

TAHOMA SCHOOL DISTRICT

ANNUAL REPORT

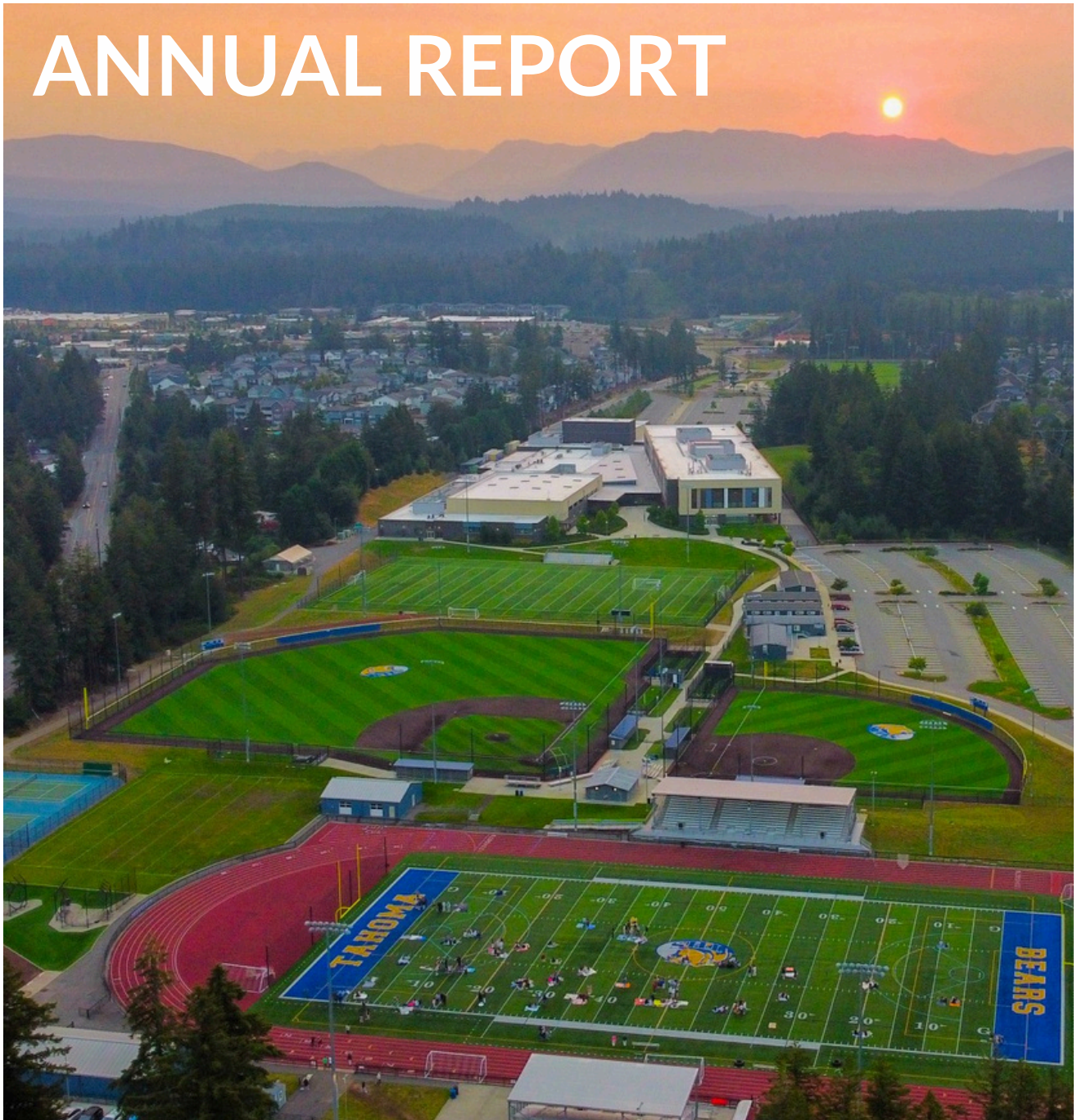


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LETTER FROM THE SUPERINTENDENT



GINGER CALLISON
Superintendent

As we reflect on this past year, the commitment our district staff and community members have made to support the success of our students is evident. At Tahoma School District, we remain committed to providing a world-class education while fostering a sense of belonging and growth for every learner.

