

# ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

## MT. TALLAC CONTINUATION HIGH SCHOOL 2008-09

ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT TO OUR COMMUNITY\*

TO OUR COMMUNITY\*ANNUAL REPORT TO OUR COMMUNITY\*ANNUAL REPORT

### OUR SCHOOL

Mt. Tallac Continuation High School, located in the Central Sierra Mountains at Lake Tahoe in the Lake Tahoe Unified School District, has an enrollment of approximately 100 students.

The first educational goal of Mt. Tallac is to provide a quality learning experience, which promotes student self-actualization in education while fostering confidence and independence in the learner. A second goal is to prepare Mt. Tallac students for graduation and success in the world of work or higher education. A third goal is to help students develop social skills, which will enable them to function successfully as a postgraduate.

### SUPPORT SERVICES

MTHS has one counselor and is under the administrative direction of the principal of the comprehensive high school. Additionally, the district provides a teacher on special assignment to help oversee the alternative program. MTHS students have access to the services of a speech and language specialist, a resource specialist, and non-profit community support services such as Tahoe Youth and Family Services, The Women's Center, and The Public Health Department provides assistance for hearing-impaired students.

Counseling and support services include academic counseling, crisis intervention counseling, career/college counseling, health counseling, and referral to outside community agencies. Testing services include the administration of STAR, CAHSEE, and CELDT.

### INSTRUCTIONAL MATERIALS

The staff of MTHS has a regular procedure for review of textbooks that ensures adequate supply, and current, up-to-date materials of high quality. Currently, the Globe-Fearon Pacemaker series in English, Math, Science, and Social Science are the foundation of the standards-based curriculum. Additionally, the comprehensive high school textbooks listed in the Instructional Materials table are in use.

### CURRICULUM IMPROVEMENT

The focus of Mt. Tallac High School has been in the areas of reading, attendance, and graduation rate that are designated as our (ASAM) Alternative Schools Accountability Model goals. Mt. Tallac is in the process of becoming Western Association of Schools and Colleges (WASC) accredited.

### LEARNING CLIMATE

The staff of Mt. Tallac is committed to the establishment of a positive student-centered learning environment. We engage our students using a positive education model. This model simply suggests that students learn better, and enjoy the process of learning more, when they experience their teachers and their students in a positive way. We believe that students who have a positive attitude about school will develop a positive outlook on life and become citizens who contribute to society in a meaningful way. In 2007-08, the suspension rate was 11% and the expulsion rate was 0. In 2006-07, the rate of suspensions was 7.1% and the rate of expulsions was 1%. In 2005-06, the suspension rate was 22.1% and the expulsion rate was 1.2%.

### SCHOOL FACILITIES AND SAFETY

MTHS began at an off site location prior to 1992 in St. Theresa's School. In 1992 the school was moved to a location closer to the comprehensive high school. In 1999 through a successful voter approved bond measure, a building was constructed to serve as a central alternative education center. Three portable classrooms were added to accommodate the increasing continuing education population. A portable to house a federally funded day care center was added in 2005. Our current goal is to construct a new student building including a kitchen and lunch room.

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.

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms		✓		Construct
Sewer	✓			
Playground/School Grounds	✓			Construct kitchen & lunch shelter
Roofs	✓			
Overall Cleanliness	✓			

MTHS, in concert with all of the other schools in the Lake Tahoe Unified School District, has revised, updated, and disseminated the School Safety Plan that includes comprehensive, site specific as well as district-wide guidelines in order to be prepared in the event of local or national emergencies.

## WORK-READINESS SKILLS

MTHS has a variety of programs that provide a transition to the work force for our students. Close proximity to the comprehensive high school allows our students to enroll in

Regional Occupation Programs such as culinary arts, auto shop, wood shop, resort management, and the Company. Some of the field trips are tied to the community college system. Some students are enrolled in community college and Mt. Tallac HS.

If you have any questions regarding the information presented in this report, they may be directed to your principal, Ivone Larson, or Teacher on Special Assignment, Susan Baker at 541-4111.

Statistical data regarding student performance, teachers, textbooks, class size, enrollment, student attendance, and school finances may be found on the following pages.

