

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	South Tahoe High School	District Name	Lake Tahoe Unified School District
Street	1735 Lake Tahoe Blvd.	Phone Number	(530) 541-2850
City, State, Zip	South Lake Tahoe, CA 96150	Web Site	www.ltusd.org
Phone Number	(530) 541-4111	Superintendent	Dr. James Tarwater
Principal	Ivone Larson	E-mail Address	jtwater@ltusd.org
E-mail Address	ilarson@ltusd.org	CDS Code	09-61903-0937805

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

South Tahoe High School (STHS), located in the Central Sierra Mountains in South Lake Tahoe, is the only comprehensive high school in the Lake Tahoe Unified School District. The enrollment is approximately 1,150 students. The high school is fully accredited through the Western Association of Schools and Colleges (WASC). The mission of South Tahoe High School is to provide students with meaningful pathways that link rigorous academic coursework with student interests to help them build a solid foundation for success in college, career, and life.

South Tahoe High School is currently undergoing a dramatic transformation which includes the recently completed Construction, Arts and Transportation CTE facility 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. The new Stadium View Facility opened Fall 2010 and houses state of the art Mathematics classrooms all equipped with the latest SMART technology, Environmental Science Laboratory with a Greenhouse, Business and Finance Company, Dental, and two specially designed Advancement via Individual Determination (AVID) classrooms to house our nationally recognized demonstration AVID program. This year, we witnessed the grand opening of the Tahoe Arts & Design Academy (TADA!). This state of the art facility includes a Broadcast Studio, fully modernized Theatre, Multi-Use Sound Stage, Recording Studio, two High-tech Apple Media Labs equipped with industry standard production software, and Screening Theatre. We are also finalizing the modernization of two gyms, and have installed a new artificial turf Viking Stadium with lights for night games. Additionally, this year we will witness the grand opening of our new joint use Student Union/Cafeteria in Spring 2012!

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Families at South Tahoe High School support students by participating 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 attending school sponsored events. Family involvement is an important strategy at STHS in promoting student achievement for all students. Families receive regular communication via the ConnectEd system and the AERIES online portal. This year, STHS offered all students online access through the 1:1 Netbook program providing students and families with 24/7 online access from school and home.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	311
Grade 10	282
Grade 11	292
Grade 12	254
Total Enrollment	1,139

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.2	White	55.5
American Indian or Alaska Native	1.6	Two or More Races	0.2
Asian	2.5	Socioeconomically Disadvantaged	50.3
Filipino	5.4	English Learners	15.4
Hispanic or Latino	32.9	Students with Disabilities	9.6
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	18	28	14	1	26.32	6	18	4	25.03	9	21	2
Mathematics	18.8	24	10	3	20.73	16	12	2	19.52	27	11	1
Science	30.6	0	8	3	24.94	4	20	0	24.37	13	21	1
Social Science	22.5	10	16	6	26.39	5	30	6	25.27	8	26	0

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

South Tahoe High School maintains a designated Site Safety Lead Coordinator. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone contact system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful school.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	8.66	9.54	10.36	10.15	8.63	8.92
Expulsions	0.08	0	0	0.05	0	0.05

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

With the successful passage of the South Lake Tahoe "Measure G" Bond providing \$64.5 million to Lake Tahoe Unified School District plus \$30 million via multiple grants, STHS students continue to benefit from the dramatic transformation of facilities and program offerings. In Spring 2010, STHS opened the Construction, Arts and Transportation (CAT) facility and the Stadium View Facility. This school year, we witnessed the grand opening of the Tahoe Arts & Design Academy (TADA!), the modernization of both the Blue and Gold gyms, and the installation of the new artificial turf Viking Stadium with lights for evening events. Additionally, we will witness the grand opening of our new joint use Student Union/Cafeteria in Spring 2012!

