

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

SOUTH TAHOE HIGH – 2008-09

OUR SCHOOL

South Tahoe High School (STHS), located in the Central Sierra Mountains at Lake Tahoe, a California Distinguished School, is the only high school in the Lake Tahoe Unified School District. The enrollment is approximately 1,400 students.

The educational goal of STHS is to provide a quality learning experience for all students, motivating and challenging them to become creative, productive and responsible citizens. Currently, STHS is on the 4X4 Block schedule, allowing students greater opportunities for both remediation and acceleration. In addition, students in the 9th grade benefit from Class Size Reduction (CSR) English and math.

Families participate actively in their school, supporting students by assisting in the School Site Council, ROP Advisory Council, Quarterback Club, Performing Arts Boosters Association (PABA), Fine Arts Council, Boosters Club, and S.T.A.T. Family involvement is an important strategy at STHS in promoting student achievement.

SUPPORT SERVICES

STHS has a principal, associate principal, assistant principal, three counselors, a full-time librarian, a part-time nurse, 3.5 campus supervision officials, a full-time community liaison, and a part-time psychologist. Additionally, the district provides access to the services of a speech and language specialist, a resource specialist, and a low incidence specialist to work with severely handicapped students. Sign language interpreters are on staff to assist hearing-impaired students. A Probation Officer works on site daily, and a school resource officer is available on campus four days a week. Their visible presence provides an added factor to maintain a safe school campus and to defuse potential problems.

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, AP, PSAT, SAT, ACT, CELDT, and Fitnessgram. The average counseling load for each counselor is 400+ students.

SCHOOL FACILITIES AND SAFETY

STHS is 38 years old and was built in 1970. In April 1992 the community supported a bond issue to build a new science wing. Work began on the new facility in July of 1993. The new wing together with seven permanently sited modular classrooms added a total of 21 classrooms to the expanding campus.

Several years ago the voters of South Lake Tahoe again showed their support of their area schools by passing a school bond initiative. The school bond election resulted in a convincing 80% of the voters casting a yes vote. The bond monies coupled with state modernization monies have resulted in a seven million dollar modernization of buildings A, B, and C, including a complete refurbishing of existing floors, walls, plumbing and electrical systems, as well as seismic retrofit. In addition, an ROP Culinary Arts classroom was completed. The district also provided additional heated walkways and upgrades to the heating system. With the passage of Measure G, as well as securing several state grants, future construction plans include the construction of a new Transportation and Construction Career Technology Education (CTE) Academy, expansion of the Performing Arts facility, and a new Arts and Media Entertainment Academy. Additionally, construction includes a new two-story 15-classroom structure to replace portables with permanent construction with enhanced Smart classroom technology. The main recommendations from the mechanical site surveys concluded that due to age of the boilers and existing condition, they need to be replaced along with new expansion tanks in Building A, B, and C. Also there is a need for new individual hot water heaters for the Blue and Gold Gyms, as well as the Science and Technology Building.

With the new construction, parking and the auto drop-off will be redesigned to improve safety. The G-Wing will be reconfigured as a student union/food court with seating that will accommodate 1,200 students.

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 year surveillance cameras were installed as an additional safety measure.

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

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

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			✓	Boiler replacement
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)		✓		Replace portables & renovate gyms and cafeteria
Hazardous Materials (interior and exterior)	✓			
Structural Damage		✓		Repair & replace classrooms
Fire Safety		✓		Improve fire access, add fencing
Electrical (interior and exterior)		✓		Improve Industrial Arts, gyms & theater
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms		✓		Modernize Industrial Arts, gyms & theater
Sewer	✓			
Playground/School Grounds		✓		Upgrade softball fields
Roofs		✓		Repair gyms
Overall Cleanliness	✓			

INSTRUCTIONAL MATERIALS

The staff of STHS has 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 insure STHS curricula meet the state's frameworks and California standards.