This annual report serves as an opportunity to share our accomplishments, challenges, and goals with you—our valued community. Through this snapshot of our district's progress, we hope to continue to strengthen our partnership with you and ensure that we remain aligned in our shared commitment to preparing every student for a successful future.

This year, we celebrated many successes—from the delivery of innovative programs that engage students in real-world learning to the continued dedication of our staff to student learning and beyond. We are extremely grateful for the strength of our community partnerships and the shared vision we hold for the future of education, which have been critical factors in our success.

Looking ahead, we are focused on ensuring that every child has the tools, opportunities, and encouragement to thrive in school. By continuing to work collaboratively, we will build on our successes and tackle the challenges ahead with confidence and purpose.

Thank you for your ongoing support and for being an integral part of our journey. Together, we are creating a brighter future for all Tahoma students.

TAHOMA SCHOOL BOARD

2024 Accomplishments Included:

- Hiring of Supt. Ginger Callison
- Resolutions for Replacement Educational Programs & Operations Levy and Replacement Technology Levy, which were approved by voters to maintain funding through 2026
- Unanimous adoption of the 2024-25 fiscal year operating budget
- Selection of our four strategic priorities: Literacy, Math, Attendance and Employee Engagement
- Formation of the Capital Facilities Committee
- Approval of several new student clubs, including a “Students of America’s Military Club” and a “Graphic Design Club”
- Begun work to identify our next 5-year Strategic Plan



Jennifer McMaster
President

POSITION 1



Ric Lewis
Auditing Comm.

POSITION 3



Pete Miller
Vice President

POSITION 4



Matt Carreon
Legislative Rep.

POSITION 5

Position 2 is vacant as of Feb. 2025

The Tahoma School Board is comprised of five elected members who each live within a respective region of the Tahoma School District boundary. The board is responsible for: setting the district vision and strategic goals; adopting and monitoring the district operating budget; reviewing, revising and adopting district policies; and hiring and evaluating the district superintendent. The superintendent is the the school board's only employee. The school board approves all hires, however, the school board does not supervise, evaluate or direct the work of any other district personnel.

WHO WE ARE

Our Mission

Together, provide the tools and experiences every student needs to create an individual, viable and valued path to lifelong personal success.

Our Vision

**Quality Learning Every Day, in Every Classroom,
for Every Child**

Our Values

Equity: Eliminate opportunity gaps and achieve excellence by providing access to schools, resources, and learning opportunities according to each student's unique needs

Stewardship: Manage our resources to honor the community's investment in our schools, create safe, healthy, and sustainable environments; support civic engagement; and serve current and future generations

Excellence: Ensure each student receives an exemplary education that is academically challenging and meets their social and emotional needs

Collaboration: Foster partnerships with families, community, and staff

Leadership: Effectively identify and monitor goals and targets that serve as a north star, allowing for a clear, shared vision



TAHOMA STUDENTS & STAFF AT A GLANCE

Highlights are collected via the Washington Office of Superintendent of Public Instruction report card for the 2023-24 school year.

