

South Tahoe 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	South Tahoe High School
Street	1735 Lake Tahoe Blvd.
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 541-4111
Principal	Carline Sinkler
Email Address	csinkler@ltusd.org
Website	sths.ltusd.org
County-District-School (CDS) Code	09-61903-0937805

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)

Located high in the Sierra Nevada Mountains on the south shore of Lake Tahoe, South Tahoe High School (STHS) is the four-year comprehensive high school for Lake Tahoe Unified School District. Enrollment, for the 2020-2021 school year, is 1,149 students: White 46%; Hispanic 45%; Filipino 4.4%; 0.2% Black/African American; 0.2% Native Hawaiian; and Asian or Multi-ethnic 4.2%.

South Tahoe High School's English Learner population is 15.0%, the Special Education population is 13.4%, the Free/Reduced Lunch population is 46.6% (certified count pending), and 37% of STHS parents have a college degree. These data include all students in our comprehensive high school and the Independent Learning Academy located at the Al Tahoe site near the Lake Tahoe Unified School District Education Center. Additionally, Mt. Tallac Continuation High School is housed on the 80-acre forested campus, and provides options for students needing an alternative education path towards credit completion and graduation (data from Mt. Tallac are not included in this document).

South Tahoe High School follows a 4X4 class schedule allowing students choices and flexibility in their high school schedules as well as providing students additional options aimed at preparing them for college and career. To ensure students thrive in school, we offer numerous support programs including AVID, English Language Development (ELD), Learning Center support for students with disabilities, and partnerships with Lake Tahoe Community College's TRIO: Educational Talent Search (ETS), Upward Bound (UB) programs, and the CCC 10 Year Plan Dual Enrollment with LTCC class for 9th grade students. The campus is equipped with classroom technology including SMART boards, LCD monitors, document cameras, high-speed Wi-Fi, and speaker systems creating optimal learning environments for all students. To accompany the classroom technology, every student can check out a Chromebook facilitating 1-to-1 computing devices. With these devices, teachers have had the opportunity to be trained in using Google Classroom and other technologies including Canvas Learning Management System, which was introduced in the 2020-2021 school year to organize and streamline distance learning.

South Tahoe High School has a long tradition of celebrating academics, athletics, and the arts. Students explore career paths in a wide array of Career Technical Education (CTE) courses in state of the art facilities. In addition to field trips to colleges, students gain experience outside the Lake Tahoe Basin through journeys together where they explore their talents in arts, team sports, and career paths that provide a glimpse into their futures. Senior Project continues to be a required graduation performance standard and involves a minimum of fifteen out-of-class hours working with a mentor on a self-selected topic, research paper, and an oral presentation to a board of community members and faculty. South Tahoe High School is recognized as a National Demonstration Site for Advancement Via Individual Determination (AVID) and is currently fully accredited through June 2022.

VIKING VISION

The South Tahoe High School community shares a vision of student-centered learning where students develop a sense of purpose through authentic collaboration and real-world learning.

Our vision is grounded in the nexus between content standards; challenging, deep learning; and cultivation of 21st Century Skills. Conditions for learning are essential to success and include positive relationships, proactive student engagement, and clear expectations for behavior. South Tahoe High School is focused on student outcomes that promote six enduring qualities identified in the Viking Graduate Profile - Critical Thinking, Collaboration, Curiosity, Communication, Character and Healthy Independence. Each year, a specific quality is selected for additional focus. Communication is the focus quality for the 2020-21 school year.

STUDENT OUTCOMES - Viking Graduate Profile

Graduates of South Tahoe High School represent the youth and the future of South Lake Tahoe and our students reflect the extraordinary nature of the Lake Tahoe region. Our mission is to provide a rich educational experience that prepares South Lake Tahoe's next generation with college and career choices while cultivating essential qualities that will enable them to flourish. The six qualities below represent academic, personal, and interpersonal skills that each South Tahoe High School student will demonstrate by graduation. Viking Graduates will demonstrate six key qualities that represent academic, personal and interpersonal skills: Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence (financial and physical fitness).

