

# South Tahoe High School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). 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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

School Contact Information	
<b>School Name</b>	South Tahoe High School
<b>Street</b>	1735 Lake Tahoe Blvd.
<b>City, State, Zip</b>	South Lake Tahoe, CA 96150
<b>Phone Number</b>	(530) 541-4111
<b>Principal</b>	Carline Sinkler
<b>E-mail Address</b>	csinkler@ltusd.org
<b>Web Site</b>	sths.ltusd.org
<b>CDS Code</b>	09-61903-0937805

District Contact Information	
District Name	Lake Tahoe Unified School District
Phone Number	(530) 541-2850
Superintendent	Dr. James Tarwater
E-mail Address	jtarwater@ltusd.org
Web Site	www.ltusd.org

### School Description and Mission Statement (School Year 2018-19)

Located high in the Sierra Nevada on the south shore of Lake Tahoe, South Tahoe High School (STHS) is the four-year comprehensive high school for the Lake Tahoe Unified School District. Our enrollment, from our 2018-2019 Student Information System, is 1082 students: White 49.4%; Hispanic 41.1%; Filipino 5.0%; and 4.5% other ethnicities including Asian and African American. 13.4% of our population are English Learners, 11.6% of our students receive Special Education services, 49.9% qualify for Free/Reduced Lunch, and 34% of STHS parents have a college degree. These data include all the students in our comprehensive high school and the Independent Learning Academy now relocated to the STHS campus. Additionally, housed on our 80-acre forested campus are the Transitional Learning Center (TLC) which is due to phase out by 2019-20 and the Mt. Tallac Continuation High School which provide options for students needing an alternative education path towards credit completion and graduation (data from TLC and Mt. Tallac are not included in this document). We have relocated and expanded our Online Learning center to serve additional students and Independent Learning Academy.

South Tahoe High School follows a 4X4 hybrid schedule allowing students choices and flexibility in their high school schedules as well as providing students increased options aimed at preparing students for college and career. In addition to on-campus classes, STHS offers online programs to increase opportunities for students interested in full-time online instruction or a blend of online and on-campus instruction. To ensure students thrive in school, we offer numerous support programs including AVID, English Language Development (ELD), the Learning Center, and partnerships with Lake Tahoe Community College's TRIO: Educational Talent Search (ETS), Upward Bound (UB) programs, Link Crew, and the CCC 10 Year Plan Dual Enrollment with LTCC class for 9th grade students. To provide further support for English Learners and their families, the district has included in the LCAP a full-time EL Coordinator. Additionally, 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 Google apps.

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, a 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). STHS is currently fully accredited through June 2022.

Throughout 2017-18, the South Lake Tahoe community - students, staff, families, and community members, contributed to Viking Vision 2020. We are now updating this plan to evolve into Viking Vision 2022 to include our current Freshmen class. Together, we have developed a shared vision of student-centered learning and identified qualities we want to instill in our graduates. Our vision is grounded in the nexus between standards, challenging learning, and 21st Century Skills. Conditions for learning are essential to success and include positive relationships, proactive student engagement and clear expectations for behavior.

The South Tahoe High School community shares a vision of student-centered learning where classroom and school experiences represent authentic learning with purpose and real-world connections. Graduates of South Tahoe High School represent the youth and the future of South Lake Tahoe. 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).

**Student Enrollment by Grade Level (School Year 2017-18)**

Grade Level	Number of Students
Grade 9	285
Grade 10	269
Grade 11	245
Grade 12	214
<b>Total Enrollment</b>	<b>1,013</b>

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	4.5
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.2
White	51.3
Socioeconomically Disadvantaged	57.9
English Learners	12.3
Students with Disabilities	11.5
Foster Youth	0.8

**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			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	53	57	53.9536	196.6206
<b>Without Full Credential</b>	0	1	0	1
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments *</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 Instructional Materials (School Year 2018-19)

