

South Tahoe High School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page at <https://www.cde.ca.gov/fq/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.

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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 Lake Tahoe Unified School District. As of October 2023, STHS enrollment is 1,108 students: White 44.2%; Latinx 47.6%; Filipino 2.6%; and other or Multi-ethnic 5.6%. Our English Learner population is 13.3%, our Special Education population is 13.5%, our socioeconomically disadvantaged population is 46.5%, and 37% of STHS parents have a college degree. This data includes all the students in our comprehensive high school, attending in class and online programs.

South Tahoe High School follows a 4X4 hybrid schedule allowing students choices and flexibility in their high school schedules as well as providing more options aimed at preparing them 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 English Language Development (ELD), TRiO tutoring support, and Upward Bound academic support. Additionally, the campus is equipped with classroom technology including SMART boards, LCD monitors, document cameras, and high-speed wi-fi and speaker systems creating optimal learning environments for all students. To accompany classroom technology, every student can check out a Chromebook facilitating 1-to-1 computing devices and student access to online instructional programs and curriculum.

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 oral presentation to a board of community members and faculty. STHS is currently fully WASC (Western Association of Schools and Colleges) accredited through June 30, 2029.

The South Lake Tahoe community - students, staff, families, and community members, contributed to Viking Vision, a plan for student-centered learning and graduate profile of qualities we promote in our graduates. Together, the STHS community has 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 mastery-based learning, culturally relevant practices, and trauma informed practices.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	283
Grade 10	309
Grade 11	279
Grade 12	270
Total Enrollment	1,141

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.9%
Male	53.5%
American Indian or Alaska Native	0.5%
Asian	1.4%
Black or African American	0.2%
Filipino	3%
Hispanic or Latino	46.4%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	3.2%
White	44.7%
English Learners	14.3%
Foster Youth	0.1%
Homeless	1.4%
Socioeconomically Disadvantaged	45%
Students with Disabilities	12.8%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.90	82.25	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	2.43	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	4.08	10.90	5.84	12115.80	4.41
Unknown	5.90	11.22	15.90	8.52	18854.30	6.86
Total Teaching Positions	53.40	100.00	187.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.50	73.76	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	0.91	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	6.33	14.10	7.26	11953.10	4.28
Unknown	10.40	18.98	16.80	8.65	15831.90	5.67
Total Teaching Positions	54.90	100.00	194.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.30	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.30	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	2.50
Local Assignment Options	1.60	0.90
Total Out-of-Field Teachers	2.10	3.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.1	0.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	0.6

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

STHS staff follows a systematic 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 will continue to work at ensuring STHS curricula meet state 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 general program as much as possible. Our English Language Learner (EL) program supports students in academic classes through EL staff. 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 wrap around support to foster and promote student success.

CURRICULUM IMPROVEMENT

The focus of South Tahoe High School curriculum development covers all academic areas. The Freshman Health Seminar class, which counts toward college credit, provides all all incoming freshmen with strategies for successful transition from middle school and guidance on a 10-year plan through the Major Clarity curriculum. All departments continue to be trained to utilize student-centered collaborative techniques and practices. Onsite tutoring and academic support is available for all students through multiple programs. With the use of local assessment data, teachers can modify instruction based on assessment results, and school and district administrators can plan appropriate professional development and support.

Advanced Placement (AP) classes are offered in Biology, Calculus AB, Calculus BC, English Literature, Spanish Language, Spanish Literature, and Environmental Science. STHS participates in the AP Course Audit through College Board AP to ensure authorization of all AP courses, and all AP courses have met AP Audit requirements.

Additionally, STHS offers Honors English, Pre-Calculus, US History, American Government, Spanish Speakers III, Spanish IV, and Hispanic Cinema & Culture.

STHS also currently offers 14 dual enrollment courses including: College English 101/103, College Psych 101, Spanish Speakers II, College Chemistry 100, College Math 201, College Physics 104, CTE Digital Media Arts, CTE Culinary Arts II, CTE Dental I/II/III, CTE Exercise Science, and CTE Sports Med I/II/III. STHS anticipates offering more dual courses for the 2024-25 school year.