GOALS:

1) College, Career and Life Readiness

- Significantly (+5% each year) increase the percentage of students who demonstrate understanding and proficiency in content and practice standards.
- All students participate in project-based learning experiences that drive student inquiry and connect to real-world situations.
- Incorporate qualities of the Viking Graduate Profile into learning experiences. Measure growth through personal reflection and authentic assessment (i.e. projects, performance tasks, culminating events)

2) Access and Equity

- All students have access to and participate in a wide variety of courses that lead to college and career choices.
- Significantly (+5% each year) increase percent of students who meet UC/CSU college entrance requirements (A-G).
- Increase academic achievement for all students while narrowing the achievement gap. Equity and excellence approach: accelerate progress for underperforming subgroups while raising academic achievement for all.

3) Belonging and Community Connectedness

- Students throughout the school community report a sense of belonging and positive relationships with peers and adults.
- Students build connections between school and the Lake Tahoe community through participation in school leadership, AVID, CTE, clubs, arts, athletics, internships, jobs, LTCC dual enrollment, community projects, field trips, events, etc.

4) Family Engagement

- Families are engaged in decision making and the direction of the school.
- Families are informed and connected to school in a variety of ways (technology, parent advocacy groups, clubs etc.)

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

Grade Level	Number of Students
Grade 9	319
Grade 10	311
Grade 11	269
Grade 12	240
Total Enrollment	1,139

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

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	4.7
Hispanic or Latino	42.9
Native Hawaiian or Pacific Islander	0.3
White	47.3
Two or More Races	2.2
Socioeconomically Disadvantaged	53.1
English Learners	14.8
Students with Disabilities	12.5
Foster Youth	0.4
Homeless	4.1

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	53.9536	49.7875	48.8330	184
Without Full Credential	0	1	1	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	1

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 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 ensure 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 are offered in all curricular areas, and students are always encouraged to pursue their highest 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. As an AVID National Demonstration Site, STHS offers students extensive support to ensure success for all students in the most rigorous curriculum. Emotional, social, and academic counseling are available to students through site staff, on-site community programs, and referrals. Every effort is made to ensure students receive the wrap around support to foster and promote student success.

CURRICULUM IMPROVEMENT

The focus of South Tahoe High School has been in all academic areas. The Freshman Health Seminar class provides all entering students with strategies for successful transition from middle school and guidance on a 10-year plan through the Get Focused Stay Focused curriculum that also awards students with college credits. All departments continue to be trained and in-serviced to support core skills in all areas. Onsite tutoring and academic support is available for all students through multiple programs. Through local assessments and the use of Illuminate, teachers are able to modify instruction based on assessment results, and school and district administrators can plan appropriate professional development and support. This year, we have expanded our online course offerings to provide students increased educational opportunities.