STUDENTS

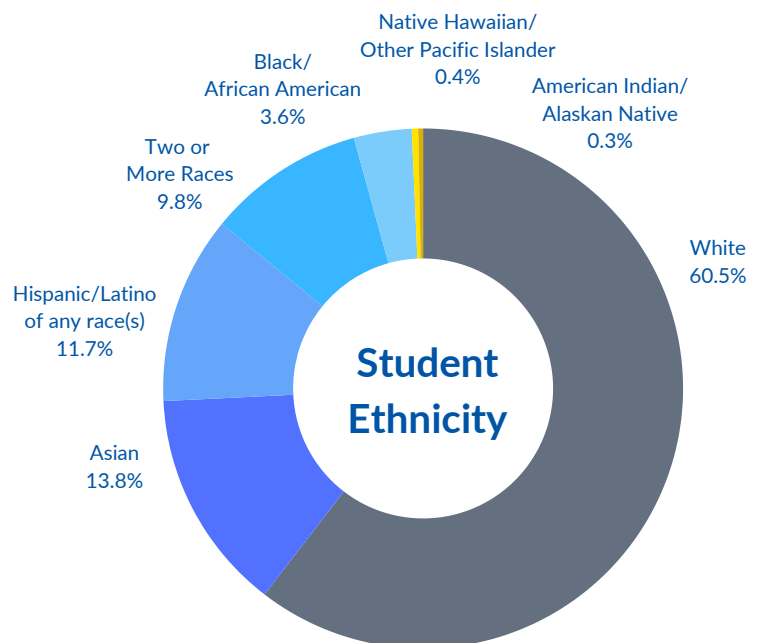


9,255
Students Enrolled



66
Family Languages

5.6% of Students are Multi-Language Learners





STAFF

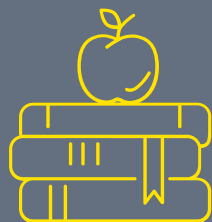
1,189 Total Personnel

614

Certificated

575

Classified



83%

Teachers with
Master's Degree
or higher

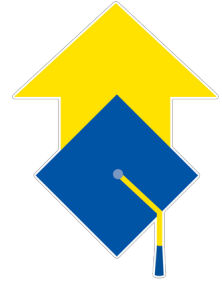
90

National Board
Certified
Teachers

14.7

Avg. Years of
Teaching
Experience

PROGRAMS & SERVICES



STUDENT & FAMILY SUPPORT

11.4%

of Students Receive Special Education Services (504 & IEP)

10

Full-Time Nurses, 1 Full-Time Health Assistant, 1 Part-Time Nurse

23 Staff Dedicated to Student Wellness

including:

4 Student Wellness Advocates (STAR)

18 School Counselors

1 District Wellness Coordinator

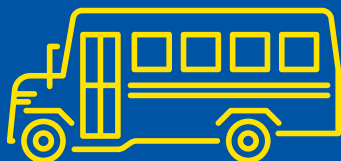
TRANSPORTATION

58

Bus Drivers

58

Routes



FOOD SERVICES



404,773

Meals Served

18.17%

of Students Enrolled in Free & Reduced Meals Program

STATE TESTING HIGHLIGHTS

2023-24 State Assessment Performance

69.9%

English
Language Arts

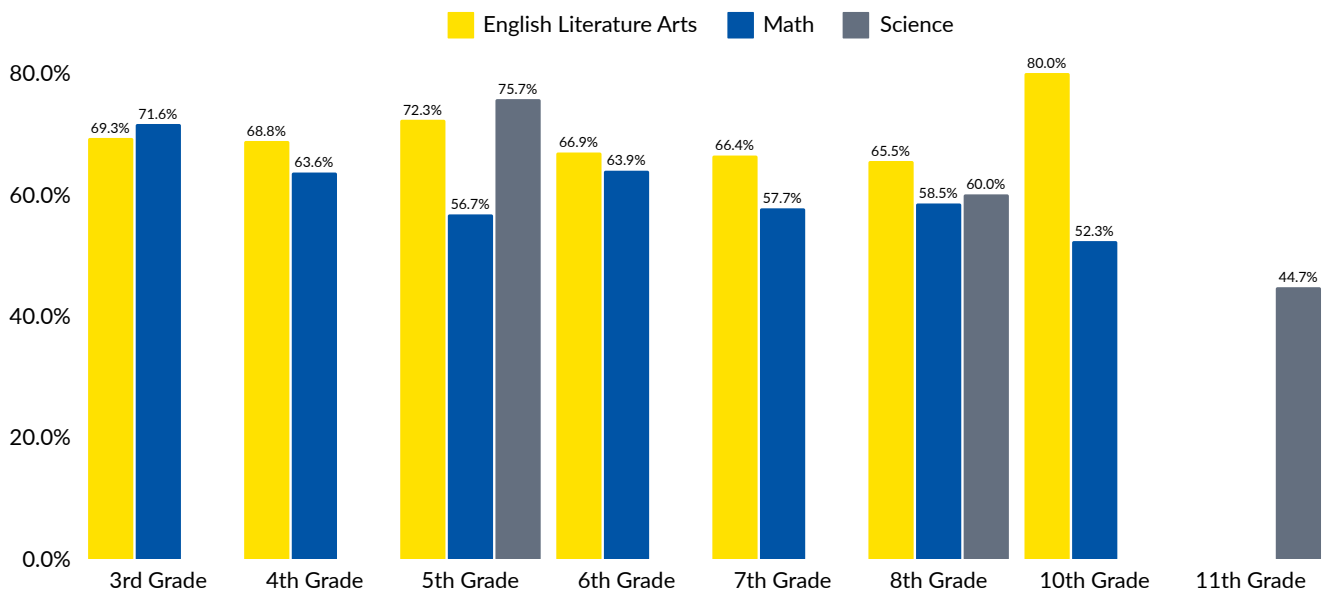
60.6%

Mathematics

59.9%

Science

Percentage of students meeting grade level standards, according to OSPI.



English Language Arts and Math assessment (SBA) for grades 3-8 and 10.

Science assessment (WCAS) for grades 5, 8, and 11.

High School AP Testing:

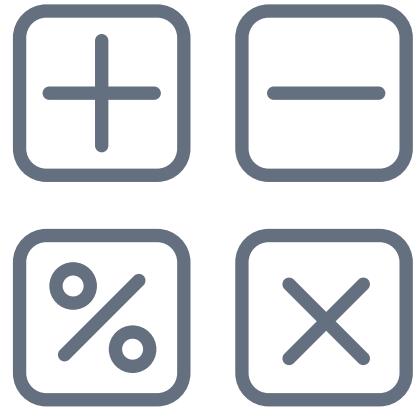
Out of 1,170 exams, students scored a 3 or higher on 923 exams (78%).



2024-25 SCHOOL YEAR STRATEGIC PRIORITIES



LITERACY



MATH



ATTENDANCE



**EMPLOYEE
ENGAGEMENT**

2024-25 STRATEGIC PRIORITIES

LITERACY

Goal: All students are reading and writing at grade level



2024-25 Target: +1% Improvement in Student ELA Proficiency (SBA Assessment)

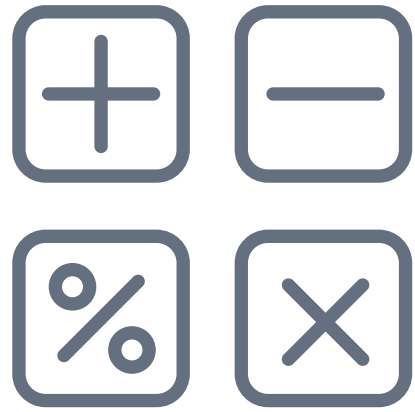
Why Literacy? Literacy, or “reading and writing,” is one of the strongest predictors for high school graduation. This is especially true for our youngest learners. We're focused on improving our students' proficiency in literacy at both the elementary (K-5) and secondary (6-12) levels.

Strategic Actions We're Taking:

- ◆ Increase data literacy through professional learning, so staff can identify gaps in literacy to adjust instruction and provide specific support for students.
- ◆ Use pacing guides and district curriculum in each subject and/or grade levels to ensure consistency of access to grade level standards.
- ◆ Adopt a Literacy screening assessment.

