

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

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

School Description and Mission Statement (School Year 2010-11)

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 481 students. The diverse ethnic composition of the school reflects the local community, majority of the students are Caucasian and also 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 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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 inform of important school issues in both english and Spanish. 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 2010-11)

Grade Level	Number of Students
Kindergarten	97
Grade 1	67
Grade 2	79
Grade 3	72
Grade 4	69
Grade 5	62
Total Enrollment	446

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.2	White	54
American Indian or Alaska Native	0.2	Two or More Races	2.5
Asian	2	Socioeconomically Disadvantaged	76.5
Filipino	2.7	English Learners	31.2
Hispanic or Latino	37.4	Students with Disabilities	14.8
Native Hawaiian/Pacific Islander	0.7		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	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+
K	19.3	3	0	0	20.67	1	3	0	19.94	4	1	0
1	20	3	0	0	19.33	3	0	0	21.89	0	3	0
2	20	3	0	0	20.09	4	0	0	18.78	4	0	0
3	19.7	3	0	0	20.53	2	2	0	21.49	0	3	0
4	26	0	2	0	31.49	0	2	0	31.54	0	2	0
5	27	0	3	0	27.6	0	3	0	29.57	0	2	0
Other	0	0	0	0	0	0	0	0				

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 place in case of an emergency. An Emergency Action Plan is in place and safety drills are held monthly.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	4.74	7.19	7.17	10.15	8.63	8.92
Expulsions	0	0	0	0.05	0	0.05

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

The school and grounds are well kept and inviting. 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. A new head custodian was hired which has greatly increased the cleanliness and safety of our campus. 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.

Site safety meetings are held at the site after each emergency drill. 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 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	Overhand work to be completed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Primary playground to be revitalized.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	23	23	25	203
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence			0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	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.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage 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
This School	100	0
All Schools in District	99.68	0.32
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	93.75	6.25

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

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)	.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	1	---
Other	0.09	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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
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
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
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
Foreign Language			
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

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,384	\$3,748	\$4,636	\$63,563
District	---	---	\$5,850	\$65,898
Percent Difference: School Site and District	---	---	-21%	-4%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---		

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. The district supports and Tahoe Valley School utilizes software to enhance the learning experience; software includes: Ticket To Read, Reflex Math, Accelerated Reader and IXL. 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 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,803	\$39,074
Mid-Range Teacher Salary	\$60,829	\$60,172
Highest Teacher Salary	\$84,772	\$78,468
Average Principal Salary (Elementary)	\$102,262	\$95,926
Average Principal Salary (Middle)	\$124,304	\$99,356
Average Principal Salary (High)	\$107,069	\$107,041
Superintendent Salary	\$159,973	\$148,555
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	55	50	55	50	51	54	49	52	54
Mathematics	64	57	61	49	51	52	46	48	50
Science	50	55	53	55	54	60	50	54	57
History-Social Science	N/A	N/A	N/A	34	32	38	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	52	60	38
All Student at the School	55	61	53	N/A
Male	50	60	48	N/A
Female	61	62	57	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	42	47	33	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	63	69	61	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	53	55	47	N/A
English Learners	31	40	8	N/A
Students with Disabilities	44	48	0	N/A
Students Receiving Migrant Education Services				N/A

* 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) 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. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10	23.3	41.7

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage 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	2008	2009	2010
Statewide	4	7	5
Similar Schools	3	9	7

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	77	-32	20
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	78	-16	16
Native Hawaiian/Pacific Islander			
White	67	-37	23
Two or More Races	N/D		
Socioeconomically Disadvantaged	85	-25	28
English Learners	90	-25	27
Students with Disabilities	211	-7	-16

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	260	808	2,675	780	4,683,676	778
Black or African American	1		28	708	317,856	696
American Indian or Alaska Native	0		25	823	33,774	733
Asian	6		48	821	398,869	898
Filipino	9		113	801	123,245	859
Hispanic or Latino	95	745	1,072	692	2,406,749	729
Native Hawaiian/Pacific Islander	3		8		26,953	764
White	143	841	1,340	845	1,258,831	845
Two or More Races	3		29	820	76,766	836
Socioeconomically Disadvantaged	197	792	1,583	722	2,731,843	726
English Learners	77	719	782	648	1,521,844	707
Students with Disabilities	65	747	420	659	521,815	595

Adequate Yearly Progress

The federal ESEA 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) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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 number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
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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.