

# **Mt. Tallac Continuation High School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mt. Tallac Continuation High School
Street	1735 Lake Tahoe Blvd.
City, State, Zip	South Lake Tahoe
Phone Number	(530) 543-2267
Principal	Carline Sinkler
Email Address	csinkler@ltusd.org
Website	www.sths.ltusd.org
County-District-School (CDS) Code	09-61903-0930040

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. Todd Cutler
Email Address	tcutler@ltusd.org
Website	www.ltusd.org

### School Description and Mission Statement (School Year 2020-2021)

Mt. Tallac Continuation High School, part of Lake Tahoe Unified School District located in the central Sierra Mountains at Lake Tahoe, has an enrollment of approximately 55 students. Of these students, 56.0% are Hispanic, 34.0% white, 6.0% Filipino, 2.0% Multiethnic, 27.3% are English Learners, and approximately 66.0% qualify for free or reduced lunch (certified count pending). The primary educational goal of Mt. Tallac is to provide a quality learning experience, which supports job readiness and promotes student self-actualization in education while fostering confidence and independence in the learner. The secondary goal is to prepare Mt. Tallac students for graduation and success in the world of work or higher education. Additionally, Mt. Tallac's tertiary goal is to help students develop social skills, which will enable them to function successfully as a postgraduate.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 11	19
Grade 12	36
Total Enrollment	55

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.6
American Indian or Alaska Native	1.8
Asian	1.8
Filipino	3.6
Hispanic or Latino	54.5
White	29.1
Two or More Races	3.6
Socioeconomically Disadvantaged	85.5
English Learners	27.3
Students with Disabilities	12.7
Foster Youth	3.6
Homeless	23.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	4.167	4.4535	4.167	184
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** October 2020

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

### CURRICULUM IMPROVEMENT

The focus of Mt. Tallac High School has been in the areas of reading, attendance, graduation rate, and work force preparation.

### LEARNING CLIMATE

The staff of Mt. Tallac is committed to the establishment of a positive student-centered learning environment. We engage our students using a positive education model. This model simply suggests that students learn better, and enjoy the process of learning more, when they experience their school environment in a positive way. We believe that students who have a positive attitude about school will develop a positive outlook on life and become citizens who contribute to society in a meaningful way.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Basic English, Globe Fearon, 2000; Pacemaker World Literature, Globe Fearon, 2006; Pacemaker American Literature, Globe Fearon, 2005; Literature and Language Arts, 4th Course, Holt, Rinehart and Winston, 2003	Yes	0
<b>Mathematics</b>	Pacemaker Algebra 1, Globe Fearon, 2001; Geometry, Globe Fearon, 2003	Yes	0
<b>Science</b>	Concepts and Challenges in Life Science, Globe Fearon; Concepts and Challenges in Physical Science, Globe Fearon	Yes	0
<b>History-Social Science</b>	Pacemaker Economics, Globe Fearon; Pacemaker American Government, Globe Fearon World Geography and Cultures; Globe Fearon Pacemaker US History, Globe Fearon; Pacemaker World History, Globe Fearon	Yes	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Over a 20-year period, the campus has grown to include three portable classrooms, a portable classroom to house a federally funded day care center, and another portable classroom to provide a space for outside agencies. 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.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 12/1/2020**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Fair	Admin: Roof outside kitchen needs gutter - back side to main office so kitchen does not flood.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	7	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	33	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	8	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

A key opportunity for Mt. Tallac students is participation in the CTE courses on the STHS main campus.



### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

Mt. Tallac has an "open door" policy which involves families in all aspects of the students' education. Annually, Mt. Tallac holds an Open House for families and community members to visit and tour the campus. To schedule a visit to Mt. Tallac, please contact the school at (530) 543-2267.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	16.7	27.3	4.8	5.4	7.1	4.7	9.1	9.6	9
Graduation Rate	55.6	60	75.8	85.4	85.1	86.5	82.7	83	84.5

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.4	2.5	3.7	3.2	3.6	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	14.6	3.9	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Safety Plan for Mt. Tallac High School is incorporated into the South Tahoe High School Safety Plan due to its close proximity to the comprehensive high school. 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 School Safety Committee. Regular drills take place to better prepare for unforeseen, hazardous events.