2024-25 STRATEGIC PRIORITIES

MATH



Goal: All students are at proficient in math

2024-25 Target: +1% Improvement in Student Math Proficiency (SBA Assessment)

Why Math? Proficiency in math is vital for success in the workforce, as well as using logic and reasoning skills throughout life. Skills in math are also critical for personal budgeting, investing, personal problem-solving, and more.

Strategic Actions We're Taking:

- ◆ Increase understanding of data through professional learning, so staff can identify gaps in math to adjust instruction and provide specific support for students.
- ◆ Use pacing guides and district curriculum in each subject and/or grade levels to ensure consistency of access to grade level standards.

2024-25 STRATEGIC PRIORITIES

ATTENDANCE

Goal: All students attend school at least 90% of the time



2024-25 Target: +2% Improvement in Students Who Attend 90%+ Days of School)

Why Attendance? In order to support and educate our students well, we need them with us at school consistently. In addition to stronger academic outcomes, students who attend school consistently have lower incidences of substance abuse, tend to earn a higher income as adults, and tend to have better health as adults.

Strategic Actions We're Taking:

- ◆ Develop and send standardized district-level and school-level attendance communications.
- ◆ Develop a district-level attendance team with a representative from each school, for the purpose of monitoring district-wide attendance, identifying interventions, assessing the effectiveness of interventions, and identifying patterns in student attendance based on school, grade level, and student demographic information.
- ◆ Develop supports for student attendance that are used consistently across all schools and at the district level.
- ◆ Develop and implement a student progress monitoring system at the district level and school level that is used to identify student needs and track progress toward the district goal of having 100% of students attend school 90% or more of the time.
- ◆ Determine the root causes of chronic absenteeism in Tahoma and develop responses to address them.

2024-25 STRATEGIC PRIORITIES

EMPLOYEE ENGAGEMENT



Goal: All employees recommend TSD as a place to work

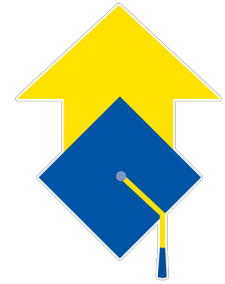
2024-25 Target: +5 Point Increase in District Net Promoter Score on Staff Survey

Why Employee Engagement? Retaining and recruiting excellent staff members benefits our staff, students, families, and the entire community. We will partner with staff members to deeply understand what we have in place already that makes Tahoma a great place to work, as well as what we can do to make it even better.

Strategic Actions We're Taking:

- ◆ Develop and monitor a robust leader feedback cycle that includes rounding for relationships, rounding for outcomes, new employee interviews, stay interviews, surveys, survey results rollout and performance coaching.
- ◆ Create monthly superintendent communications to send to all district employees.
- ◆ Form an Internal Communication Advisory to provide feedback on internal communications and serve as a focus group for future internal communication planning.
- ◆ Gather feedback from union leaders on reception of internal communications and key district initiatives.
- ◆ Develop a communication plan to support an 8% increase in participation in the spring 2025 employee engagement survey.

STUDENT ENRICHMENT



2,291 Student
Athletes
(Middle & High School)

