

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

SOUTH TAHOE HIGH – 2009-10

OUR SCHOOL

South Tahoe High School (STHS), located in the Central Sierra Mountains at Lake Tahoe, is the only comprehensive high school in the Lake Tahoe Unified School District. The enrollment is approximately 1,210 students. The high school is fully accredited through the Western Association of Schools and Colleges (WASC).

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. STHS is on a Hybrid 4X4 Block schedule, allowing students greater opportunities for both remediation and acceleration. Additionally, the Hybrid 4X4 schedule allows students year-long access to certain courses including Physical Education, World Geography, World History, and some elective courses.

This year, the new Construction Art and Transportation (CTE) facility opened with state-of the art classrooms and programs offering students career pathways in Construction, Studio Art, Architectural Design, Computer-Aided Design (CAD), Vehicle and Small Engine Repair. In Fall 2010, the new Stadium View Facility will open, housing state-of-the-art Mathematics classrooms all equipped with the latest SMART technology, Environmental Science Laboratory, with a Greenhouse, Business and Finance Company, Dental with two new state-of-the-art dental chairs and digital X-ray, and two new special designed Advancement via Individual Determination (AVID) classrooms to house our Nationally recognized Demonstration AVID program. Additionally, in Spring 2011, the new Tahoe Arts and Design Academy will open, housing the most innovative CTE programs including pathways in Performing Arts, Production Management, Digital Media Arts, and Creative Arts.

Families participate actively in their high school, supporting students by assisting in the School Site Council (SSC), English Learner Advisory Committee (ELAC), Career Technical Education (CTE), Advisory Committees, Quarterback Club, Performing Arts Boosters Association (PABA), Fine Arts Council, Boosters Club, and South Tahoe Athletic Teams Support organization (S.T.A.T.). Family involvement is an important strategy at STHS in promoting student achievement for all students.

SUPPORT SERVICES

STHS has a principal, associate principal, assistant principal, three counselors, a full-time librarian, a part-time nurse, 2.5 campus supervision officials, 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 (SRO) 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, college/career 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.

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 has been established to train students to help with the adjustment of new students to the school and trained peer mediation facilitation.

The school's ethnic diversity demographics continue to grow. Specialized teachers have been hired to assist students with language and cultural assimilation. 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. The El Dorado County CARE II program continues to be offered on site for

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eligible 9th and 10th grade students.

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. The Freshman Health 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 results, 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, Spanish and French 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.

This year, STHS was one of a few high schools selected to send a team to the inaugural University of California Curriculum Institute to develop “A-G” and CTE integrated and aligned courses of study.

LEARNING CLIMATE

Post-secondary plans for the Class of 2009 included: 21.5% of seniors plan to attend a four-year university, 52.5% plan to attend a community college, 4% will be going on to a technical or trade school, 2% will join the armed forces. The most popular career choice for these graduates was in medicine or health services. This was followed by business, engineering and therapy.

STHS works closely with law enforcement agencies of the city and county 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 2.5 security staff. The school is equipped with a video surveillance camera system increasing safety and security for students.

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. The high school takes pride in creating learning environments where all students can achieve.

In 2008-09, the suspension rate was 8.7% and the expulsion rate was 0.1%. 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.

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, CAD, Architectural Design (meets college prep “A-G”), Culinary Arts, Dental, Vehicle Repair, Wood/Construction, Business, Social Action Video, Theater and Film, Acting, Dance, Music, and Creative Arts. STHS also 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.

A Workability program provides for hands-on work experiences for special education students and a work experience education program. Additionally, students are provided career exploration opportunities through their CTE courses, and all students are able to receive career counseling and job placement opportunities through the College and Career Center.

Several of our CTE courses are fully articulated with local and regional colleges, and students can gain college credit and advancement for high school course completion.

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 continue to communicate to insure the local expansion of cohesive career pathway options.

If you have any questions regarding the information presented in this report, they should be directed to your principal, Ivone Larson, at 541-4111.

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

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

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

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	49	48	46	45	45	50	43	46	50
Mathematics	27	30	33	38	42	49	40	43	46
Science	41	50	53	48	50	54	38	46	50
History-Social Science	25	29	33	27	26	34	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

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	50	36	*	*
Asian	50	38	*	*
Filipino	42	35	61	42
Hispanic or Latino	26	22	31	18
Pacific Islander	*	*	*	*
White (not Hispanic)	58	38	63	41
Male	42	31	52	36
Female	50	35	53	31
Economically Disadvantaged	30	27	38	23
English Learners	6	15	12	3
Students with Disabilities	22	27	20	11

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	52.5	53.1	57.1	51.2	52.2	56.9	48.6	52.9	52.0
Mathematics	46.3	50.2	58.3	45.2	49.5	58.0	49.9	51.3	53.3

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	42.9	27.6	29.6	41.7	43.1	15.2
Male	51.0	30.3	18.6	42.4	41.0	16.7
Female	34.9	24.8	40.3	41.1	45.2	13.7
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	47.1	5.9	47.1	31.2	37.5	31.2
Hispanic or Latino	67.4	22.1	10.5	60.0	34.7	5.3
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	30.2	32.6	37.2	32.5	48.5	18.9
English Learners	87.9	10.3	1.7	80.7	19.3	0.0
Socioeconomically Disadvantaged	59.5	25.0	15.5	58.8	35.1	6.1
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities	77.8	19.4	2.8	80.6	16.7	2.8

