

Lake Tahoe Environmental Science Magnet School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | Lake Tahoe Environmental Science Magnet School |
| Street | 1095 East San Bernardino Avenue |
| City, State, Zip | South Lake Tahoe, CA 96150 |
| Phone Number | (530) 543-2371 |
| Principal | Joel Damerall |
| Email Address | jdamerall@ltusd.org |
| Website | ltesms.ltusd.org |
| County-District-School (CDS) Code | 09-61903-0110155 |

District Contact Information (School Year 2020-2021)

| Entity | Contact Information |
|----------------|------------------------------------|
| District Name | Lake Tahoe Unified School District |
| Phone Number | (530) 541-2850 |
| Superintendent | Dr. Todd Cutler |
| Email Address | Schandler@ltusd.org |
| Website | www.ltusd.org |

School Description and Mission Statement (School Year 2020-2021)

Lake Tahoe Environmental Science Magnet School (LTESMS) is located approximately four and a half miles west of the city of South Lake Tahoe off Highway 50/89 in Tahoe Paradise. Situated in El Dorado County, Lake Tahoe Environmental Science Magnet School is one of four elementary schools in the Lake Tahoe Unified School District. The enrollment for kindergarten through grade five is 362 students, taught by 18 teachers.

The Lake Tahoe Environmental Science Magnet School was established in September 2005 to provide project-based, thematic, interactive instruction using environmental themes and technology articulated through the grade levels to foster lifelong stewardship of the environment and to assist students in achieving maximum potential in their academic, social, and civic development. We have also been recognized as a California Distinguished School.

The district offers a Transitional Kindergarten Program for parents wishing to place their child in a two-year Kindergarten program or has a September birthday, allowing them “the gift of time.” In a typical year this school also offers Kid Zone, which is a before-school child care program for grades kindergarten through five.

The school is housed in the former location of “Meyers Elementary School,” which closed its doors in June 2004 due to declining enrollment in the District.

There continues to be tremendous support and commitment from parents and the community. In a typical year parents support their students and school by assisting in classrooms, Science/STEAM Lab, and field trip learning activities. The PTA enjoys strong parental leadership and participation. Many parents also contribute by donating time and sharing their expertise and special interests.

Our mission statement is “Every Day is Earth Day” and the Motto for Success is “Be the Best You Can Be” (John Wooden)

Student Enrollment by Grade Level (School Year 2019-2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 69 |
| Grade 1 | 67 |
| Grade 2 | 59 |
| Grade 3 | 55 |
| Grade 4 | 67 |
| Grade 5 | 66 |
| Total Enrollment | 383 |

Student Enrollment by Student Group (School Year 2019-2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.3 |
| Asian | 0.8 |
| Filipino | 1 |
| Hispanic or Latino | 13.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 79.6 |
| Two or More Races | 4.2 |
| Socioeconomically Disadvantaged | 25.3 |
| English Learners | 3.1 |
| Students with Disabilities | 9.1 |
| Foster Youth | 0.8 |
| Homeless | |

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

| Teachers | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 20.067 | 19.4000 | 18.2 | 184 |
| Without Full Credential | 0 | 0 | 0 | 2 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2020

INSTRUCTIONAL MATERIALS

Textbook selection is accomplished through a district-wide Curriculum Council, involving teachers from all district elementary schools. The staff at Lake Tahoe Environmental Science Magnet School is involved with the District's process for reviewing and adopting textbooks. This process allows professional staff input to ensure that up-to-date materials of high quality are available to our students. Lake Tahoe Environmental Science Magnet School is currently using the following texts adopted from the most recent state-approved list: McGraw-Hill Math 2014, McGraw-Hill ELA 2017, McGraw Hill Science 2008, and Savvas (Pearson) My World/Mi Mundo Social Studies 2019. Supplemental materials include Read Naturally, Illuminate Data Reporting System, Brain Pop, Renaissance Learning, IXL/Quia, and integrated curriculum materials.