Year and month in which the data were collected

November 2023

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 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 Publications	Yes	0

	<p>A Long Way Gone:Memoirs of a Boy Soldier, Sarah Crichton</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 PI, 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 & Grau</p> <p>My Friend Dahmer, Harry N. Abram</p> <p>Two Badges, Arte Publico</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 & Schuster</p> <p>The Prince, CreateSpace independent Publishing Platform</p> <p>Animal Farm, Rupa</p> <p>Monster, Harper Collins</p> <p>Always Running, Touchstone</p> <p>A Place to Stand</p> <p>Random Family</p> <p>Mause I & II</p> <p>Absolutely True Story of a Part-Time Indian</p> <p>Hole in My Life, McMillan</p> <p>Othello, Shakespeare</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>Hamlet, Shakespeare</p> <p>English 12, English IV (ILA), AP Eng Lit/Comp:</p> <p>Story and Structure, Thomson Learning/ Wadsworth</p> <p>20 Master Plots (and How to Build Them), Writer's Digest</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> <p>Perks of Being a Wallflower</p> <p>The Bluest Eye</p> <p>Macbeth, Shakespeare</p>		
Mathematics	<p>HS Math 1:</p> <p>Integrated Math Course 1, McGraw-Hill, 2012</p> <p>HS Math 2:</p> <p>Integrated Math Course 2, McGraw-Hill, 2012</p> <p>HS Math 1 (ILA):</p>	Yes	0

	<p>Integrated Math Course 1, McGraw-Hill, 2012</p> <p>HS Math 3: Integrated Math Course 3, Glencoe McGraw-Hill, 2012</p> <p>Pre-Calculus: Precalculus, Prentice Hall 2016</p> <p>AP Calculus: Graphical, Numerical, Algebraic Fifth Edition Prentice Hall 2016</p> <p>AP Statistics: Stats Modeling the World, Prentice Hall, 2007</p> <p>Advanced Algebra & Data Analysis: TPT Statistics, Flipped Math Precalculus</p> <p>Fundamentals of Math 1: Integrated Math Course 1, McGraw-Hill, 2012</p> <p>Fundamentals of Math 2: Integrated Math Course 2, McGraw-Hill, 2012</p>		
Science	<p>Bio Living Earth: Experience Biology The Living Earth, Kenneth R. Miller, Joseph S. Levine Experience Biology The Living Earth Foundations Reading and Study Guide</p> <p>Human Anatomy: Hole's Essentials of Human Anatomy, David Shier, Jackie Butler, Ricki Lewis</p> <p>AP Environmental Science: Environmental Science 6th Ed, Earth as a Living Planet, Botkin, Keller Environmental Science for AP, Friedland, Relyea</p> <p>AP Bio: Biology for the AP Course 2022 Morris, Castignetti, Lepri, Relyea</p> <p>Physics: McGraw Hill, 2005 and https://openstax.org for College Physics Glencoe, 2012 Physics: Principals and Problems Glencoe, 2012/ E-Text: Hole's Essentials of Human Anatomy</p> <p>Chemistry: Chem-1- 2021 World of Chemistry 10th Edition, Steven S. Zumdahl, Susan A Zumdahl, and Donald J. DeCoste</p> <p>Dual Enrollment Chem 100: Chem 2H- 2018 Chemistry, Tenth Edition, AP Edition Steven S. Zumdahl, Susan A Zumdahl and Donald J. DeCoste</p>	Yes	0
History-Social Science	<p>United States History and Geography: Continuity and Change; McGraw-Hill, 2019 History Alive!: Pursuing American Ideals, Teacher's Curriculum Institute, 2013 America - A Narrative History, W.W. Norton, 2004</p>	Yes	0

	<p>AMSCO Advanced Placement Edition: United States History; Perfection Learning, 2020</p> <p>World History, Culture, and Geography: Modern World; McGraw-Hill, 2019 Geography Alive!: Regions and People; Teacher's Curriculum Institute, 2006 Modern World History; McDougal-Littell, 2006</p> <p>Government (Civics) & Economics: Econ Alive!: The Power to Choose; Teacher's Curriculum Institute, 2015 Government Alive!: Power, Politics, and You; Teacher's Curriculum Institute, 2014</p>		
Foreign Language	<p>Spanish Speakers II: Imagina VISTA HIGHER LEARNING 2019</p> <p>AP Spanish Language: Temas: Student Edition AP Vista 2014 AP Spanish Language and Culture Exam Preparation Ad Vista 2014</p> <p>AP Spanish Literature: Azulejo: Wayside Publishing 2nd Edition 2012</p> <p>Mundo Hispanohablante: Cultura en el mundo hispanohablante (A2-B1): nueva edición (Cultura e interculturalidad) (Spanish Edition) Paperback – August 27, 2018, ISBN-13: ? 978-8415299332</p>	Yes	0
Health	<p>Glencoe Health; Glencoe/McGraw Hill, 2007 Glencoe Health; Glencoe/McGraw Hill, 2007 Positive Prevention Plus 2016 (sexual health) Decision Education Foundation workbook\</p>	Yes	0
Visual and Performing Arts	<p>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.</p> <p>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.</p> <p>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.</p>	Yes	0