All LTUSD schools maintain an in-district crime reporting process identical to the previous California Safe Schools Assessment procedure. School vandalism and graffiti at the South Tahoe High School campus. With the opening of new facilities surrounded by beautiful native landscaping, we have witnessed a decrease in graffiti and vandalism. In addition, the Site Safety Committee utilizes the results of CHKS to establish overall safety goals and objectives. The school maintains a designated Site Safety Lead Teacher who meets regularly with the District Safety Coordinator. Regularly scheduled Site Safety Meetings are held and the Site Safety Lead participates in the District Safety Committee meetings four times per year. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System as per the National Incident Management System. The Lake Tahoe Unified School District's Emergency Operational Plan is updated regularly using the Bowmac REDI for School Emergencies website and communicates with the public through the Blackboard Connect-Ed phone contact system. The school and district work in partnership with local and state law enforcement and fire agencies in addition to the public and private sectors to ensure a safe and peaceful school.

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, classified personnel, and a full-time School Resource Officer. The school is equipped with surveillance cameras as an additional safety measure.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
Electrical: Electrical	[X]	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	57	62	60	203
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.68	0.32
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	93.75	6.25

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.33	489
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (paraprofessional)	.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	.25	---
Speech/Language/Hearing Specialist	4	---
Resource Specialist (non-teaching)	0	---
Other	0.09	---

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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. Instruction and support is offered in all curricular areas, and students are always encouraged to pursue their academic and career goals. The Special Education program provides many services such as individual tutoring, job placement, and mainstreaming students into the regular program as much as possible. Our English Language Learner program supports students in academic classes through EL staff. The Directed Study Program was created to assist our academically at-risk students. Additionally, as an AVID National Demonstration Site, STHS offers students extensive support to ensure success for all students in the most rigorous curriculum.

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 in-serviced to support CORE skills in all areas. The 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, Chemistry, English Language and English Literature Composition, Environmental Science, Microeconomics, Psychology, Spanish Language, Statistics, U.S. History, and World History. Additionally, STHS offers Honors English, Pre-Calculus, French and Spanish courses. STHS participates in the AP Course Audit through College Board AP to insure authorization of all AP courses. All AP courses have met the rigorous AP Audit requirements. Through the University of California Curriculum Institute, STHS developed the innovative "A-G"/CTE integrated DaVinci Algebra and DaVinci Art curriculum.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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.	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.	Yes	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, 20th Century US History, grade 11; Holt Rinehart & Winston (7/1999), Economics, Economics and International Political Problems, grade 12.	Yes	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.	Yes	0
Health	Holt Rinehart Winston (7/1999), Health, grade 9.	Yes	0
Visual and Performing Arts	Band: teacher created/arranged materials; Exercises for Ensemble Drill, Raymond C. Fussell, Warner Brothers; Warm-ups That Work, ABC (American Band College); age and skill appropriate symphonic band, wind ensemble, and other band literature, from various arrangers, composers, and publishers. Guitar: teacher created worksheets, study guides, and exercises/lessons; Ernie Ball Phase 1 & 2 How to Play Guitar, Ronald S. Ball; Mastering the Guitar, Class Method, beginning 9th grade plus, William Bay and Mike Christensen, Mel Bay; various supplemental methods, song collections, and studies from a wide range of composers/arrangers, and publishers. Strings: teacher created/arranged materials; Muller Rusch String Method, J. Frederick Muller, J. Harold W. Rusch, Neil A. Kjos Music Co., books 1-5; Essentials for Strings, Gerals Anderson, Kjos Music Co.; age and skill appropriate literature for strings and string orchestra from various arrangers, composers, and publishers.	Yes	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,534	\$2,378	\$7,156	\$64,215
District	---	---	\$5,850	\$65,898
Percent Difference: School Site and District	---	---	22%	-3%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---		

