

South Tahoe High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	South Tahoe High School
Street	1735 Lake Tahoe Blvd.
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 541-4111
Principal	Chad Houck
E-mail Address	chouck@ltusd.org
Web Site	
CDS Code	09-61903-0937805

District Contact Information	
District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. James Tarwater
E-mail Address	jtarwater@ltusd.org
Web Site	www.ltusd.org

School Description and Mission Statement (Most Recent Year)

Located high in the Sierra Nevada Mountains on the south shore of Lake Tahoe, South Tahoe High School (STHS) is the four-year comprehensive high school for the Lake Tahoe Unified School District. Our enrollment, from our 2014-2015 Student Information System, the enrollment is 1022 students: White 53%; Hispanic 36%; Filipino 5%; and Other 6%. Our English Learner population is 19%, our Special Education population is 11%, our Free/Reduced Lunch population is 47%, and 36% of STHS parents have a college degree. This data includes all the students in our comprehensive high school and the Independent Learning Academy located at the Al Tahoe site near the Lake Tahoe Unified School District Education Center. Additionally, housed on our 80-acre forested campus are the Transitional Learning Center (TLC) and the Mt. Tallac Continuation High Schools providing options for students needing an alternative education path towards credit completion and graduation (data from TLC and Mt. Tallac are not included in this document).

South Lake Tahoe is an isolated resort community that straddles the Nevada state line. Traditionally, our community has had a small service-oriented business economy focused on recreation, ski, and casino/hotel industries. Several Nevada casino employees reside in our district. Due to the seasonal nature of the community's economy, transience rates are high. According to the US Census Bureau, the median household income of South Lake Tahoe residents during 2007-2011 was \$41,685, significantly lower than the state median household income, \$61,632. With high level of unemployment, lower income, seasonal labor opportunities, and a 24-hour gaming lifestyle, our rural/remote community experiences many of the same issues facing urban communities.

Currently, redevelopment has moved the community towards the Vail/Aspen model of a "destination resort," centered more on the high-end tourist. Corporate enterprises are displacing the "mom and pop" businesses that were the backbone of the local economy for years. Families, including many of our teachers, fire/police officers, and other community employees, reside outside our immediate area. At the same time, the percentage of "at risk" families has increased; anecdotally, we continue to witness an increase in families devastated by loss of jobs, benefits, and security.

Our district's student enrollment appears to have leveled and shows initial return to growth. Despite many challenges, STHS staff members continue to work hard to meet the needs of all students by providing them with an active and relevant curriculum based on rigorous expectations. South Tahoe High School follows a 4X4 hybrid schedule allowing students greater choices and flexibility in their high school schedules and providing students increased options for acceleration and/or remediation, as well as maintaining elective course offerings. This year we are expanding online programs to increase opportunities for students interested in full-time online instruction, as well as students interested in blending a traditional high school program with online offerings while having the option to study both on and off campus.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	309
Grade 10	261
Grade 11	244
Grade 12	226
Total Enrollment	1,040

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	1.1
Asian	2.3
Filipino	5.2
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	0.1
White	52.7
Two or More Races	1.1
Socioeconomically Disadvantaged	54.2
English Learners	16.8
Students with Disabilities	12.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	56	54	55	210
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.59	0.41
High-Poverty Schools in District	99.57	0.43
Low-Poverty Schools in District	100.00	0.00

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: October 2014

The staff of STHS have a regular procedure for review of textbooks that ensures adequate supply, and current, up-to-date materials of high quality. See Instructional Materials table for more information.

INSTRUCTION

The staff in each department has worked very closely to ensure STHS curricula meet the state’s frameworks and California standards. STHS makes every attempt to meet the educational needs of all students. Instruction and support is offered in all curricular areas, and students are always encouraged to pursue their highest academic and career goals. The Special Education program provides many services such as individual tutoring, job placement, and mainstreaming students into the regular program as much as possible. Our English Language Learner program supports students in academic classes through EL staff. As an AVID National Demonstration Site, STHS offers students extensive support to ensure success for all students in the most rigorous curriculum. Emotional, social and academic counseling are available to students through site staff, on-site community programs and referrals. Every effort is made to ensure students receive the wrap around support to foster and promote student success.

CURRICULUM IMPROVEMENT

The focus of South Tahoe High School has been in all academic areas. The Freshman Health Seminar class provides all entering students with strategies for successful transition from middle school. All departments continue to be trained and in-serviced to support CORE skills in all areas. Onsite tutoring and academic support is available for all students through multiple programs. Through the Online Assessment Reporting System (OARS), teachers are able to modify instruction based on assessment results, and school and district administrators can plan appropriate professional development and support. This year, we have expanded our online course offerings to provide students increased educational opportunities.