STHS makes every attempt to meet the educational needs of all students. 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. The Directed Study Program was created to assist our academically at-risk students. A peer-counseling program (SMILE) has been established to train students to help with the adjustment of new students to the school.

The school's ethnic diversity demographics continue to grow. Specialized teachers have been hired to assist students with language and cultural assimilation, and a bilingual community liaison was hired in spring 2007 to provide students and families additional support. The heterogeneous population has afforded students the opportunity to learn in an environment more similar to the larger population, which is viewed as an advantage by the school. We continue to offer the County Care II program.

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

CURRICULUM IMPROVEMENT

The focus of South Tahoe High School has been in the areas of reading and math. We continue to offer Class Size Reduction (CSR) in the 9th grade for English and math. The Freshman Seminar class provides entering students with additional support. All departments continue to be trained and inserviced to support CORE skills in all areas. National Honor Society students provide peer tutor/academic support for students in all content areas. Through the Online Assessment Reporting System (OARS), teachers are able to modify instruction based on assessment result, and school and district administrators can plan appropriate professional development and support.

Advanced placement classes are offered in Biology, Calculus AB, Calculus BC, English language and English literature composition, Environmental Science, Microeconomics, Psychology, Spanish language, Statistics, U.S. History, and World History. Additionally, STHS offers Honors English, Chemistry, and LOTE 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.

LEARNING CLIMATE

Post-secondary plans for the Class of 2007 included: 9% work full time; 3% military; 8% trade schools; 53% community college; 27% four-year college or university.

STHS works closely with enforcement agencies of the county and city to insure a safe campus. A uniformed police officer is assigned to the school as a resource person, as well as a probation officer and 3.5 security staff.

The learning climate at STHS is both positive and productive for staff and students. The campus for the most part is neat and clean, and the students conduct themselves in an orderly manner. The administration makes every attempt to be proactive with regards to student discipline. The activities and athletic programs at STHS are both comprehensive and readily accessible to a large number of STHS students. This high school takes pride in creating learning opportunities where all students can achieve.

In 2007-08, the suspension rate was 8.5%, and the expulsion rate was 0.8%. In 2006-07 the rate of suspensions was 7.9% and the rate of expulsions was 0.8% at STHS. In 2005-06, the suspension rate was 14% and the expulsion rate was 1.1%.

WORK-READINESS SKILLS

In addition to college preparatory programs, South Tahoe High School realizes the need to provide a broad spectrum of Career Technical Education paths to meet the needs of all students. Course offerings include Computer Studies, Fire Science, CAD, Architectural Design (meets college prep A-G), Culinary Arts, Dental, Automotive Repair, Wood/Construction, and Business. With the passage of Measure G and the completion of new construction, STHS will see expansion in course offerings in the areas of Transportation, Construction, Design and Media Arts, and Performing Arts.

A Workability program provides for hands-on work experiences for special education students and a work experience education program, as well as a community classroom provides occupational experiences for regular education students.

Some of the vocational courses are tied to the community college system, and students can gain college credit and advancement for high school course completion. STHS and Lake Tahoe Community College are currently in communication to articulate and expand cohesive career pathway options.

STHS offers a Naval Junior Reserve Officer Training (NJROTC) program which does not require a military service commitment, but does provide pay incentives for those who wish to enlist in the Army, Navy, Air Force or Marines.

If you have any questions regarding the information presented in this report, they may be directed to your principal, Ivone Larson, and associate principal, Jack Stafford, 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	48	49	48	43	45	45	42	43	46
Mathematics	32	27	30	40	38	42	40	40	43
Science	42	41	50	41	48	50	35	38	46
History-Social Science	28	25	29	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
African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	47	33	*	8
Filipino	44	37	*	15
Hispanic or Latino	29	22	32	12
Pacific Islander	*	*	*	*
White (not Hispanic)	58	34	60	38
Male	42	32	54	33
Female	54	28	47	24
Economically Disadvantaged	35	26	41	
English Learners	3	7	11	0
Students with Disabilities	8	6	12	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Healthy Fitness Zones
9	38.8