The comprehensive high school maintains a designated Site Safety Lead. The site maintains a trained Incident Management Team and responds to emergencies according to the Incident Command System 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 Aeries Communications 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.

**SPECIAL NOTE FOR THE LAKE TAHOE UNIFIED SCHOOL DISTRICT RESPONSE TO THE COVID-19 PANDEMIC FOR THE 2020-2021 SCHOOL YEAR**

Lake Tahoe Unified School District (LTUSD) schools will open under distance learning for the start of the 2020-21 school year in response to the COVID-19 pandemic. On July 30, 2020, LTUSD Board of Education approved the COVID-19 Pandemic Plan for 2020-21 School Year, here forward referred to as the Pandemic Plan. The focus areas for planning were governance and operations, health and safety, school instructional models and schedules, academic success, special education and special populations, social-emotional and mental health supports, and family and community engagement. The plan defines a 4-phase approach to reopening schools in order to maximize in-person instruction while mitigating the risk of exposure to COVID-19 for students and staff. The phases move from distance learning to hybrid (distance/traditional) to modified traditional with the ultimate goal of returning to a traditional school model. Safety being top priority, each Pandemic Plan phase uses state and local guidelines to address risk assessment, rationale, safety protocols, food service, and transportation. The Pandemic Plan addresses student academic success, social-emotional support, health and safety, governance, and special student populations in response to the impact of the pandemic on the District and school community. Each instructional model ensures in-person and distance learning are robust and offers equal educational access, opportunity, and continuity.

For the 2020-21 school year all sites will follow the Pandemic Plan health and safety protocols and procedures for each phase to ensure the safety of students and staff consistent with public health guidance. A separate Health and Safety Protocols document, along with student and self-screening information, has been distributed to staff, students, and families further defining the Pandemic Plan protocols and procedures. Both documents are available on the District website at [www.ltusd.org](http://www.ltusd.org). A print copy of the Pandemic Plan is available at the Education Center located at 1021 Al Tahoe Boulevard, South Lake Tahoe, CA 96150.

Should LTUSD return to traditional school during the 2020-21 school year, all actions in the Safe School Plan altered in response to the COVID-19 pandemic will revert to pre-COVID conditions.

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

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	9	9			10	7			9	6		
Mathematics	4	22			4	15			5	8		
Science	5	14			3	11			2	7		
Social Science	4	25			5	12			4	18		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	68.8

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.8
Psychologist	0.1
Nurse	0.1
Other	0.7

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,712	3800	11912	\$74,480
District	N/A	N/A	\$9,641	\$76,991
Percent Difference - School Site and District	N/A	N/A	21.1	-3.3
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	42.3	-1.6

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

Mt. Tallac High School provides students with close monitoring and wrap around support through collaboration with several community based organizations to ensure all students receive the support they need to succeed academically, socially, and in life.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,425	\$47,145
Mid-Range Teacher Salary	\$74,006	\$74,952
Highest Teacher Salary	\$103,152	\$96,092
Average Principal Salary (Elementary)	\$119,361	\$116,716
Average Principal Salary (Middle)	\$130,271	\$120,813
Average Principal Salary (High)	\$139,855	\$131,905
Superintendent Salary	\$198,156	\$192,565
Percent of Budget for Teacher Salaries	37.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

Mt. Tallac instructors participate in both annual district organized staff development, as well as ongoing training, conferences, support, and technical assistance as needed by participating and collaborating with the comprehensive high school. One and a half days (second partial day) of professional development per year is held in August.

In the 2020-2021 school year, during distance and hybrid learning staff are allocated 2 hours each week to collaborate on student supports, technology for learning, and relevant professional development. Mt. Tallac staff participates in professional development with South Tahoe High School in addition to site-specific professional learning.