1,400 Students in
ASB Activities





728

AP Course
Enrollments

404

Students in
Running Start

63

Career &
Technical
Education Course
Titles

59

AP Course
Offerings

132

CTE Course Offerings in
2023-24 School Year at
Middle & High School

18

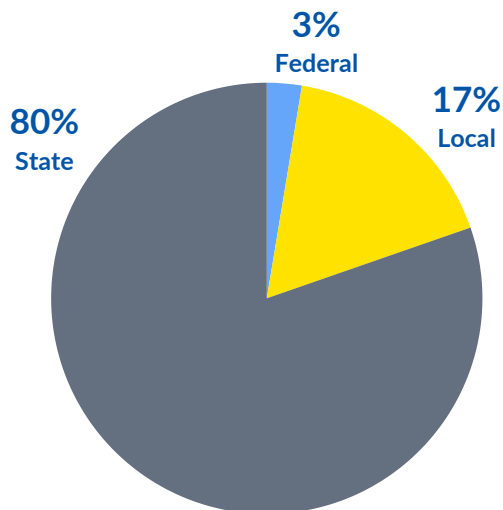
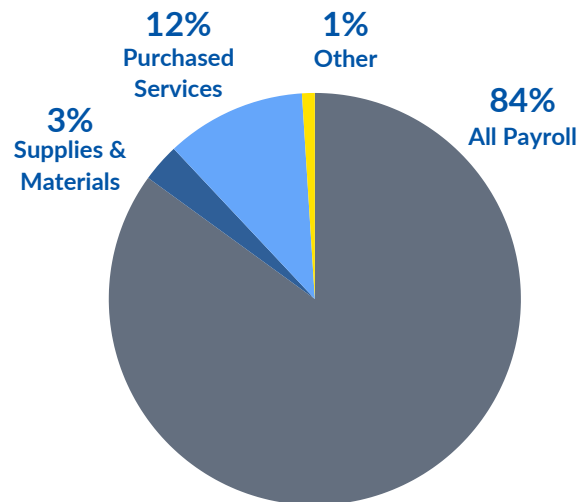
College in High
School Offerings

BUDGET

Average Expenditure by Source

2023-2024

All Payroll	\$136.3M	84%
Supplies & Materials	\$5.5M	3%
Purchased Services	\$20.0M	12%
Other	\$1.1M	1%
Total Spend	\$162.9M	100%



Average Revenue by Source

2023-2024

State	\$128.1M	80%
Local	\$27.7M	17%
Federal	\$4.2M	3%
Total Revenue	\$160.0M	100%

Annual Budget Adoption Timeline

February

Preliminary enrollment projections

March-June

Financial analysis with regular budget updates to the School Board of Directors

July

Budget published with a public hearing, followed by budget approval and adoption

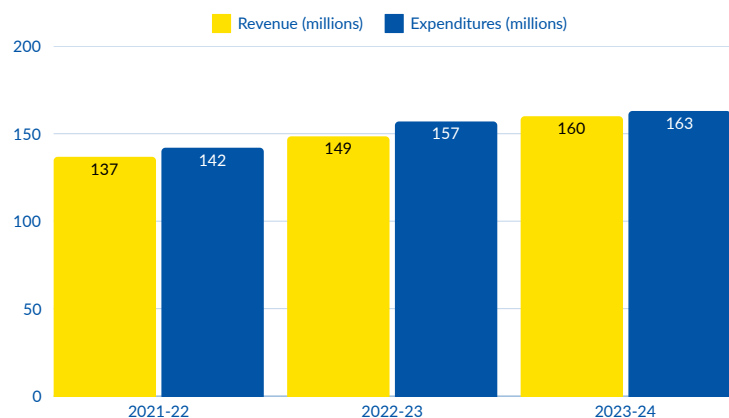
August

Budget sent to Educational Service District ("ESD") for review and approval

September

Final date to send budget to Office of Superintendent of Public Instruction ("OSPI") for review and approval

Year-Over-Year: General Fund



Clean Audit Report for 8th Straight Year

(Washington State Auditor)

LOCAL LEVY FUNDING

Tahoma School District's local voters passed a pair of 2-year replacement levies in 2024: an Educational Programs & Operations (EP&O) Levy, and a Technology Levy. These levies provide funds that are not included in state and federal funding.

Year	EP&O Levy Rate	Total
2025	\$2.37 per \$1,000 of assessed value	\$28.3M
2026	\$2.50 per \$1,000 of assessed value	\$29.7M

EP&O Levy

Tahoma's EP&O Levy funds:

- Athletics
- Academic coaches and athletic coaches
- Activities and Clubs
- Camp Casey
- Field trips
- Summer School
- Extended Enrichment Program
- Facility use by community organizations
- Zero hour classes
- Mental health resources
- Safety & Security Staff and Infrastructure

Tech Levy

State basic education funding provides some money for classroom technology. However, the technology needs for TSD are not fully funded by the state. A Technology Levy ensures that there is dedicated funding that is earmarked for technology resources. The levy pays for the replacement of outdated computers and software, improvements.