# STUDENT PERFORMANCE

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## CALIFORNIA STANDARDS TEST (CST)

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

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	0	3	3	43	45	45	42	43	46
Mathematics	3	3	*	40	38	42	40	40	43
Science			*	41	48	50	35	38	46
History-Social Science	0	6	3	26	27	26	33	33	36

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
American Indian or Alaska Native	*			*
Hispanic or Latino	0	*	*	0
White (not Hispanic)	8	*	*	8
Male	6	*	*	6
Female	0	*	*	0
Economically Disadvantaged	0	*	*	
English Learners	*	*		*
Students with Disabilities	*	*		

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

## CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English	*	*	*	49.1	51.2	52.2	51.1	48.6	52.9
Mathematics	*	*	*	50.9	45.2	49.5	46.8	49.9	51.3

## CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	*	*	*	*	*	*
Male	*	*	*	*	*	*
Female	*	*	*	*	*	*

## 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 Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	2005	2006	2007
Statewide		B	B
Similar Schools		B	B

### API Changes 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			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	B	148	-242	494

"B" means the school did not have a valid 2005 API Base and will not have any growth target information. Schools in the Alternative Schools Accountability Model (ASAM) do not have API growth targets or API ranks.

### 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 English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

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	Yes	No
Percent Proficient - Mathematics	Yes	No
API	No	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program

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 (English-language arts 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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	50.0

## SCHOOL COMPLETION

School attendance and program completion are crucial to success in school and beyond. Like all schools in California, we are concerned with the dropout problem. We comply with state-required minimum 180-day calendar.

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Dropout Rate (1-year)	13.6	32.6	29.3	1.7	8.2	5.0	3.1	3.5	4.4
Graduation Rate	71.4	86.3	83.8	95.0	86.3	83.8	85.0	83.0	79.5

## 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	3	5	4	217
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence			--	N/A

### 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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments			0
Vacant Teacher Positions			0

### Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	66.7	33.3
All Schools in District	93.8	6.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	75.7	24.3