School Facility Conditions and Planned Improvements

Maintenance addressed roof leaks in the west side of gold gym, A/B/C, and the TADA Arts buiding over the 2023 summer.

Year and month of the most recent FIT report

November 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Staff and students experience low temps from time to time due to failing heating system and high temps due to lack of air conditioning;
Interior: Interior Surfaces			X	Missing ceiling tiles, holes in walls, water damage
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Restrooms need to be cleaned mid-day, pest infestation has been a significant issue in many classrooms, and graffiti removed in boys' restrooms (see Facility Inspection Tool for full listing)
Electrical			X	Lighting replacement/repair in all buildings, repair one possible electrical short (reported to Maintenance)
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Restrooms need to be restocked and cleaned mid-day - working with Custodial to arrange staffing schedule to meet this need
Safety: Fire Safety, Hazardous Materials		X		Some chipping/bubbling paint (see Facility Inspection Tool for full listing)
Structural: Structural Damage, Roofs			X	Due to heavy snow load of 23/24 winter, the roof in the gymnasium complex requires significant repair. Damages also occurred to roof over A7 during 23/24 winter, however those repairs have been made.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Several bear-proof containers were added to the quad area by a local donor (coordinated by Boosters), but more are needed along the perimeter of campus and in parking lot; door closer to main entrance to CAT needs repair/replacement. The fencing along "Freshman Hill" and Gardner Mt. Road need repair and gates installed. A classroom in B-Hall need a window replaced. The quad area was renovated in the spring 2023 by the STHS Boosters Club, to include additional seating and many upgrades to the landscape.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	54	44	44	47	46
Mathematics (grades 3-8 and 11)	19	25	28	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	249	92.91	7.09	54.22
Female	119	114	95.80	4.20	67.54
Male	147	133	90.48	9.52	42.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	127	120	94.49	5.51	40.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	122	115	94.26	5.74	66.09
English Learners	26	22	84.62	15.38	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	122	91.04	8.96	44.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	8.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	268	247	92.16	7.84	25.10
Female	119	113	94.96	5.04	30.97
Male	147	132	89.80	10.20	19.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	127	119	93.70	6.30	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	122	114	93.44	6.56	32.46
English Learners	26	22	84.62	15.38	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	134	120	89.55	10.45	19.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.94	27.21	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	544	463	85.11	14.89	27.21
Female	259	214	82.63	17.37	28.50
Male	282	246	87.23	12.77	25.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	15	83.33	16.67	40.00
Hispanic or Latino	247	218	88.26	11.74	13.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	19	95.00	5.00	31.58
White	247	200	80.97	19.03	41.00
English Learners	66	59	89.39	10.61	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	256	223	87.11	12.89	16.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	45	83.33	16.67	2.22

2022-23 Career Technical Education Programs

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 Assisting, Construction, Auto Mechanics, Digital Media Arts, Digital Photography, Graphic Design, Broadcast and Video Production, Sports Medicine, Exercise Science, and Resort and Recreation 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. The primary representative of the district's CTE advisory committee is a local medical doctor.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	759
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	83.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.28
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	45.76