Year	Tech Levy Rate	Total
2025	\$0.37 per \$1,000 of assessed value	\$4.5M
2026	\$0.41 per \$1,000 of assessed value	\$4.9M

Calculate Your Local School Taxes

(

Your Property's Assessed Value

÷

\$1,000

)

×

Tax Rate

=

Total

LOCAL LEVY FAQ

What do local levies pay for?

Levy dollars pay for programs, staff and classroom materials like technology devices. Security staff, coaches and athletic teams, extracurricular advisors and the programs that they support like robotics and drama, are partially or fully funded by levies.

How do tax levies work?

When levies are approved by voters, a tax is "levied" against property owners. The amount collected is based off a determined amount of a property owner's assessed value.

For example, Tahoma's current Educational Programs and Operations (EP&O) levy was passed by voters in 2024 at an estimated tax rate of \$2.50 per \$1,000 of assessed valuation.

When do the current levies expire?

Our community approved two levies in 2024 for a 2-year collection: an Educational Programs & Operations (EP&O) Levy and a Technology Capital Projects (Tech) Levy, which expire in 2026.

How are levies different from bonds?

In the simplest terms, BONDS are for BUILDING, and LEVIES are for LEARNING. Bonds are primarily used for school construction and facilities enhancements and major repairs. Levies are primarily used for staffing, materials, and enrichment opportunities for students, such as clubs, sports and activities. Sometimes districts will propose "capital levies" which can support facilities improvements, but are usually not used to build new schools.

SCHOOL DISTRICT BUDGET TERMS

Apportionment – Money provided by the State to school districts to fund basic education. The primary factor in determining Tahoma's apportionment is the district's full-time equivalent (FTE).

Capital Expenditures – The cost to buy or maintain the physical assets of the District. This includes: buildings, classroom and office furniture, district vehicles, land, and large-technology related hardware and software.

Certificated Employees – All employees with a teaching certificate. This includes: all classroom teachers, teaching specialists, counselors, principals, and the Superintendent.

Classified Employees – All employees without a teaching certificate. This includes: athletic coaches, bus drivers, bookkeepers, classroom paraeducators, custodians, the district business office, food services, operations, safety and security, school office staff, and technology.

Debit Transfers – The transfer of money from General Fund to another Fund (Capital Projects, Debt Service, ASB, or Transportation Vehicle). State law requires money to be transferred to the appropriate "Fund" to pay for qualifying expenses. This is similar to transferring money from one checking account to another checking account. For example, the District purchased 3 school buses during the 20-21 school year for \$100K each. To pay for the buses, the District transferred \$300K from the General Fund to the Transportation Vehicle Fund.

ESSER Funds – Stands for Elementary and Secondary School Emergency Relief Fund. This was the primary source of "COVID-19 funding" that was given by the Federal government to support school districts nationwide.

Full-time equivalent (FTE) – The number of full-time students enrolled in the District. For example, if a high school student is enrolled in half of their classes at the Tahoma High School and half at a community college through the Running Start program, that student would count as a 0.5 FTE for apportionment purposes, but a 1.0 for total headcount.

MSOCS – Stands for Materials, Supplies, and Other Operating Costs. This is an acronym used by Washington state school districts when referencing all non-payroll related expenditures (everything except for certificated employees, classified employees, payroll benefits, and taxes).

Prototypical Funding Model – The State distributes funds to school districts based on the number of FTE enrollment. Those funds are allocated according to a formula known as the "prototypical funding model," in which funding is based on a predetermined ratio of teachers and other staff to students.

Purchased Services – All services provided to the District. This includes: all utilities (electricity, gas, sewage, water), contractors, employee trainings, guest speakers, legal fees, professional cleaning fees, rental fees, and tuition (for special needs schools and running start).



The Tahoma School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. See our Official Notices page for more information.