**Year and month in which data were collected:** October 2018

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	All materials were adopted in 2016.  ELD Eng 1: Visions: Level A;Thomson/Heinle, 2004  ELD Eng 2: Visions: Level A;Thomson/Heinle, 2004  ELD Eng III: Visions: Level A;Thomson/Heinle, 2004  Online English: Apex Online Course  English 9, English 9 (ILA), English 9 Honors, English 9 Stage:  A Long Way Gone. Farrar, Straus& Giroux The Alchemist. Harper One I Am Malala:The Girl Who Stood Up for. Back Bay Books A lesson Before Dying. Vintage Romeo and Juliet. Dell Contemporary Short Stories. McDougal Littell Who Do You Think You Are? Stories of Friends & Enemies. Little Brown Books The jungle. Millenium	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<p>Publications</p> <p>A Long Way Gone:Memoirs of a Boy Soldier. Sarah Crichton Books</p> <p>Ender's Game. Tom Doherty Associates</p> <p>Mythology. Mass Market Paperback</p> <p>A Midsummer Night's Dream. Washington Square Press</p> <p>The Alchemist. Harper Collins</p> <p>Life of Pl. Harcourt,Inc.</p> <p>The Omnivore's Dilemma. Penguin Group</p> <p>English 10, English 10 (ILA), English 10 Honors:</p> <p>Of Mice and Men. Penguin</p> <p>The Other Wes Moore. Spiegel&amp; Grau</p> <p>My Friend Dahmer. Harry N.Abram</p> <p>Two Badges. Arte Publico Pr</p> <p>The Merchant of Venice. Barons</p> <p>50 Essays: A High School Edition. Bedford/St.Martin's</p> <p>A Raisin in the Sun. Vintage Books</p> <p>The Glass Castle. Scribner</p> <p>The Things They Carried. Mariner Books Signet Classics</p> <p>Lord of the Flies. Perigee Books</p> <p>Julius Caesar. Simon &amp; Schuster</p> <p>The Prince. Create Space Independent Publishing Platform</p> <p>Animal Farm. Rupa</p> <p>English 11 Comm., English 11, English 11 (ILA), AP Eng Language:</p> <p>Beowulf. W. Norton and Company</p> <p>Grendel. Vintage</p> <p>A Mercy. Vintage</p> <p>The Great Gatsby. Scribner</p> <p>One Flew Over the Cuckoo's Nest. Signet</p> <p>On the Road. Penguin</p> <p>Fear and Loathing in Las Vegas. Vintage</p> <p>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, 2006</p> <p>20 Master Plots (and How to Build Them). Writer's Digest Books:</p> <p>Are Teenagers Necessary?: The Rise and Fall of the American Teenager. Harper Collins:</p> <p>The Hero with a Thousand Faces. New World Library</p> <p>Into the Wild. Anchor Books</p>		

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	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 Algebra 2; McDougal Littell, 2001 Calculus; Prentice-Hall, 2003 Geometry; Holt, Rinehart and Winston, 2003 Intermediate Algebra; Houghton-Mifflin, 2003 Mathematics: Concepts and Skills; MCDUGAL LITTELL : 2001 Precalculus; Prentice-Hall, 2006 Stats: Modeling the World; Prentice Hall, 2007	Yes	0
<b>Science</b>	Biology; Prentice-Hall, 2004 Chemistry; D.C. Heath : 1996 Earth Science; Holt, Rinehart and Winston, 2007 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
<b>History-Social Science</b>	Economics; Holt, Rinehart and Winston, 2003 Geography Alive!; Teacher's Curriculum Institute, 2006 History Alive!; Teacher's Curriculum Institute, 2007 America- A Narrative History; W.W. Norton, 2004 Modern World History; McDougal-Littell, 2006	Yes	0
<b>Foreign Language</b>	Bon Voyage 2; Glencoe/McGraw Hill, 2002 Nuevas Vistas Introduccion; Holt, Rinehart and Winston, 2006 Nuevas Vistas Curso Uno; Holt, Rinehart and Winston, 2006 Buen Viaje 1; Glencoe/McGraw Hill, 2000 Buen Viaje 2; Glencoe/McGraw Hill: 2000 Buen Viaje 3; Glencoe/McGraw Hill 2000 Galeria De Arte y Vida; Glencoe-Mcgraw Hill, 1997 AP Spanish- Preparing for the AP Language Exam; Prentice Hall, 2007	Yes	0
<b>Health</b>	Glencoe Health; Glencoe/McGraw Hill, 2007	Yes	0
<b>Visual and Performing Arts</b>	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	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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.		
<b>Science Laboratory Equipment (grades 9-12)</b>	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided.	Yes	0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Gyms: Maintenance addressing ceiling and wall leaks
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/30/2018	
Overall Rating	