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The Lake Tahoe Unified School District offers multi-level EL classes, special education, Directed Studies, CTE classes, counseling services, psychologist services, an after school academic support program, and honor/AP classes in science, math, foreign language, social science, and English. In addition, STHS and LTUSD is nationally recognized for their demonstration AVID program. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,803	\$39,074
Mid-Range Teacher Salary	\$60,829	\$60,172
Highest Teacher Salary	\$84,772	\$78,468
Average Principal Salary (Elementary)	\$102,262	\$95,926
Average Principal Salary (Middle)	\$124,304	\$99,356
Average Principal Salary (High)	\$107,069	\$107,041
Superintendent Salary	\$159,973	\$148,555
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which 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 nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. 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.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and 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 assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	46	50	55	50	51	54	49	52	54
Mathematics	33	34	36	49	51	52	46	48	50
Science	52	49	57	55	54	60	50	54	57
History-Social Science	33	29	36	34	32	38	41	44	48

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	52	60	38
All Student at the School	55	36	57	36
Male	50	35	55	40
Female	61	38	58	33
Black or African American	0	0	0	0
American Indian or Alaska Native	87	57	0	0
Asian	75	67	0	0
Filipino	47	30	43	35
Hispanic or Latino	34	31	31	19
Native Hawaiian/Pacific Islander	0	0	0	0
White	67	38	70	46
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	37	31	35	22
English Learners	5	20	4	5
Students with Disabilities	28	27	19	18
Students Receiving Migrant Education Services				

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

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 to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	55	55	61	54	54	60	52	54	59
Mathematics	56	48	58	56	48	57	53	54	56

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	40	24	36	43	41	17
All Students at the School	39	25	36	42	41	17
Male	45	24	32	43	39	18
Female	33	26	41	41	43	16
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	53	33	13	53	13	33
Hispanic or Latino	60	27	13	59	38	4
Native Hawaiian/Pacific Islander	0	0	0	0	0	0
White	27	24	48	32	46	22
Two or More Races	0	0	0	0	0	0
Socioeconomically Disadvantaged	59	23	19	57	34	9
English Learners	80	16	4	82	14	4
Students with Disabilities	88	4	8	80	16	4
Students Receiving Migrant Education Services	0	0	0	0	0	0

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.2	21.7	61.6

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

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 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 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 1 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 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	6	6
Similar Schools	9	7	6

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	20	9	-3
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	20	11	6
Native Hawaiian/Pacific Islander			
White	21	10	-4
Two or More Races	N/D		
Socioeconomically Disadvantaged	5	23	-16
English Learners	5	31	-51
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	787	755	2,675	780	4,683,676	778
Black or African American	7		28	708	317,856	696
American Indian or Alaska Native	15	830	25	823	33,774	733
Asian	21	773	48	821	398,869	898
Filipino	46	744	113	801	123,245	859
Hispanic or Latino	271	680	1,072	692	2,406,749	729
Native Hawaiian/Pacific Islander	3		8		26,953	764
White	420	799	1,340	845	1,258,831	845
Two or More Races	2		29	820	76,766	836
Socioeconomically Disadvantaged	407	691	1,583	722	2,731,843	726
English Learners	131	561	782	648	1,521,844	707
Students with Disabilities	86	563	420	659	521,815	595

Adequate Yearly Progress

The federal ESEA 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 at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

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

Federal Intervention Program (School Year 2011-12)

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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's 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 course 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 UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	4.8	2.2	1.1	6.5	5.3	2.6	4.9	5.7	4.6
Graduation Rate	80.1	80.19	90.51	77.2	71.33	86.74	80.21	78.59	80.44

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	92%	86%	N/D
Black or African American	.1%	1%	N/D
American Indian or Alaska Native	.4%	.4%	N/D
Asian	8%	6%	N/D
Filipino	1%	4%	N/D
Hispanic or Latino	32%	38%	N/D
Native Hawaiian/Pacific Islander	.4%	.04%	N/D
White	58%	39%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	40%	47%	N/D
English Learners	10%	17%	N/D
Students with Disabilities	5%	9%	N/D

* "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

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

Career Technical Education Participation (School Year 2010-11)

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

Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.8
Graduates Who Completed All Courses Required for UC/CSU Admission	22.6

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	1	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	1	---
Science	0	---
Social Science	5	---
All courses	7	12.4

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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