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	52.5	53.1	49.1	51.2	52.2	51.1	48.6	52.9
Mathematics	50.9	46.3	50.2	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	46.9	41.4	11.6	49.8	39.2	10.9
Male	53.8	39.2	7.0	45.8	40.1	14.1
Female	40.3	43.6	16.1	53.6	38.4	7.9
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Hispanic or Latino	64.8	29.5	5.7	67.0	30.7	2.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	37.0	48.4	14.7	41.6	43.8	14.6
English Learners	83.0	17.0	0.0	76.9	21.2	1.9
Socioeconomically Disadvantaged	58.1	36.1	5.8	58.4	36.4	5.2
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	93.9	6.1	0.0	91.2	5.9	2.9

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	6	7	6
Similar Schools	5	9	8

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	12	-2	5	730
Hispanic or Latino	21	-3	25	643
White (not Hispanic)	6	-2	-1	772
Socioeconomically Disadvantaged	15	2	40	679
English Learners	17	1	1	579
Students with Disabilities		-50	16	505

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	No	No
Percent Proficient - Mathematics	Yes	No
API	Yes	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	Not in PI	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

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)	1.3	6.6	3.2	1.7	8.2	5.0	3.1	3.5	4.4
Graduation Rate	97.0	89.5	88.6	95.0	86.3	83.8	85.0	83.0	79.5

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 2007-08 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 [CAHSEE](#) Web page. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2008		
	School	District	State
All Students	90.8		N/A
American Indian or Alaska Native	100		N/A
Asian	100		N/A
Filipino	76.9		N/A
Hispanic or Latino	85		N/A
Pacific Islander	100		N/A
White (not Hispanic)	94.5		N/A
Socioeconomically Disadvantaged	56.3		N/A
English Learners	80.9		N/A
Students with Disabilities	90		N/A

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
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 th Century US History, grade 11; Holt Rinehart & Winston (7/1999), Economics, Economics and International Political Problems, grade 12.	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
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
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 th 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)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided.	0

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	78	70	66	217
Without Full Credential	1	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	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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	95.5	4.5
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

POSTSECONDARY EDUCATION

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

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	59.2
Graduates Who Completed All Courses Required for UC/CSU Admission	27.4

Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science		N/A
All courses	5	3.0

CLASS SIZE AND ENROLLMENT

Ninth grade English and math are staffed at 20:1 through class size reduction funding. STHS recognizes the advantage of keeping our class sizes as low as possible to provide the best instruction.

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	27.9	6	34	12	20.9	21	13	5	23.1	15	17	2
Mathematics	25.7	9	34	3	22.4	10	16	1	21.9	18	13	
Science	28.2	3	30	3	27.9	2	9	4	26.7	2	11	1
Social Science	30.7	6	21	16	24.7	10	11	13	29.7	3	17	10

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

Grade Level	Number of Students
Grade 9	358
Grade 10	326
Grade 11	320
Grade 12	359
Total Enrollment	1363

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	0.37 %
American Indian or Alaska Native	1.03 %
Asian	1.83 %
Filipino	3.6 %
Hispanic or Latino	29.93 %
Pacific Islander	0.51 %
White (not Hispanic)	60.82 %
Multiple or No Response	1.91 %
Socioeconomically Disadvantaged	51 %
English Learners	13 %
Students with Disabilities	11 %

SCHOOL FINANCES

The Lake Tahoe Unified School District offers beginning and intermediate ELL classes, special education, Directed Studies, ROP classes, counseling services, psychologist services, and honor classes in science, math, foreign language, social science, and English.

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	\$8956	\$2652	\$6304	\$63058
District	\$8765	\$2911	\$5854	\$62953
Percent Difference – School Site and District	2%	-9%	8%	0
State	--	--	\$5300	\$59271
Percent Difference – School Site and State	--	--	16%	6%

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 %