

# School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Tahoe Valley Elementary School	<b>District Name</b>	Lake Tahoe Unified School District
<b>Street</b>	943 Tahoe Island Drive	<b>Phone Number</b>	(530) 541-2850
<b>City, State, Zip</b>	South Lake Tahoe, CA 96150	<b>Web Site</b>	www.ltusd.org
<b>Phone Number</b>	(530) 543-2350	<b>Superintendent</b>	Dr. James R. Tarwater
<b>Principal</b>	Mark Romagnolo	<b>E-mail Address</b>	jtarwater@ltusd.org
<b>E-mail Address</b>	mromagnolo@ltusd.org	<b>CDS Code</b>	09-61903-6005573

### School Description and Mission Statement (School Year 2009-10)

This section provides information about the school, its programs and its goals.

Tahoe Valley School is located in the South "Y" area of the city of South Lake Tahoe and is one of four elementary schools in Lake Tahoe Unified School District. The enrollment for pre-kindergarten to 5th grade is 462 students. Tahoe Valley has an approximate 26% transient student rate each year. The diverse ethnic composition of the school is mainly Caucasian, and includes Hispanic, Asian, Filipino, American Indian, and African American.

Mission Statement: To insure that all children can and will learn; To be clear on what we expect them to learn; To know when they have learned it; To respond appropriately when they don't learn; and finally, to respond appropriately when they know it! Tahoe Valley School is committed to Continual Improvement to becoming a high achieving school for all of our students. The staff will work cooperatively with respect for each other as a Professional Learning Community to insure that all students learn.

Parents participate actively in our school, supporting students by assisting with classroom activities, homework, Parent Club activities, English Learner Advisory Council, School Site Council. Parent input, questions, suggestions and general communication is valued.

## Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Tahoe Valley school provides a school culture of openness and welcoming to parents and the community. Our doors are open for parents to visit and/or volunteer. Our PTO encourages parents to become involved in many of our activities and fund raisers. Our automatic phone message system delivers messages to parents to keep them informed of important school issues. 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. New to Tahoe Valley is the distribution of net book computers to all students in the 3rd, 4th, and 5th grades. Students take these cell connected computers home and develop their own school web sites to offer themselves and their parents web based communication with their teachers and classmates.

## Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	65
Grade 3	75
Grade 4	67
Grade 5	89
<b>Total Enrollment</b>	<b>445</b>

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	55
American Indian or Alaska Native		Two or More Races	
Asian	1.35	Socioeconomically Disadvantaged	72
Filipino	3	English Learners	24
Hispanic or Latino	37	Students with Disabilities	21
Native Hawaiian/Pacific Islander	0.67		

## Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20.3	2	1	0	19.3	3	0	0	20.67	1	3	0
<b>1</b>	19.7	3	0	0	20.0	3	0	0	19.33	3	0	0
<b>2</b>	20.0	3	0	0	20.0	3	0	0	20.09	4	0	0
<b>3</b>	17.8	4	0	0	19.7	3	0	0	20.53	2	2	0
<b>4</b>	28.0	0	2	0	26.0	0	2	0	31.49	0	2	0
<b>5</b>	31.0	0	2	0	27.0	0	3	0	27.6	0	3	0
<b>K-3</b>	20.0	1	0	0	17.5	2	0	0	0.0	0	0	0

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

The School Safety Plan is updated each year in the fall to address current school and facilities issues. The plan identifies areas of need for the facility and looks at the on-going safety up keep of the school site. The plan also reviews the safety procedures in plan in case of an emergency.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	3.9	4.7	7.2	7.1	10.2	8.6
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.0	0.0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The school and grounds are well kept and inviting. On a scale of 1 to 5 (5 is high), parents rate the school building a 4.74 related to cleanliness, size, and safety. Proper attention is given to facility upkeep, with a regular maintenance schedule. Within the last 15 years the school was modernized with a 1.5 million upgrade to the entire facility. Nine additional classroom spaces have been added with "relocatables." All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School safety is a top priority, and Tahoe Valley's Safe School Plan and Emergency Preparedness Plan guide both prevention and practice. Elements including facilities, operation of safety procedures, development of responsibility and leadership behaviors, use of NIMS incident management, lockdown and evacuation processes are all in place.

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

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

#### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[ ]	[X]	[ ]	Overhand work to be completed.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[ ]	[X]	[ ]	Primary playground to be revitalized.
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	23	23	23	216
<b>Without Full Credential</b>	0	1	0	0
<b>Teaching Outside Subject Area of Competence</b>				---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	.09	---

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

The staff at Tahoe Valley School work in conjunction with LTUSD and the El Dorado County Office of Education to carefully select, train for, and implement the use of curricular materials in coordination with the State's curriculum adoption cycle. The district has adopted McMillan McGraw-Hill Math and Houghton Mifflin language arts materials. These materials are correlated with district and state standards. In grades 2-5 for each core subject, individual books are available. In grades K-1, both Big Books and individual leveled books are available and utilized.