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	61.0	46.0	47.0	43.0	48.0	50.0
Mathematics (grades 3-8 and 11)	32.0	25.0	34.0	35.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	242	236	97.52	46.19
Male	123	122	99.19	38.52
Female	119	114	95.80	54.39
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	12	100.00	25.00
Hispanic or Latino	102	102	100.00	34.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	118	113	95.76	59.29
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	142	137	96.48	38.69
English Learners	42	42	100.00	9.52
Students with Disabilities	18	18	100.00	5.56
Foster Youth	--	--	--	--



Note: ELA 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	244	233	95.49	25.32
Male	125	118	94.4	22.88
Female	119	115	96.64	27.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	12	11	91.67	27.27
Hispanic or Latino	103	102	99.03	13.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	119	110	92.44	35.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	143	137	95.8	16.79
English Learners	42	41	97.62	0
Students with Disabilities	20	17	85	5.88
Foster Youth	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## Career Technical Education Programs (School Year 2017-18)

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, Sports Medicine 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	710
% of pupils completing a CTE program and earning a high school diploma	98
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	96.3
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	36.1

## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.6	25.2	38.4

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.

## 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 2018-19)

Families at South Tahoe High School support students by participating in the community events (Viking Vision 2022), School Site Council (SSC), English Learner Advisory Committee (ELAC), 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, Quarterback Club, and attending school-sponsored events. Families receive regular communication via the AERIES Communication system and online portal. Comprehensive information is found on the school website at [www.sths.ltusd.org](http://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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Dropout Rate</b>	1.4	3.2	2.0	6.3	8.9	5.4	10.7	9.7	9.1
<b>Graduation Rate</b>	97.1	95.9	93.4	91.2	89.3	85.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)**

Group	Graduating Class of 2017		
	School	District	State
<b>All Students</b>	91.5	93.6	88.7
<b>Black or African American</b>	75.0	80.0	82.2
<b>American Indian or Alaska Native</b>	0.0	100.0	82.8
<b>Asian</b>	100.0	83.3	94.9
<b>Filipino</b>	83.3	88.9	93.5
<b>Hispanic or Latino</b>	89.2	92.8	86.5
<b>Native Hawaiian/Pacific Islander</b>	0.0	0.0	88.6
<b>White</b>	96.2	97.3	92.1
<b>Two or More Races</b>	33.3	25.0	91.2
<b>Socioeconomically Disadvantaged</b>	86.9	91.2	88.6
<b>English Learners</b>	34.1	43.3	56.7
<b>Students with Disabilities</b>	77.8	88.6	67.1
<b>Foster Youth</b>	33.3	57.1	74.1

**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**

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	4.9	5.6	4.0	4.9	3.7	3.2	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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 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 AERIES Communication 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.

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

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	15	11	6	14.0	29	14	1	13.0	33	13	1
Mathematics	22.0	9	18	3	17.0	22	14	7	21.0	12	24	
Science	27.0	1	10	4	20.0	6	10	2	21.0	6	11	
Social Science	19.0	23	11	15	15.0	35	9	16	16.0	32	22	4

Note: 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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	338
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4	N/A
Other	14.5631	N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$13,513	\$2,618	\$10,895	\$76,941
District	N/A	N/A	\$9,067	\$73,487
Percent Difference: School Site and District	N/A	N/A	18.3	4.6
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	41.8	7.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

Students at STHS have access to a comprehensive wrap-around support system which includes multi-level EL classes, special education, Directed Studies, CTE classes, counseling services, fully staffed Learning Center, psychologist services, an after school academic support program, and honor/AP classes in science, math, foreign language, social science, and English. In partnership with Lake Tahoe Community College, students have onsite access to tutoring and support through the Educational Talent Search (ETS) program, the Upward Bound (UB) program, and TRIO program. 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,004	\$45,681
Mid-Range Teacher Salary	\$71,835	\$70,601
Highest Teacher Salary	\$100,111	\$89,337
Average Principal Salary (Elementary)	\$116,711	\$110,053
Average Principal Salary (Middle)	\$136,716	\$115,224
Average Principal Salary (High)	\$128,946	\$124,876
Superintendent Salary	\$190,631	\$182,466
Percent of Budget for Teacher Salaries	38.0	33.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	0	N/A
Social Science	1	N/A
All courses	7	9.6

Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

South Tahoe High School staff participate in ongoing staff training focused on school-wide literacy, project-based learning, and social-emotional learning. 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 along with peer mentoring and teacher leadership.