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.9	27.9	46.4

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

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 on the [CDE Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	6	6
Similar Schools	9	8	9

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth 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
	2006-07	2007-08	2008-09	2009
All Students at the School	-2	5	20	750
Hispanic or Latino	-3	24	20	662
White (not Hispanic)	-2	-1	21	793
Socioeconomically Disadvantaged	2	39	5	683
English Learners	1	0	5	583
Students with Disabilities	-50	15		

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

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 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 on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No	No
API	Yes	Yes
Graduation Rate	No	No

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	62.5

SCHOOL COMPLETION

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	6.6	3.2	4.8	8.2	5.0	6.5	3.5	4.4	3.9
Graduation Rate	89.5	88.6	80.1	86.3	83.8	77.2	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the number who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	257	N/A	N/A
African American	2	N/A	N/A
American Indian or Alaska Native	0	N/A	N/A
Asian	4	N/A	N/A
Filipino	14	N/A	N/A
Hispanic or Latino	63	N/A	N/A
Pacific Islander	0	N/A	N/A
White (not Hispanic)	173	N/A	N/A
Socioeconomically Disadvantaged	0	N/A	N/A
English Learners	18	N/A	N/A
Students with Disabilities	0	N/A	N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	458
Percent of the school's pupils completing a CTE program and earning a high school diploma	80
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	3

Courses for University of California and/or California State University Admission (School Year 2007-08)

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 in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	61.0
Graduates Who Completed All Courses Required for UC/CSU Admission	22.7

Advanced Placement Courses (School Year 2008-09)

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 on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
English	2	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	4	N/A
All courses	12	N/A

SCHOOL FACILITIES

With the passage of Measure G, and the receipt of multiple grants, STHS is undergoing a major school-wide renovation. This year, the new Construction Arts and Transportation facility opened with beautiful state-of-the-art classrooms specifically designed for each CTE program housed in the new building. In August, the new Stadium View building opens with 15 classrooms fully equipped with the latest integrated technology systems, and includes 10 mathematics classrooms, two AVID classrooms, an Environmental Science Lab with Greenhouse, a Dental Lab with two chairs and digital X-ray, and a Business/Finance Lab, as well as a new Boiler Heating system. In Spring 2011, the new Tahoe Arts and Design Academy will open with a newly modernized Theater, Broadcast Studio, Music Room, 75-seat Screening Room, five Editing Suites, a Recording Studio, a Multi-media Lab, and a Sound Stage fully equipped with a “Foley Floor.” Plans for the near future include updating the softball fields with a new concession stand and dugouts, modernization of the two gyms, a new cafeteria/student union facility, and a Sports Medicine building.

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. The school is equipped with surveillance cameras as an additional safety measure.

School Facility Good Repair Status (School Year 2009-10)

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
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Good				

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 on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	70	66	57	207
Without Full Credential	0	0	2	4
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	2007-08	2008-09	2009-10
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 No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	95.6	4.4
All Schools in District	97.0	3.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	94.1	5.9

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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
Foreign Language	Glencoe/McGraw Hill (6/2001), Bon Voyage, level 1-2, French 14, 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 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

CLASS SIZE AND 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	2006-07				2007-08				2008-09			
	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	20.9	21	13	5	23.1	15	17	2	18.0	28	14	1
Mathematics	22.4	10	16	1	21.9	18	13		18.8	24	10	3
Science	27.9	2	9	4	26.7	2	11	1	30.6		8	3
Social Science	24.7	10	11	13	29.7	3	17	10	22.5	10	16	6

Student Enrollment by Grade Level (School Year 2008-09)

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

Grade Level	Number of Students
Grade 9	341
Grade 10	327
Grade 11	272
Grade 12	269
Total Enrollment	1209

Student Enrollment by Group (School Year 2008-09)

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	0.50 %
American Indian or Alaska Native	0.91 %
Asian	1.74 %
Filipino	4.96 %
Hispanic or Latino	30.60 %
Pacific Islander	0.50 %
White (not Hispanic)	59.64 %
Multiple or No Response	1.16 %
Socioeconomically Disadvantaged	42.00 %
English Learners	14.00 %
Students with Disabilities	10.00 %

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 2007-08)

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 school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,572	\$2,806	\$6,766	\$65,778
District	\$9,280	\$2,961	\$6,319	\$65,238
Percent Difference – School Site and District	3%	-5%	7%	1%
State	NA	NA	\$5,512	\$60,994
Percent Difference – School Site and State	NA	NA	23%	8%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,803	\$38,941
Mid-Range Teacher Salary	\$60,829	\$59,686
Highest Teacher Salary	\$84,772	\$77,828
Average Principal Salary (Elementary)	\$112,141	\$94,258
Average Principal Salary (Middle)	\$117,762	\$98,271
Average Principal Salary (High)	\$107,069	\$104,869
Superintendent Salary	\$159,973	\$142,247
Percent of Budget for Teacher Salaries	41.30 %	38.20 %
Percent of Budget for Administrative Salaries	4.60 %	5.90 %