NWEA MAP (Measurements of Academic Progress) Total Enrollment	NWEA MAP (Measurements of Academic Progress) Number Tested	NWEA MAP (Measurements of Academic Progress) Percent Tested	NWEA MAP (Measurements of Academic Progress) Percent Not Tested	NWEA MAP (Measurements of Academic Progress) Percent At or Above Grade Level
All Students	1986	1622	81.67	18.33	48.64
Female	936	775	82.8	17.2	49.55



<b>Male</b>	1048	847	80.82	19.18	47.82
<b>American Indian or Alaska Native</b>	7	4			
<b>Asian</b>	29	26	89.66	10.34	69.23
<b>Black or African American</b>	12	12	100	0	16.67
<b>Filipino</b>	63	52	82.54	17.46	51.92
<b>Hispanic or Latino</b>	902	725	80.38	19.62	30.9
<b>Native Hawaiian or Pacific Islander</b>	2	2			
<b>Two or More Races</b>	52	42	80.77	19.23	59.52
<b>White</b>	903	748	82.83	17.17	65.24
<b>English Learners</b>	460	372	80.87	19.13	9.14
<b>Foster Youth</b>	3	2			
<b>Homeless</b>	84	55	65.48	34.52	29.09
<b>Socioeconomically Disadvantaged</b>	1090	876	80.37	19.63	37.44
<b>Students with Disabilities</b>	284	226	79.58	20.42	18.58

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP (Measurements of Academic Progress) Student Groups</b>	<b>NWEA MAP (Measurements of Academic Progress) Total Enrollment</b>	<b>NWEA MAP (Measurements of Academic Progress) Number Tested</b>	<b>NWEA MAP (Measurements of Academic Progress) Percent Tested</b>	<b>NWEA MAP (Measurements of Academic Progress) Percent Not Tested</b>	<b>NWEA MAP (Measurements of Academic Progress) Percent At or Above Grade Level</b>
<b>All Students</b>	1986	1626	81.87	18.13	28.66
<b>Female</b>	936	766	81.84	18.16	25.33
<b>Male</b>	1048	860	82.06	17.94	31.63
<b>American Indian or Alaska Native</b>	7	2			
<b>Asian</b>	29	25	86.21	13.79	72
<b>Black or African American</b>	12	12	100	0	8.33
<b>Filipino</b>	63	53	84.13	15.87	26.42
<b>Hispanic or Latino</b>	902	729	80.82	19.18	11.93
<b>Native Hawaiian or Pacific Islander</b>	2	2			
<b>Two or More Races</b>	52	44	84.62	15.38	38.64
<b>White</b>	903	748	82.83	17.17	43.58
<b>English Learners</b>	460	378	82.17	17.83	4.23
<b>Foster Youth</b>	3	3			
<b>Homeless</b>	84	59	70.24	29.76	13.56

<b>Socioeconomically Disadvantaged</b>	1090	876	80.37	19.63	17.24
<b>Students with Disabilities</b>	284	230	80.99	19.01	8.7

\*At or above the grade-level standard in the context of the local assessment administered.