A long-term tech plan guides and reflects continued improvement. Technology supports instruction, with classroom computers. Technology is highly supported by the Lake Tahoe Unified School District. Every classroom contains Smart Board Technology along with the state-of-the-art Document Viewer. The district provides each 3rd, 4th, 5th grade student with a wireless Net-Book laptop to use at school and home on a daily basis. Our library and services further enhance the instructional program.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin (2003), grades 1-5, ratio 1:1; Big Books (K-1), one set per class; Spanish Anthology, grades 3-5.	0	Yes
Mathematics	Wright Group/McGraw-Hill (2001/02); Everyday Mathematics, grades K-1 one kit per class, grades 1-2 ratio 3:1, two journals and one homework book. Grades 3-5, ratio 4:1 (English and Spanish); two journals, one reference book, one homework book; Grades K-2, Spanish Homework.	0	Yes
Science	Harcourt Science (2000), K-1, one kit per class; grade 1, one Big Book set per class; grade 2, ratio 1:1 or one Big Book set per class; grades 3-5.	0	Yes
History-Social Science	Harcourt Social Studies (2000), grades K, one kit per class; grade 1, one Big Book set per class; grade 2-5, ratio 1:1; grades 3-5.	0	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Foreign Language			Yes
Health			Yes
Visual and Performing Arts	Instrumental Music – grades 4-6: Standards of Excellence Comprehensive Band Method Book 1; Mueller Rausch String Method, Book 1. Instrumental Music –grades 6-8: Standards of Excellence Comprehensive Band Method Book 2 and 3; Essentials of Music Theory, Alfred Books 1-3; Mueller Rausch String Method, Books 1-3. All Levels: Various band and orchestral arrangements of band and orchestral literature	na	Yes

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,578	\$2,766	\$5,812	\$57,033
District	---	---	\$6,319	\$64,624
Percent Difference: School Site and District	---	---	-2	-6
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	12	1

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Title I support and services for eligible students are varied. Students grades K-5 receive support in reading through the district-adopted Houghton Mifflin Extra Support component. Primary grade students receive additional reading support using the SIPPS program and the Houghton Mifflin Extra Support component. Fourth and fifth grade students also receive support through the Read 180 curriculum. A part-time credentialed teacher works with underperforming primary-age students. Staff also utilizes the Corrective Reading Program to 4th and 5th grade students who need additional support, along with the Read Naturally computer-based fluency program. English Learners receive support that includes both in-class instructional support and some pullout with a minimum of 40 minutes a day of ELD instruction. CELDT test results are influential along with classroom assessments to determine student support options.

## Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,803	\$38,970
Mid-Range Teacher Salary	\$60,829	\$59,776
Highest Teacher Salary	\$84,772	\$78,072
Average Principal Salary (Elementary)	\$100,521	\$94,605
Average Principal Salary (Middle)	\$117,745	\$98,480
Average Principal Salary (High)	\$107,069	\$106,266
Superintendent Salary	\$159,973	\$144,721
Percent of Budget for Teacher Salaries	42.1	38.8
Percent of Budget for Administrative Salaries	5.1	6.0

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	41	50	50	45	51	51	46	50	52
Mathematics	52	57	57	42	51	51	43	46	48
Science	43	55	55	50	54	54	46	50	54
History-Social Science	0	0	0	26	32	32	36	41	44

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	39	54	53	
Female	60	59	56	
Black or African American	*	*	*	
American Indian or Alaska Native				
Asian	*	*		
Filipino	*	*	*	
Hispanic or Latino	39	43	36	
Native Hawaiian/Pacific Islander	*	*		
White	53	63	57	
Two or More Races	55	65	59	
Socioeconomically Disadvantaged	45	48	42	
English Learners	32	39	*	
Students with Disabilities	39	51	*	
Students Receiving Migrant Education Services				

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	7.9	36	46.1

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	3	4	7
Similar Schools	1	3	9

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	23	77	-32
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	31	78	-16
Native Hawaiian/Pacific Islander			
White	41	67	-37
Two or More Races			
Socioeconomically Disadvantaged	31	85	-25
English Learners		90	-25
Students with Disabilities	17	211	-7

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	788	781	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino		815	851
Hispanic or Latino	729	697	715
Native Hawaiian/Pacific Islander			753
White	818	843	838
Two or More Races			808
Socioeconomically Disadvantaged	764	727	712
English Learners	692	662	692
Students with Disabilities	763	670	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

### Federal Intervention Program (School Year 2010-11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2008-2009	2007-2008
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Lake Tahoe Unified School District provides three staff development days each school year. These training days are designed to work with each school's Site Plan to help implement the goals that have been identified for each site. During the year teachers attend a variety of staff development trainings that are also tied to the site's School Plan.