

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

TRANSITIONAL LEARNING CENTER A Small and Necessary Continuation School 2007-08

OUR SCHOOL

The Transitional Learning Center, TLC, located in the Central Sierra Mountains at Lake Tahoe in the Lake Tahoe Unified School District, is a school within a school at South Tahoe High School. The enrollment is approximately 32 students.

The purpose of the TLC is to meet the needs of students who for various reasons have been unable to succeed in the traditional comprehensive programs offered by South Tahoe High School. The TLC's primary goal is to offer the services students need to transition back into South Tahoe High School or into other alternative education programs.

SUPPORT SERVICES

TLC has counselor support and is under the administrative direction of the principal of the comprehensive high school. Additionally, the district provides a teacher on special assignment to help oversee the alternative program. Also a Lead Teacher has been assigned to provide articulation between the high school and the small and necessary school. Counseling and support services include academic counseling, crisis intervention counseling, career/college counseling, health counseling, and referral to outside community agencies. Testing services include the administration of STAR, CAHSEE, and CELDT.

SCHOOL FACILITIES AND SAFETY

The Transitional Learning Center began at STHS in 1992 funded by grants designed to implement a small and necessary school within a school. TLC is housed in re-locatable classrooms that are 17 years old. They do not have restroom facilities near the classrooms.

Policies are in place regarding campus safety, fire drill exercises, earthquake preparedness, and campus supervision. All efforts to ensure 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.

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

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

INSTRUCTIONAL MATERIALS

The staff of TLC has a regular procedure for review of textbooks that ensures adequate supply, and current, up-to-date materials of high quality. Currently, the Globe-Fearon Pacemaker series in English, Math, Science, and Social Science are the foundation of the standards-based

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curriculum. Additionally, the comprehensive high school textbooks shown on the table on pages 5 and 6 are in use.

INSTRUCTION

The staff has worked very closely to insure TLC curricula meet the state's frameworks and California standards.

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

CURRICULUM IMPROVEMENT

The focus of TLC has been in the areas of course completion, student behavior and attendance, which were the 2003-04 Alternative Schools Accountability Model (ASAM) goals.

LEARNING CLIMATE

The staff of TLC works within a small class size instruction model where individual attention can be given to all students. Teachers work in teams with comprehensive high school teachers to provide the best learning environment for content area instruction. Students have a home base that anchors their learning and that provides consistent support academically and emotionally. This is insured by being enrolled in the TLC for a minimum of two class blocks per term for the past three years. In 2004-05 the rate of suspensions was 56.3% and the rate of expulsions was 0. In 2005-06 the suspension rate was 0 and the expulsion rate was 0. In 2006-07 the suspension rate was 3.1% and the expulsion rate was 0.

WORK-READINESS SKILLS

TLC has a variety of programs that provide a transition to the work force for our students. The Lead Teacher is a member of the PACE vocational committee and works to incorporate meaningful SCANS skills into their curriculum. Close proximity to the comprehensive high school allows our students to enroll in Regional Occupation Programs such as culinary arts, auto shop, wood shop, resort management, and the Company.

If you have any questions regarding the information presented in this report, they may be directed to your principal, Ivone Larson or Assistant Principal Marilyn Pawling at 541-4111.

Statistical data regarding student performance, teachers, textbooks, 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	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	0	6	0	41	43	45	40	42	43
Mathematics	*	*	*	34	40	38	38	40	40
Science		*		44	41	48	27	35	38
History-Social Science	0	0	0	30	26	27	32	33	33

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
American Indian or Alaska Native	*			*
Filipino	*	*		*
Hispanic or Latino	0	*		*
White (not Hispanic)	*	*		*
Male	*	*		*
Female	*	*		*
Economically Disadvantaged	0	*		*
English Learners	0	*		*
Students with Disabilities	*	*		*

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	2004	2005	2006
Statewide	B		B
Similar Schools	B		B

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	B	B	-81	406

“B” means the school did not have a valid 2005 API Base and will not have any growth target information.

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	N/A	Yes
Participation Rate - Mathematics	N/A	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	No	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	25.0

SCHOOL COMPLETION

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

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

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)			20.0	0.5	1.7	8.2	3.2	3.1	3.5
Graduation Rate	97.6	95.0	86.3	97.6	95.0	86.3	85.3	85.0	83.0

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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	2	2	4	221
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence				N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments		0	0
Vacant Teacher Positions		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	100.0	0.0
All Schools in District	94.8	5.2
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	70.5	29.5

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	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
	International Political Problems, grade 12.	

POSTSECONDARY PREPARATION

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)			20.0	0.5	1.7	8.2	3.2	3.1	3.5
Graduation Rate	97.6	95.0	86.3	97.6	95.0	86.3	85.3	85.0	83.0

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2005-06 school year in the 12th grade, this table displays by student group the percent of students 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. Due to the state's collection schedule for high school completion data, state level data for this reporting element will not be available for report cards published in the 2006-07 school year. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	-	-	N/A

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/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	32.5
Graduates Who Completed All Courses Required for UC/CSU Admission	

CLASS SIZE AND ENROLLMENT

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	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	17.5	2	0		24.0		2		24		2	
Mathematics	21.0	1			28.0		1		24		2	
Science	18.5	2			20.5	2			18.5	2		
Social Science	22.5	1	1		27.5		2		18.0	4	2	

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

Grade Level	Number of Students
Grade 9	0
Grade 10	0
Grade 11	42
Grade 12	5
Total Enrollment	47

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	Group	Percent of Total Enrollment
African American	2.1%	White (not Hispanic)	21.3 %
American Indian or Alaska Native	0%	Multiple or No Response	0%
Asian	0%	Socioeconomically Disadvantaged	63.8%
Filipino	2.1%	English Learners	56.2%
Hispanic or Latino	74.5%	Students with Disabilities	0%

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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	\$21793	\$3324	\$18469	-
District	\$7571	\$2337	\$5234	\$58762
Percent Difference – School Site and District	188%	42%	253%	N/A
State	N/A	N/A	\$4943	\$56613
Percent Difference – School Site and State	N/A	N/A	274%	N/A

Teacher and Administrative Salaries (Fiscal Year 2005-06)

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	\$36061	\$36572
Mid-Range Teacher Salary	\$55111	\$55815
Highest Teacher Salary	\$76752	\$70985
Average Principal Salary (Elementary)	\$99028	\$86995
Average Principal Salary (Middle)	\$118699	\$90820
Average Principal Salary (High)	\$97004	\$96447
Superintendent Salary	\$143500	\$128495
Percent of Budget for Teacher Salaries	41.2 %	39.3 %
Percent of Budget for Administrative Salaries	4.5 %	5.8 %