



# Tahoe Lake Elementary

740 Timberland Lane, PO Box 856 • Tahoe City • 530-582-2700 • Grades K-4

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Tahoe Truckee Unified School District

11603 Donner Pass Road  
Truckee, CA 96161  
530-582-2500  
[www.ttusd.org](http://www.ttusd.org)

#### District Governing Board

Kim Szcurek - President  
Gaylan Larson - Clerk to the Board  
Dianna Driller - Board Member  
Kirsten Livak - Board Member  
Cris Hennessey - Board Member

#### District Administration

Dr. Robert J. Leri  
Superintendent Chief Learning  
Officer  
Valerie Simpson  
Executive Director of Educational  
Services  
Todd Rivera  
Executive Director of Business  
Services  
Corine Harvey  
Executive Director of Student  
Services

### School Description

#### **District Vision**

All Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and to be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's future. Highly skilled, motivated and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

#### **Community**

Encompassing more than 720 square miles, Tahoe Truckee Unified School District is located in the Sierra Nevada Mountains, 100 miles northeast of Sacramento, and 35 miles west of Reno, Nevada. The District serves more than 3800 students in California's Nevada, Placer, and El Dorado Counties. District boundaries stretch from Hobart Mills, eight miles north of Truckee, to Emerald Bay, near South Lake Tahoe; and from Cisco Grove, twenty miles to the west, to Floriston, fifteen miles to the east.

#### **School Description**

Tahoe Lake Elementary is a hands-on Science School serving Transitional Kindergarten through 4th grade students. We foster a love of learning and the confidence to achieve through a challenging and differentiated education for every child. We supplement core studies with explorations and enrichment including technology, Spanish, music, art, and PE.

#### **Climate for Learning**

At Tahoe Lake Elementary we value each individual student. Opportunities for student input are provided through the classroom, activities, student assistance programs, and the development of healthy living and strong character. Students at Tahoe Lake are guided by specific rules and classroom expectations that promote respect, cooperation, and understanding of others. The school's discipline philosophy promotes a safe and caring school, a warm, friendly classroom environment, and demonstrates that clear expectations and positive discipline are the foundation on which to build an effective school. Students and staff worked together to determine TLE's core values of respect, responsibility, safety, and kindness, which serve as the foundation for our educational and social climate. School rules are shared with students and parents through the family handbook, classroom instruction, assemblies, on the school website, in school publications, and through parent-teacher conferences.

## School Leadership

School Leadership at Tahoe Lake Elementary is a responsibility shared among District administration, the principal, instructional staff, students, and parents. Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These committees ensure that instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include: Student Study Team, Leadership Team, Safety Committee, English Learner Advisory Committee (ELAC), and School Site Council.

## About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	32
Grade 2	53
Grade 3	68
Grade 4	62
Total Enrollment	279

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.7
Asian	0.7
Filipino	0
Hispanic or Latino	39.8
Native Hawaiian or Pacific Islander	0
White	58.1
Two or More Races	0
Socioeconomically Disadvantaged	48
English Learners	29.4
Students with Disabilities	9.7
Foster Youth	0

## 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.

Teacher Credentials

Tahoe Lake Elementary	15-16	16-17	17-18
With Full Credential	21	22	21
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	1	0
Tahoe Truckee Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School

Tahoe Lake Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	1	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

**Textbooks and Instructional Materials**

Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin, Reading *California* © 2003 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	McGraw-Hill, Everyday Mathematics <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Delta Education, Full Option Science System (FOSS) – Animals Two by Two, Wood and Paper Delta Education, Full Option Science System (FOSS) – Plants and Animals, Solids and Liquids, Air and Weather Delta Education, Full Option Science System (FOSS) – Insects and Plants, Pebbles, Sand and Silt, Balance and Motion Delta Education, Full Option Science System (FOSS) – Structures of Life, Matter and Energy Delta Education, Full Option Science System (FOSS) – Solid Earth, Magnetism and Electricity, Environment Delta Education, Full Option Science System (FOSS) – Mixtures and Solutions, Living Systems, Water Planet  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Scott Foresman, History-Social Studies – Learn and Work © 2006 Scott Foresman, History-Social Studies – Time and Place © 2006 Scott Foresman, History-Social Studies – Then and Now © 2006 Scott Foresman, History-Social Studies – Our Communities © 2006 Scott Foresman, History-Social Studies – Our California © 2006 Scott Foresman, History-Social Studies – Our Nation © 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	N/A <b>The textbooks listed are from most recent adoption:</b> N/A