Advanced Placement classes are offered in Biology, Calculus AB, Calculus BC, English Language and English Literature Composition, Government, Psychology, Spanish Language, Statistics, and U.S. History. Additionally, STHS offers Honors English, Pre-Calculus, Chemistry, and Spanish courses. STHS participates in the AP Course Audit through College Board AP to ensure authorization of all AP courses. All AP courses have met AP Audit requirements.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD Edge Fundamentals, Levels A-C NATIONAL GEOGRAPHIC LEARNING 2014 Online English: Edgenuity Online Course English 9, English 9 (ILA), English 9 Honors (Pre-AP) A Long Way Gone, Farrar, Straus & Giroux The Alchemist, Harper One I Am Malala: The Girl Who Stood Up for Education, Back Bay Books A Lesson Before Dying, Vintage Romeo and Juliet, Dell Contemporary Short Stories, McDougal Littel Who Do You Think You Are? Stories of Friends & Enemies, Little Brown Books The Jungle, Millenium Publications A Long Way Gone:Memoirs of a Boy Soldier, Sarah Crichton Books Ender's Game, Tom Doherty Associates Mythology, Mass Market Paperback A Midsummer Night's Dream, Washington Square Press The Alchemist, Harper Collins Life of PI, Harcourt, Inc. The Omnivore's Dilemma, Penguin Group English 10, English 10 (ILA), English 10 Honors: Of Mice and Men, Penguin The Other Wes Moore, Spiegel & Grau My Friend Dahmer, Harry N. Abram Two Badges, Arte Publico The Merchant of Venice, Barons	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>50 Essays: A High School Edition, Bedford/St.Martin's A Raisin in the Sun, Vintage Books The Glass Castle, Scribner The Things They Carried, Mariner Books Signet Classics Lord of the Flies, Perigee Books Julius Caesar, Simon & Schuster The Prince, CreateSpace Independent Publishing Platform Animal Farm, Rupa</p> <p>English 11 Comm., English 11, English 11 (ILA), AP Eng Language:</p> <p>Beowulf, W. Norton and Company Grendel, Vintage A Mercy, Vintage The Great Gatsby, Scribner One Flew Over the Cuckoo's Nest, Signet On the Road, Penguin Fear and Loathing in Las Vegas, Vintage The Things They Carried, Mariner Books Signet Classics</p> <p>English 12, English IV (ILA), AP Eng Lit/Comp:</p> <p>Story and Structure, Thomson Learning/Wadsworth 20 Master Plots (and How to Build Them), Writer's Digest Books Are Teenagers Necessary? The Rise and Fall of the American Teenager, Harper Collins The Hero with a Thousand Faces, New World Library Into the Wild, Anchor Books</p>		
Mathematics	<p>Intervention Math; ALEKS Online text HS Math 1; Integrated Math Course 1, McGraw-Hill, 2012 HS Math 2; Integrated Math Course 1, McGraw-Hill, 2012 HS Math 1 (ILA); Integrated Math Course 1, McGraw-Hill, 2012 HS Math 3: Integrated Math Course 3, Glencoe McGraw-Hill, 2012 PreCalculus; Precalculus, Prentice Hall 2016 AP Calculus; Graphical, Numerical, Algebraic Fifth Edition Prentice Hall 2016</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Stats: Modeling the World; Prentice Hall, 2007		
Science	Biology;Prentice-Hall, 2004 World of Chemistry BROOKS COLE 2013 Hole's Essentials of Human Anatomy; Glencoe, 2012/ E-Text: Hole's Essentials of Human Anatomy; Glencoe, 2012 Physics: Principals and Problems; McGraw Hill, 2005	Yes	0
History-Social Science	Economics; Holt, Rinehart and Winston, 2003 Geography Alive!; Teacher's Curriculum Institute, 2006 History, Culture, and Geography, the Modern World, McGraw-Hill, 2019 History Alive!; Teacher's Curriculum Institute, 2007 America - A Narrative History; W.W. Norton, 2004 Modern World History; McDougal-Littell, 2006	Yes	0
Foreign Language	Imagina VISTA HIGHER LEARNING 2019 Temas: Student Edition - AP Vista 2014 Ap Spanish Language and Culture Exam Preparation Ad Vista 2014	Yes	0
Health	Glencoe Health; Glencoe/McGraw Hill, 2007 Get Focused, Stay Focused online curriculum	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	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Anderson, Kjos Music Co.; age and skill appropriate literature for strings and string orchestra from various arrangers, composers, and publishers.		
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided.	Yes	0

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

School Facility Conditions and Planned Improvements

South Tahoe High School's facilities are in exemplary condition due to regular and responsive maintenance. Maintenance addressing ceiling and wall leaks in the gym following a storm are also planned.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Science building restroom toilet needs repair. Sinks in boys B-hall restroom need repair/replacement. Stall dividers need repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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)	56	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	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)	23	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)

All STHS students are encouraged to participate in CTE courses/pathways, dual enrollment courses through Lake Tahoe Community College and primary coursework to meet a-g college entrance requirements. Courses/pathways include Culinary Arts, Dental, Construction, Automotive, Media and Design Arts and Photography, Performing Arts, Production and Managerial Arts, Sports Medicine and Hospitality Resort Management. 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 (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	821
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.2

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	97.21
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	35.85

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)

Families at South Tahoe High School support students by participating in community events (Viking Vision community meetings), School Site Council (SSC), English Learner Advisory Committee (ELAC and DELAC), a Latino parent group (Cafecitos), Viking Boosters Club that supports Viking Vision and sports teams, Performing Arts Boosters Association (PABA), Career Technical Education (CTE) Advisory Committees, Community Advisory Committee for Special Education, Parent Advisory Committee for LCAP development, Quarterback Club and other sports clubs, and attending school-sponsored events. Families receive regular communication via the AERIES Communication system. Comprehensive information is found on the school website at www.sths.ltusd.org. STHS continues to offer all students and families 24/7 online access from school and home through the LTUSD 1:1 Chromebook program.