Lake Tahoe Environmental Science Magnet School, which has a secondary focus on technology, has invested a large amount in the purchase of mobile Chromebook computers and SmartBoard technology. The school has one SmartBoard in each K-5 classroom with Internet access, along with sufficient mobile Chromebooks for each student to use in the classroom. Each teacher uses 1 to 1 Chromebooks in order to integrate technology with grade level standards. In a typical school year the school provides Chromebooks to take home in grades 3-5 and a complete class sets in grades 1-2, and 12 units in grade K. All students have a Chromebook to use at home during remote (distance) learning.

The school library is open and available to students 30 minutes before school, and the new library is automated and continually increasing its selection of fiction and non-fiction books.

The Lake Tahoe Environmental Science Magnet School staff believes in providing the least restrictive program for students. The school supports a blended service delivery model which coordinates appropriate interventions between special education and regular education students.

Questions regarding the information presented in this report may be directed to your principal, Joel Damerl at 530-543-2371.

CURRICULUM IMPROVEMENT

Training and curriculum activities tailored to the school are essential for maintaining and improving our instructional program. Teachers receive increased educational opportunities in differentiated instruction to meet individual needs. They utilize technology as a part of, and to supplement, grade level content standards. Students and teachers use the Internet to access current in depth science (life, earth and physical) information and basic skills reinforcement.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------|---|----------------------------|--|
| Reading/Language Arts | McGraw-Hill Wonders (2017), grades 1-5; Big Books (K-1), one set per class. (Adopted 4-26-16) | Yes | 0 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|----------------------------|--|
| Mathematics | McGraw-Hill: My Math (2014): K-2 workbooks; Grades 3-5, ratio 1:1. (Adopted 4-21-15) | Yes | 0 |
| Science | McMillan McGraw (2008), one kit per class; grade 1, one Big Book set per class; grade 2, one Big Book set per class; grades 3-5. | Yes | 0 |
| History-Social Science | Savvas (Pearson) My World/Mi Mundo Social Studies (adopted 5/28/2019) | Yes | 0 |
| Visual and Performing Arts | Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music – grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature | | N/A |

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

School Facility Conditions and Planned Improvements

Lake Tahoe Environmental Science Magnet School is well maintained, clean, and safe, and provides an extremely positive atmosphere for learning to take place. We were modernized in the summer of 2013, including walls being added to each open space classroom, new heating and control system, dual glazed windows, new doors, acoustical sound control, and PA/Intercom Master Clock system.

The Lake Tahoe Environmental Science Magnet School was re-opened and established in September 2005 to provide interactive instruction using science and technology as a project based magnet school. The main facility is 36,639 square feet, which adequately houses the number of students. The school was completely re-roofed in 1999. A \$250,000 seismic retrofit was completed in the summer of 2001.

The condition of the entire school has been upgraded to good as a result of the modernization project during the summer of 2013. During the summer of 2003, the multipurpose room, office area, faculty lounge, library area, workroom and restroom facilities were modernized. A new school library was installed in January 2006. The school, situated on 12.28 acres, is well maintained and aesthetically pleasing. Lake Tahoe Environmental Science Magnet School has a large playground consisting of blacktop, turf, and new playground equipment. The site is in need of the playground being resurfaced. The main parking area was resurfaced in the summer of 2016.

Regular school safety, evacuation, shelter-in-place, and lock-down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Drills are attended by local law enforcement (FBI, Sheriff, USDA Law Enforcement, California Highway Patrol) and Lake Valley Fire Department. Campus supervision is provided by teachers, classified personnel, and the Principal.

The site maintains a designated Site Safety Lead Committee. Regularly scheduled site safety meetings are held at the site. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District’s Emergency Operational Plan and Action Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Aeries Communications system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to agencies in the public and private sectors to ensure safe and peaceful schools.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 1-2 Playground: 3-5 Playground: Blacktop: Cracking blacktop |
| Overall Rating | Good | |

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 59 | N/A | 44 | N/A | 50 | N/A |
| Mathematics (grades 3-8 and 11) | 56 | N/A | 33 | N/A | 39 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 2018-19 | School 2019-20 | District 2018-19 | District 2019-20 | State 2018-19 | State 2019-20 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 52 | N/A | 26 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

| 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 |
|-------------|--|--|---|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

In a typical year, there is tremendous support and commitment from parents and the community. Parents support their students and school by assisting in classrooms and field trip learning activities. The PTA enjoys strong parental leadership and participation. Many parents also contribute by donating time and sharing their expertise and special interests.