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our recent passing of a bond measure will allow for upgrades of existing school building systems and site utilities; update technology infrastructure; modernize existing buildings; construct new classrooms to replace modulars, new administration front door; science greenhouse; new parking lot and drop-off area; new kindergarten play area; new and repair hard courts; create 21st century learning environment with flexible furniture; install exterior lighting; upgrade fire alarm, and install a security system.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: December 20, 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ceiling tiles missing in room 13. Restroom hole in wall in middle hall area. Tear in wall covering in room 5. Broken ceiling tile in room 1.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Lights out in rooms 20, 18, 14, and 13.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: December 20, 2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<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				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

**2016-17 CAASPP Results for All Students**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	40	46	58	60	48	48
<b>Math</b>	35	38	52	55	36	37

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	134	133	99.25	45.86
<b>Male</b>	61	60	98.36	38.33
<b>Female</b>	73	73	100	52.05
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	60	60	100	25
<b>White</b>	72	71	98.61	61.97
<b>Socioeconomically Disadvantaged</b>	73	73	100	32.88
<b>English Learners</b>	51	51	100	17.65
<b>Students with Disabilities</b>	19	19	100	5.26

Note: 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.

Note: 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.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	134	133	99.25	38.35
<b>Male</b>	61	60	98.36	41.67
<b>Female</b>	73	73	100	35.62
<b>Asian</b>	--	--	--	--
<b>Hispanic or Latino</b>	60	60	100	18.33
<b>White</b>	72	71	98.61	53.52
<b>Socioeconomically Disadvantaged</b>	73	73	100	26.03
<b>English Learners</b>	51	51	100	13.73
<b>Students with Disabilities</b>	19	19	100	15.79

Note: 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.

Note: 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.

Note: 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.

### 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 for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2017-18)

Opportunities for Parent Involvement:

Parent and community involvement helps our school thrive. Parents are always welcome and encouraged to volunteer at the school and in the classroom and on field trips. School Site Council and the Parent Teacher Organization (PTO) provide many opportunities for parent participation. The PTO volunteers put on fundraising events to provide additional resources for our students, including enrichment and athletics. . The English Learner Advisory Council (ELAC) provides another opportunity for parent involvement.

#### 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.

#### School Safety Plan

School Safety

The safety of students and staff is a primary concern of Tahoe Lake Elementary. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

The School Site Safety Plan was most recently revised in the fall of 2017 by the Safety Committee. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

- School rules & procedures Sexual harassment policy
- Current status of school crime Notification to teachers
- Child abuse reporting procedures School wide dress code
- Policies related to suspension/expulsion Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees Healthy Kids Survey Results

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and intruder drills are conducted on a regular basis throughout the school year.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.6	0.0	0.3
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.2	2.5	3.2
Expulsions Rate	0.1	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist	1
Other	0.7
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	18	18		2	3	3					
1	22	20	17		3	3	3					
2	20	21	22	2			1	3	3			
3	24	22	20			3	3	3				
4	18	19	23	3	3				3			
Other	7	7		1	1							

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development Provided for Teachers

Educational research supports that the most important factor contributing to a student's success in school is the quality of the teaching. The way Tahoe Truckee Unified School District better ensures top-notch teaching and learning is via high-quality professional development (PD.) A variety of options are available and range from formal-type workshops or seminars and informal-types such as discussions among colleagues, independent reading, observing a colleague's lesson or participating in coaching with one of our many Academic Coaches. The frequency of PD varies with the structure and purpose. Amongst teacher teams at the school site level, it frequently occurs weekly, if not daily, focuses on how students' are progressing toward learning goals, and its purpose is to identify additional teaching strategies that will further increase student learning. When determining the topics and focus of professional development sessions, we assess the needs of our students and teachers and review current research to ensure we remain at the forefront of educational knowledge and strategies. We are committed to continuing to provide engaging, focused and relevant professional development for all the educators in the Tahoe Truckee Unified School District.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,700	\$44,144
Mid-Range Teacher Salary	\$73,057	\$69,119
Highest Teacher Salary	\$103,986	\$86,005
Average Principal Salary (ES)	\$126,359	\$106,785
Average Principal Salary (MS)	\$127,119	\$111,569
Average Principal Salary (HS)	\$137,741	\$121,395
Superintendent Salary	\$198,830	\$178,104
Percent of District Budget		
Teacher Salaries	35%	34%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

In addition to general state funding, Tahoe Truckee Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Technology
- Title III, English as a Second Language

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,637	\$3,626	\$9,011	\$72,337
District	♦	♦	\$7,772	\$80,047
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			15.9	-2.6
Percent Difference: School Site/ State			68.5	10.8

\* Cells with ♦ do not require data.