Advanced Placement classes are offered in Biology, Calculus AB, Calculus BC, Chemistry, English Language and English Literature Composition, Environmental Science, Government, Psychology, Spanish Language, Statistics, U.S. History, and World History. Additionally, STHS offers Honors English, Pre-Calculus, French and Spanish courses. STHS participates in the AP Course Audit through College Board AP to insure authorization of all AP courses. All AP courses have met the rigorous AP Audit requirements. Through the University of California Curriculum Institute, STHS developed the innovative “A-G”/CTE integrated Geometry by Design curriculum which integrates Geometry with Wood/Construction.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Everything's an Argument w/readings; St. Martin's Press, 2007 Story and Structure; Thomson Learn./ Wadsworth, 2006 Visions: Level A; Thomson/Heinle, 2004 Visions: Level A; Thomson/Heinle, 2004 Visions: Level A; Thomson/Heinle, 2004 Literature and Language Arts, 3rd Course; Holt, Rinehart and Winston, 2003 Literature and Language Arts, 3rd Course; Holt, Rinehart and Winston, 2003 Literature and Language Arts, 4th Course; Holt, Rinehart and Winston, 2003 Literature and Language Arts, 4th Course; Holt, Rinehart and Winston, 2003 Literature and Language, 5th Course; Holt, Rinehart and Winston, 2003 The Essay Connection; Houghton-Mifflin, 2007	Yes	0
Mathematics	Algebra 1; McDougal Littell, 2001 Algebra 1; McDougal Littell, 2001 Algebra 1; McDougal Littell, 2001 Algebra 2; McDougal Littell, 2001 Calculus; Prentice-Hall, 2003 Geometry; Holt, Rinehart and Winston, 2003 Intermediate Algebra; Houghton-Mifflin, 2003 Mathematics: Concepts and Skills; MCDUGAL LITTELL : 2001 Precalculus; Prentice-Hall, 2006 Stats: Modeling the World; Prentice Hall, 2007	Yes	0
Science	Biology; Prentice-Hall, 2004 Chemistry; D.C. Heath : 1996 Earth Science; Holt, Rinehart and Winston, 2007 Hole's Essentials of Human Anatomy; Glencoe, 2012/ E-Text: Hole's Essentials of Human Anatomy; Glencoe, 2012 Physics: Principals and Problems; McGraw Hill, 2005	Yes	0
History-Social Science	Economics; Holt, Rinehart and Winston, 2003 Geography Alive!; Teacher's Curriculum Institute, 2006 History Alive!; Teacher's Curriculum Institute, 2007 America- A Narrative History; W.W. Norton, 2004 Modern World History; McDougal-Littell, 2006	Yes	0
Foreign Language	Bon Voyage 2; Glencoe/McGraw Hill, 2002 Nuevas Vistas Introduccion; Holt, Rinehart and Winston, 2006 Nuevas Vistas Curso Uno; Holt, Rinehart and Winston, 2006 Buen Viaje 1; Glencoe/McGraw Hill, 2000 Buen Viaje 2; Glencoe/McGraw Hill: 2000 Buen Viaje 3; Glencoe/McGraw Hill 2000 Galeria De Arte y Vida; Glencoe-Mcgraw Hill, 1997 AP Spanish- Preparing for the AP Language Exam; Prentice Hall, 2007	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Glencoe Health; Glencoe/McGraw Hill, 2007	Yes	0
Visual and Performing Arts	Band: teacher created/arranged materials; Exercises for Ensemble Drill, Raymond C. Fussell, Warner Brothers; Warm-ups That Work, ABC (American Band College); age and skill appropriate symphonic band, wind ensemble, and other band literature, from various arrangers, composers, and publishers. Guitar: teacher created worksheets, study guides, and exercises/lessons; Ernie Ball Phase 1 & 2 How to Play Guitar, Ronald S. Ball; Mastering the Guitar, Class Method, beginning 9th grade plus, William Bay and Mike Christensen, Mel Bay; various supplemental methods, song collections, and studies from a wide range of composers/arrangers, and publishers. Strings: teacher created/arranged materials; Muller Rusch String Method, J. Frederick Muller, J. Harold W. Rusch, Neil A. Kjos Music Co., books 1-5; Essentials for Strings, Gerals Anderson, Kjos Music Co.; age and skill appropriate literature for strings and string orchestra from various arrangers, composers, and publishers.	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided.	Yes	0

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interior: Interior Surfaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Electrical: Electrical	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety: Fire Safety, Hazardous Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Structural: Structural Damage, Roofs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	58	51	43	58	57	54	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54
All Student at the School	43
Male	40
Female	46
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	38
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	
White	60
Two or More Races	
Socioeconomically Disadvantaged	30
English Learners	2
Students with Disabilities	17
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	55	53	53	54	57	51	54	56	55
Mathematics	36	42	33	52	57	51	49	50	50
History-Social Science	36	42	41	38	44	38	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	5
Similar Schools	5	3	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-4	2	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	5	8	-31
Native Hawaiian/Pacific Islander			
White	-4	-8	15
Two or More Races			
Socioeconomically Disadvantaged	-17	-1	4
English Learners	-51	37	-16
Students with Disabilities			

Note: "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.