## CURRICULUM AND INSTRUCTIONAL MATERIALS

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Holt Rinehart & Winston (2003), Literature and Language Arts, Third Course: English 1, Honors English1; Holt, Rinehart, and Winston (2003) Literature and Language Arts, Fourth Course: English 2, Honors English 2; Holt, Rinehart, and Winston (2003) Literature and Language Arts, Fifth course: English 3, AP Language and Composition; Holt, Rinehart, and Winston (2003) Literature and Language Arts, Sixth course: AP Literature and Composition.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Mathematics	Houghton Mifflin (6/2001), MathSteps, Level 6, Applications of High School Math, General Math, grade 9; Addison Wesley/Scott Foresman (7/1999), A Fundamental Approach, Basic Math, grade 9; Houghton Mifflin (7/1999), Applications of High School Math, Basic Math, grade 9; Houghton Mifflin (6/2001), MathSteps, level 7, Math 1, grades 9-12; Glencoe McGraw Hill (6/2001), Mathematics, Applications and Connections & Glencoe Interactive Units, Math 1, grades 9-12; Holt Rinehart Winston (7/1999), Pre-Algebra, grades 9-10; Houghton Mifflin/McDougal Littell (7/2003), CA Mathematics: Concepts and Skills, Intro to Algebra, grades 9-12; Houghton Mifflin/McDougal Littell (7/2003), Algebra I, Applications, Equations, Graphs, Intro to Algebra, grades 9-12; Holt Rinehart & Winston (7/1999), Algebra One Interactions, Algebra 1a-1b, grades 9-12; Houghton Mifflin (7/1999), Basic Algebra, grades 10-11; Houghton Mifflin/McDougal Littell (6/2002), Algebra 1-2, grades 9-12; McDougal Littell/Houghton Mifflin (6/2002), Algebra, Algebra 3-4, grades 10-12; Holt Rinehart Winston (6/2002), Geometry, grades 9-12; VonHoltzbrinck (8/2004), The Practice of Statistics, AP Statistics, grades 11-12; Scott Foresman Addison Wesley (7/2002), Graphical, Numerical, Algebraic, AP Calculus, grade 12; Prentice Hall (7/2002), Calculus, grade 12; Houghton Mifflin/McDougal Littell (3/2004), Advanced Math: Pre-Calculus with Discrete Mathematics and Data Analysis, Math Analysis-Trigonometry, grades 11-12	0
Science	Holt Rinehart & Winston (6/2001), Science Spectrum: A Physical Approach, Physical Science, grade 9; DC Heath/Houghton Mifflin (6/2001), Earth Science, Physical Science, grade 9; Kendall/Hunt (9/2004) Global Science: Energy, Resources, Environment, Environmental Science, grade 10; DC Heath/Houghton Mifflin (9/2004), Life Science: The Challenge of Discovery, Environmental Science, grade 10; Prentice Hall (8/2004), Biology, grades 10-12; DC Heath/Houghton Mifflin (7/1999), Heath Chemistry, Chemistry 1-2, grades 10-12; Holt Rinehart & Winston (7/1999), Chemistry, Principles and Reactions, Chemistry 3-4, grades 11-12; Holt Rinehart Winston (7/1999), Physics, grades 11-12; Logal (7/1999), Interactive Physics, grades 11-12	0
History-Social Science	Prentice Hall (7/1999), World Geography, Geography, grade 9; Glencoe/McGraw Hill (7/1999), World History-The Human Experience, Modern World History, grade 10; McMillan/McGraw Hill (7/1999), American Odyssey, 20 <sup>th</sup> Century US History, grade 11; Holt Rinehart & Winston (7/1999), Economics, Economics and International Political Problems, grade 12.	0
Foreign Language	Glencoe/McGraw Hill (6/2001), Bon Voyage, level 1-2, French 1-4, grades 9-12; Glencoe/McGraw Hill (6/2001), Buen Viaje, Spanish 1-6, grades 9-12; Glencoe/McGraw Hill (6/2001), Galeria de Arte y Vida, Spanish 7-10, grades 10-12; Glencoe/McGraw Hill (6/2001), Bon Voyage, level 3, French 5-10, grades 10-12.	0
Health	Holt Rinehart Winston (7/1999), Health, grade 9.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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 9 <sup>th</sup> 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.	0
Science Laboratory Equipment (grades 9-12)	--	--

## POST SECONDARY PREPARATION

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	43		N/A
African American	1		N/A
American Indian or Alaska Native	0		N/A
Asian	0		N/A
Filipino	1		N/A
Hispanic or Latino	22		N/A
Pacific Islander	0		N/A
White (not Hispanic)	18		N/A
Socioeconomically Disadvantaged			N/A
English Learners	14		N/A
Students with Disabilities			N/A

# ENROLLMENT

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

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

Subject	2005-06			2006-07			2007-08					
	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						0			13.7	6	0	
Mathematics				18.4	3	1	1		19.8	2	2	
Science												
Social Science									18.3	3	1	

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

Grade Level	Number of Students
Grade 9	1
Grade 10	5
Grade 11	32
Grade 12	53
Total Enrollment	91

## Student Enrollment by Group

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
African American	5.49 %
American Indian or Alaska Native	1.1 %
Hispanic or Latino	49.45 %
Pacific Islander	1.1 %
White (not Hispanic)	39.56 %
Multiple or No Response	3.3 %
Socioeconomically Disadvantaged	60 %
English Learners	18 %
Students with Disabilities	9 %

# SCHOOL FINANCES

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 salaries can be found at the CDE Web site at

<http://www.cde.ca.gov/ds/fd/ec/> and <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	\$8244	\$6851	\$1393	\$76952
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	-6%	135%	-76%	18%
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	-74%	23%

### Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information 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. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38643	\$37916
Mid-Range Teacher Salary	\$59057	\$58151
Highest Teacher Salary	\$81674	\$75396
Average Principal Salary (Elementary)	\$107794	\$91086
Average Principal Salary (Middle)	\$114565	\$95220
Average Principal Salary (High)	\$103950	\$101661
Superintendent Salary	\$155314	\$136091
Percent of Budget for Teacher Salaries	40.7 %	38.5 %
Percent of Budget for Administrative Salaries	4.7 %	5.8 %