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	81.05%	91.23%	92.98%	90.53%	92.98%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Families at South Tahoe High School support students by participating in community events such as Winter Festival, School Site Council (SSC), English Learner Advisory Committee (ELAC and District 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, Community Advisory Committee for Special Education, Parent Advisory Committee for LCAP development, Quarterback Club and other sports clubs, as well as attending school-sponsored events. Families receive weekly communication via the Parent Square (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 District 1:1 Chromebook program.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.8	3.3	5.3	4.3	3	6.7	9.4	7.8	8.2
Graduation Rate	93.7	95.5	91.7	91.4	92	89	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	266	244	91.7
Female	131	122	93.1
Male	133	120	90.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	12	11	91.7
Hispanic or Latino	117	106	90.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	126	117	92.9
English Learners	42	34	81.0
Foster Youth	--	--	--
Homeless	14	8	57.1
Socioeconomically Disadvantaged	153	136	88.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	31	26	83.9

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1195	1173	491	41.9
Female	549	536	221	41.2
Male	637	628	268	42.7
Non-Binary	9	9	2	22.2
American Indian or Alaska Native	7	6	3	50.0
Asian	16	16	6	37.5
Black or African American	3	3	3	100.0
Filipino	35	35	13	37.1
Hispanic or Latino	558	546	246	45.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	39	39	14	35.9
White	535	526	206	39.2
English Learners	196	189	97	51.3
Foster Youth	2	2	1	50.0
Homeless	42	37	24	64.9
Socioeconomically Disadvantaged	615	605	306	50.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	156	153	90	58.8

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.17	3.54	4.18	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.18	0
Female	3.46	0
Male	4.87	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5.13	0
White	4.11	0
English Learners	7.14	0
Foster Youth	0	0
Homeless	2.38	0
Socioeconomically Disadvantaged	6.18	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.05	0

2023-24 School Safety Plan

The school safety plan was updated and approved in October 2023 by the School Site Council. The school maintains a designated Site Safety Lead Team that meets regularly, a trained Critical Incident Response Team, and practices emergency response several times each school year. The Lake Tahoe Unified School District Emergency Operational Plan was updated in 2022/2023 in collaboration with several local agencies. The school and District work in partnership with local and state law enforcement and fire agencies in addition to other public agencies 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 during an actual event. In addition, all local law enforcement and fire/medical agencies respond to many of the drills and exercise a joint task force approach to emergency responses. Real-time practice scenarios are essential to the STHS 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, staff training is provided to address and refresh each employee's knowledge of general safety issues, identification and prevention of possible violent behavior indicators, personal/situational awareness, medical and emotional attention, security, and safety strategies.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	32	13	3
Mathematics	22	10	10	6
Science	27	3	9	3
Social Science	19	15	11	10

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	13	31	14	4
Mathematics	24	8	15	5
Science	23	4	11	1
Social Science	18	18	19	7

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	41	16	3
Mathematics	23	10	19	2
Science	17	8	8	0
Social Science	17	22	18	6

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	518.64

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	5.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16957	5633	11324	77857
District	N/A	N/A	10170	\$82,209
Percent Difference - School Site and District	N/A	N/A	10.7	-5.4
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	39.3	-5.2

Fiscal Year 2022-23 Types of Services Funded

Students at STHS have access to a comprehensive support system which includes multi-level EL classes, special education, Directed Studies, CTE classes, counseling and 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,786	\$50,875
Mid-Range Teacher Salary	\$80,672	\$79,761
Highest Teacher Salary	\$112,435	\$103,045
Average Principal Salary (Elementary)	\$134,951	\$128,154
Average Principal Salary (Middle)	\$119,500	\$131,774
Average Principal Salary (High)	\$124,600	\$142,676
Superintendent Salary	\$211,000	\$211,462
Percent of Budget for Teacher Salaries	34.61%	30.11%
Percent of Budget for Administrative Salaries	5.23%	5.49%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	12.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	2
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	9

Professional Development

South Tahoe High School staff participate in ongoing professional development focused on student-centered collaborative practices, social-emotional learning, and content-specific training. Professional learning and collaboration are focused on instructional practices to support student learning in all subjects. Staff also access professional development nearly every Wednesday as a department or in teams to collaborate about student learning and progress. Additionally, staff meets monthly as a whole and by department, utilizing early release time for deeper work, attending conferences, and extended hours. Professional learning for staff is coordinated and supported by STHS administrative staff along with district Educational Services staff, peer mentoring, and teacher leadership. During the fall of 2023, staff also had the opportunity to participate in a paid 2-day training provided by Marzano Resources prior to the start of the school year. Budget cuts for 2023-2024 have significantly limited STHS's ability to continue professional development in certain areas for the time being.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	33	36	41