Due to the COVID-19 pandemic currently, all visitors and classroom volunteers have been temporarily suspended.

The following are ways for parents to stay involved and informed in a typical year:

- In the fall of each school year Back to School night is held to share with parents the School’s programs in place to meet the needs of all students.
- The school provides a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during the meetings or through a newsletter may include:

1. Improving two-way communication between the school and home and home and the school.
2. Discussing current student assessment data and student progress.
3. Providing information about school and district resources for student academic improvement.
4. Evaluating the effectiveness of the school’s parent involvement policy to increase parent participation in school activities.
5. Conferencing with teachers.
6. Providing training programs to help parents support and work with their children at home and at school.
7. Advocating for teachers and parents.
8. Valuing cultural diversity.
 - Parental input from the parent meetings and training sessions will be shared with the PTA to provide an organized, ongoing, timely way to involve parents in the planning, review, and improvement of the programs.
 - A school-wide communication system (Aeries Communications) or parent newsletter emailed home informing parents/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt will be made to contact parents in their primary language.
 - During parent meetings, opportunities will be offered for the discussion of parental suggestions. Responses to suggestions will be reviewed in a timely fashion, and if possible, by the next scheduled meeting. Topics that are appropriate for PTA review/action will be placed on the agenda for the next regularly scheduled meeting.
 - Parents are notified annually of individual student assessment results and are provided with guidance on interpreting the results. The notification is also available in Spanish.
 - Translation and communication in appropriate languages at any of these forums will be provided.
 - Accessibility and opportunities for parents of students with disabilities and parents of migratory students will be provided.

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

(data collected between July through June, each full school year respectively)

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.5 | 0.5 | 3.7 | 3.2 | 3.6 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|-------------------|---------------------|------------------|
| Suspensions | 1.3 | 3.9 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.1 |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Lake Tahoe Environmental Science Magnet School

The school is well maintained, clean and safe, and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel, and the Principal.

The site maintains a designated Site Safety Committee which meets regularly. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Aeries Communications system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors.

In a typical school year, the Lake Tahoe Environmental Science Magnet School will conduct a minimum of 10 emergency drills utilizing Lake Tahoe Unified School District's plans and procedures for student, staff, volunteer and visitor accountability. A Lake Tahoe Environmental Science Magnet School Safety Representative as well as local law and fire departments will evaluate all drills and maintain the records in the Comprehensive Safe School Plan binder that is available for public review in the school office.

SPECIAL NOTE FOR LAKE TAHOE UNIFIED SCHOOL DISTRICT RESPONSE TO THE COVID-19 PANDEMIC IN THE 2020-2021 SCHOOL YEAR

Lake Tahoe Unified School District (LTUSD) schools will open under distance learning for the start of the 2020-21 school year in response to the COVID-19 pandemic. On July 30, 2020, LTUSD Board of Education approved the COVID-19 Pandemic Plan for 2020-21 School Year, here forward referred to as the Pandemic Plan. The focus areas for planning were governance and operations, health and safety, school instructional models and schedules, academic success, special education and special populations, social-emotional and mental health supports, and family and community engagement. The plan defines a 4-phase approach to reopening schools in order to maximize in-person instruction while mitigating the risk of exposure to COVID-19 for students and staff. The phases move from distance learning to hybrid (distance/traditional) to modified traditional with the ultimate goal of returning to a traditional school model. With safety being top priority, each Pandemic Plan phase uses state and local guidelines to address risk assessment, rationale, safety protocols, food service, and transportation. The Pandemic Plan addresses student academic success, social-emotional support, health and safety, governance, and special student populations in response to the impact of the pandemic on the District and school community. Each instructional model ensures in-person and distance learning is robust and offers equal educational access, opportunity, and continuity.