Career Technical Education Programs (School Year 2013-14)

All STHS students are encouraged to participate in ROP/CTE courses/pathways. Courses/pathways include Culinary Arts, Dental, Construction, Automotive, Media and Design Arts, Performing Arts, Production and Managerial Arts, Architectural Design, Sports Medicine and Computers/Finance. The CTE programs are fully articulated with local and regional post-secondary institutions, and all students participate in the high school capstone Senior Project as a graduation requirement.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	458
% of pupils completing a CTE program and earning a high school diploma	80
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	56.75
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	44.50

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	59	57	50	56	55	48	56	57	56
Mathematics	52	53	50	50	51	47	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52	22	26	53	30	17
All Students at the School	50	23	27	50	32	18
Male	55	26	20	49	33	18
Female	43	19	38	52	30	18
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino	54	15	31	46	31	23
Hispanic or Latino	73	16	11	69	25	6
Native Hawaiian or Pacific Islander						
White	33	25	42	35	36	28
Two or More Races						
Socioeconomically Disadvantaged	66	19	15	63	28	10
English Learners	98	2		88	12	
Students with Disabilities	93	7		93	7	
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.8	21.1	35.6

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Families at South Tahoe High School support students by participating in the School Site Council (SSC), English Learner Advisory Committee (ELAC), a latino parent group (Cafecitos), Career Technical Education (CTE) Advisory Committees, Quarterback Club, Performing Arts Boosters Association (PABA), Fine Arts Council, Boosters Club and attending school sponsored events. Family involvement is an important strategy at STHS in promoting student achievement for all students. Families receive regular communication via the ConnectEd system and the AERIES online portal. STHS continues to offer all students and families 24/7 online access from school and home through the LTUSD 1:1 Netbook program.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	5.8	3.8	5.5	10.5	8.0	11.8	14.7	13.1	11.4
Graduation Rate	92.64	95.38	93.12	86.01	89.91	84.87	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	91.74	87.41	84.56
Black or African American	66.67	83.33	75.90
American Indian or Alaska Native	100.00	100.00	77.82
Asian	100.00	75.00	92.94
Filipino	92.86	88.89	92.20
Hispanic or Latino	88.14	80.58	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	93.94	91.82	90.15
Two or More Races	100.00	100.00	89.03
Socioeconomically Disadvantaged	90.65	88.39	82.58
English Learners	57.14	56.76	53.68
Students with Disabilities	62.50	65.79	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	12.1	9.0	8.6	6.5	6.3	5.3	5.7	5.1	4.4
Expulsions	0.2	0.5	0.0	0.0	0.2	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Policies are in place regarding campus safety, fire drill exercises, earthquake preparedness and campus supervision. All efforts to insure building safety, cleanliness and adequacy have been successful. Clearly defined emergency plans have been refined by the district-wide committee and the School Safety Committee. Regular drills take place to prepare for unforeseen, hazardous events.

South Tahoe High School maintains a designated Site Safety Lead Coordinator. 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 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 the public and private sectors to ensure a safe and peaceful school.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.3	8	9	7	22	9	11	5	21	12	7	9
Mathematics	21.6	16	18	2	22	8	14	2	22	11	7	10
Science	27.9	1	8	1	22	7	3	5	27	3	9	4
Social Science	30.4	2	13	11	22	14	12	15	22	18	7	18

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.33	489
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	.719	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	4	---
Resource Specialist	0	---
Other	24.35	---

Note: Cells with "----" do not require data. 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,427	\$2,555	\$7,872	\$67,474
District	---	---	\$6,269	\$66,972
Percent Difference: School Site and District	---	---	25.6	0.7
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	67.8	7.0

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Students at STHS have access to an comprehensive wrap-around support system which includes multi-level EL classes, special education, Directed Studies, CTE classes, counseling services, fully staffed Learning Center, psychologist services, an after school academic support program, and honor/AP classes in science, math, foreign language, social science, and English. An onsite counselor with Tahoe Youth and Family Services provides students with onsite individual and group counseling sessions. In partnership with Lake Tahoe Community College, students have onsite access to tutoring and support through the Educational Talent Search (ETS) program, the Upward Bound (UB) program, and TRIO program. In addition, STHS and LTUSD is nationally recognized for their demonstration AVID program. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,201	\$38,920
Mid-Range Teacher Salary	\$61,437	\$59,803
Highest Teacher Salary	\$85,618	\$78,096
Average Principal Salary (Elementary)	\$108,042	\$95,836
Average Principal Salary (Middle)	\$130,824	\$99,849
Average Principal Salary (High)	\$112,452	\$107,599
Superintendent Salary	\$164,486	\$151,912
Percent of Budget for Teacher Salaries	42	37
Percent of Budget for Administrative Salaries	5	6

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	3	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science		---
Social Science	2	---
All courses	7	1.0

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

South Tahoe High School instructors participate in both annual district organized staff development, as well as ongoing training, support and technical assistance as needed. This year, much of the staff development focused on the Common Core State Standards. Both Core and CTE instructors have attended trainings to further develop comprehensive CTE pathways. Additionally, STHS has implemented monthly collaboration meetings in all subject areas. A teacher on staff is provided release time to provide one to one training for teachers for Netbook and classroom technology training/support.