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	2	1.5	4.7	5.4	7.1	4.7	9.1	9.6	9
Graduation Rate	93.4	93.2	89.4	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	5.6	4.0	3.7	3.2	3.6	3.5
Expulsions	0.1	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	5.3	3.9	3.5
Expulsions	0.1	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 school safety plan was updated in September of 2020 by the safety committee and approved in October 2020 by the School Site Council. The school maintains a designated Site Safety Lead Team that meets regularly. 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 (NIMS). 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.

The District and this campus conduct specialized security trainings. Each campus practices its procedures and identifies any barriers or issues which might result in safety concerns for an actual event. In addition, all local law enforcement and fire/medical agencies respond to each drill and exercise a joint task force approach to emergency responses. Real-time practice scenarios are essential to a comprehensive school safety plan. The ongoing goal and focus is to bring school and law enforcement/emergency agencies closer in sync with each other and to continue to monitor and modify processes based on a real time lessons' learned approach. Lastly, at least once annually, a Staff training is delivered to address and refresh each employee's knowledge of general safety issues, identification and prevention of possible violent behavior indicators, personal/situational awareness, learning space control, medical and emotional attention, security, and safety strategies.

SPECIAL NOTE FOR THE 2020-21 SCHOOL YEAR RESPONSE TO THE COVID-19 PANDEMIC

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. 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* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	13	33	13	1	11	43	9	5	11	47	11	7
Mathematics	21	12	24		18	19	14	11	17	21	13	9
Science	21	6	11		20	8	6	6	24	5	9	5
Social Science	16	32	22	4	14	46	18	6	15	34	11	14

*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*	495.2

*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)	3.3
Library Media Teacher (Librarian)	1
Psychologist	0.8
Nurse	0.6
Speech/Language/Hearing Specialist	0.5
Other	1.9

*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	\$14863	3777	11086	\$76,764.00
District	N/A	N/A	\$9,641	\$76,991
Percent Difference - School Site and District	N/A	N/A	13.9	-0.3
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	35.4	1.4

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

Types of Services Funded (Fiscal Year 2019-2020)

Students at STHS have access to a comprehensive support system which includes multi-level EL classes, special education, Directed Studies, CTE classes, counseling services, psychologist services, and honors/AP (Advanced Placement) classes in science, math, foreign language, social science, and English. In partnership with Lake Tahoe Community College, students have onsite access to dual enrollment and tutoring and support through the Educational Talent Search (ETS) program, Upward Bound (UB) program, and TRIO program. In addition, STHS and LTUSD are 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 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/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

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
Social Science	2	N/A
All courses	8	9

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

Second day partial per school year

South Tahoe High School staff participate in ongoing staff training focused on school-wide literacy, social-emotional learning, use of technology tools for learning, and content-specific training. Professional learning and collaboration are focused on implementing courses and instructional practices to support student learning of Common Core standards in English and Math, Next Generation Science Standards, and implementation of the History-Social Science Standards. Staff is focused on practices that engage students in learning that promotes skills and qualities in the Viking Graduate Profile: Critical Thinking, Collaboration, Communication, Curiosity, Character, and Healthy Independence. Teachers regularly attend AVID conferences each summer and teachers throughout the school are learning about Project Based Learning (PBL) and implementing Claim, Evidence, Reasoning frameworks to support literacy across the curriculum. Staff access professional development through allocated monthly meeting time as a whole staff and by department, release time for deeper work, conferences, and extended hours. Professional learning for staff is coordinated and supported by the STHS administrative staff along with district Educational Services staff and peer mentoring and teacher leadership.

During distance and hybrid learning staff are allocated two hours each week to collaborate on student supports, technology for learning, and relevant professional development.