For the 2020-21 school year, all sites will follow the Pandemic Plan health and safety protocols and procedures for each phase to ensure the safety of students and staff consistent with public health guidance. A separate Health and Safety Protocols document, along with student and self-screening information, has been distributed to staff, students, and families further defining the Pandemic Plan protocols and procedures. Both documents are available on the District website at www.ltusd.org. A print copy of the Pandemic Plan is available at the Education Center located at 1021 Al Tahoe Boulevard, South Lake Tahoe, CA 96150.

Should LTUSD return to traditional school during the 2020-21 school year, all actions in the Safe School Plan altered in response to the COVID-19 pandemic will revert to pre-COVID conditions.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 | 2019-20 | 2019-20 | 2019-20 | 2019-20 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 17 | 3 | 1 | | 21 | | 3 | | 23 | | 3 | |
| 1 | 20 | 2 | 1 | | 20 | 2 | 1 | | 22 | | 3 | |
| 2 | 21 | 1 | 2 | | 19 | 3 | | | 20 | 3 | | |
| 3 | 21 | | 3 | | 21 | | 3 | | 18 | 3 | | |
| 4 | 24 | 1 | 2 | | 32 | | 2 | | 33 | | | |
| 5 | 33 | | 1 | 1 | 23 | 1 | 2 | | 30 | | 2 | |
| Other** | | | | | | | | | 5 | 2 | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 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.

Student Support Services Staff (School Year 2019-2020)

| Title | Number of FTE* Assigned to School |
|------------------------------------|--------------------------------------|
| Psychologist | 0.6 |
| Nurse | 1 |
| Speech/Language/Hearing Specialist | 1 |

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12636 | 3624 | 9012 | \$79,129.00 |
| District | N/A | N/A | \$9,641 | \$76,991 |
| Percent Difference - School Site and District | N/A | N/A | -6.7 | 2.7 |
| State | N/A | N/A | \$7,750 | \$75,706 |
| Percent Difference - School Site and State | N/A | N/A | 15.1 | 4.4 |

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

Types of Services Funded (Fiscal Year 2019-2020)

Through Supplemental and Concentration Grant funds, Lake Tahoe Environmental Science Magnet School provides students a School Nurse and instructional materials.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$48,425 | \$47,145 |
| Mid-Range Teacher Salary | \$74,006 | \$74,952 |
| Highest Teacher Salary | \$103,152 | \$96,092 |
| Average Principal Salary (Elementary) | \$119,361 | \$116,716 |
| Average Principal Salary (Middle) | \$130,271 | \$120,813 |
| Average Principal Salary (High) | \$139,855 | \$131,905 |
| Superintendent Salary | \$198,156 | \$192,565 |
| Percent of Budget for Teacher Salaries | 37.0 | 31.0 |
| Percent of Budget for Administrative Salaries | 5.0 | 6.0 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 28 |

The move by California to the Common Core State Standards (CCSS) provides the natural choice for our staff development concentration. The state has also infused a large sum of money to support technology and staff development. Lake Tahoe Unified School District is ahead of most other districts in technology, so we are concentrating on funding a variety of staff development opportunities that now include distance learning platforms.

Staff Development at the Lake Tahoe Environmental Science Magnet School is both Principal and Staff driven. One integral part of our staff development plan this year is having the teachers meet at our site to determine staff development needs. A goal for LTESMS is for each District grade level to meet on a regular basis to support each other with lessons and strategies while continuing with the CCSS model of instruction while integrating NGSS (Next Generation Science Standards) into our daily instruction as well.

Along with the grade level meetings teachers have been given the chance to go to staff development programs outside the district. The number of days would vary with the specific training and staff involved. We have been to such training as AVID, Marzano Vocab for the Common Core, STEAM conference, Positive Behavioral Interventions and Support Service training, Close Reading instruction, as well as a collaborative class through Lake Tahoe Community College on implementing NGSS standards throughout our curriculum. New opportunities are presented daily and decided on a case by case basis through the LTUSD Leadership Team.