

South Tahoe High School



FOCUS ON LEARNING



Mid-Cycle Progress Report

March 25-26, 2019

Accrediting Commission for Schools
Western Association of Schools and Colleges

South Tahoe High School
1735 Lake Tahoe Boulevard
South Lake Tahoe, California 96150
Lake Tahoe Unified School District

VISITING COMMITTEE

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CONTENTS

I: Student/Community Profile Data	1
II: Significant Changes and Developments	14
III: Ongoing School Improvements	18
IV: Progress on Critical Areas for Follow-up/ Schoolwide Action Plan	20
V: Schoolwide Action Plan Refinements	31
Appendix:	
California Dashboard Data and Analysis	48
Data Tables	55
STHS Staff Professional Development Activities: 2018-19	63
STHS Meeting Schedule	64
STHS Professional Development Plan	65
Viking Vision Plan- 2022	67
2018 WASC Visiting Committee Probationary Report	76

I: Student/Community Profile Data

General Background and History

Perched high atop Viking Hill on the eastern edge of El Dorado County, South Tahoe High School sits at 6,330 feet elevation and commands a view of breathtaking vistas: Tahoe Mountain to the east, a panorama of the South Lake Tahoe community to the west, verdant woods and snow-capped mountains in all directions. However, the best way to experience the true beauty of South Tahoe High School is by looking inward at its students, staff, facilities, and educational opportunities. South Tahoe High School students are truly a reflection of the extraordinary place in which we live.

Demographics

South Tahoe High School is the four-year comprehensive high school for the Lake Tahoe Unified School District. Most recent data show that our enrollment of 1,083 is primarily white (49.3%) with a sizeable minority population (41.2% Latino, 5.0% Filipino, and 4.5% other). Over 50% of the students at South Tahoe High School are classified as Low Socio-economic Status. Our English-Learner population is 145 students, or 13.4%, an increase of 2.8% since 2010. Our Special Education population is 11.6%, and currently, 49.9% of South Tahoe High School students qualify for Free and Reduced Lunch Program. The Foster Youth enrollment is 1.0%, the homeless enrollment is approximately 4%, and the unduplicated count for all programs is 58.3%. Parents of 34% of South Tahoe High School students have earned college degrees. These data include all the students in our comprehensive high school and the Independent Learning Academy located in South Tahoe High School's Stadium View building. Combined, these programs serve the diverse student population in our community. In 2000, South Tahoe High School became an Advancement via Individual Determination (AVID) National Demonstration Site, and has earned that distinction through the 2019-20 school year. Surveys taken among all stakeholder groups indicate that the majority of students, parents, and teachers believe that South Tahoe High School prepares students for college, career, and life, and provides access to the courses the students require and exercises fairness in assigning students to those courses (see appendix). The students have a sense of connectedness or belonging on campus, and families believe they have multiple opportunities to exercise that connectedness. Overall, students and families feel they are safe on campus.

Family and Community Trends

South Lake Tahoe is a relatively geographically-isolated resort community situated next to the Nevada Stateline. Traditionally, our community has had a small, service-oriented, business economy focused on recreation, ski, and casino/hotel industries. Many Nevada casino employees reside in our district. Due to the seasonal nature of the community's economy, transience rates are high. The 2018 median household income for a South Lake Tahoe family was \$40,572, significantly lower than the county and state median household incomes, and down by about \$4,000 from 2007. According to the City of South Lake Tahoe data, in 2007 the median price of a single-family dwelling in South Lake Tahoe was \$403,000. Today, the price of a single-family dwelling is \$502,500. An enormous disparity exists between income and cost

of housing. Combined with the economic downturns of 2008 and 2009, this factor has contributed to continued district-wide decreasing enrollment, however current enrollment is now on the rise, eclipsing the 1,000-student mark—by 83 students—at the beginning of 2019. As a result of lower income, seasonal labor opportunities, and a 24-hour gaming lifestyle, our rural/remote community experiences many of the same issues facing urban communities. Over the past few years, our community has endured a period of increased change and uncertainty. The increasing number of casinos in California and elsewhere has affected gaming, our largest industry. Ski resorts must operate at the whims of climate: heavy snowfall in the winter of 2016-17 made for excellent ski and snowboard business, but these activities stall if there is no deep, consistent snowpack. Local hotel/casinos have merged, consolidating services and reducing the number of jobs available in town. At the same time, redevelopment has moved the community towards the Vail/Aspen model of a “destination resort,” centered on the high-end tourist. Corporate businesses are displacing the “mom-and-pop” small businesses that were the backbone of the local economy for years. The statewide jump in real estate prices and scarcity of inventory since 2007 has created a high-end real estate market, forcing working families to move to nearby communities in Nevada to find affordable housing, families that include many of our teachers, firefighters and police officers, and other city employees.

The district’s student enrollment declined at a steady rate, losing over 2000 students in the last twenty years – a loss of 34% from our 1997-1998 district enrollment of 5,978. In the last ten years, the grades 9-12 enrollment has dropped 21% from 1363 in 2008 to 1,083 this year. This current school year has seen a decrease across the district, with a loss of 45 students to date. There has been an increase in elementary enrollment, and growth at the high school stands at 70 students. While our demographic balance has remained about the same – roughly 50% white and 40% Hispanic/Latino, the current data indicate that 49.9% of our students qualify for Free/Reduced Lunch. In 2014-15, we issued 264 work permits; this year, by January of this year, 65 work permits had been issued, plus 12 Workability Permits. The number of work permits is never a true indication of how many students work, though, because students working in Nevada aren’t required to have California work permits. The drastic drop in permits in the last four years clearly indicates the dire economic straits the city is experiencing. We can identify approximately 4% of our students who are living on their own or not with any legally responsible adult, although we suspect the number is much larger. The superintendent has recognized this problem and has maintained the level of intervention resources for these students in the form of expanded McKinney-Vento support. Another indication of the current fragile state of student situations is that about 45% of our students live with just one parent or other legally responsible adult, family or non-family.

A joint effort between the South Lake Tahoe Police Department and LTUSD provides a law enforcement presence in the form of a School Resource Officer who is assigned to the STHS campus four days each week. Three security personnel patrol campus, and, in addition, the County of El Dorado employs a Probation Officer who provides support for students on probation and helps students avoid pitfalls. Just as good classroom management employs proximity, these personnel provide adult proximity throughout campus and play a role in low off-campus suspension and expulsion statistics at STHS. Additionally, the Code of Conduct, a co-developed document shared between the High School and the Middle School, provides guidance and consistent expectations for student behavior.

South Tahoe High School is in the thirteenth year of the 4X4 schedule, allowing students greater choices and flexibility in their high school schedules while providing them increased options to accelerate and/or remediate, as well as increasing elective course offerings. After the inception of the 4X4 schedule, we instituted the 4X4 Oversight Committee, comprised of parents, students, teachers, and administrators. Based on extensive research, discussion, analysis of data, and community input, the committee's final recommendations to the board included moving to a "hybrid 4X4" schedule, which we initiated in 2009-2010. In this hybrid schedule, we can offer some classes all year long, and some on an A-B Day basis, while we offer the majority of classes in daily 85-minute blocks for one term each. These adaptations have allowed us to meet the state required minutes of daily PE for 9th and 10th graders, to address the issues surrounding offering band all year, and to address the needs of AP and support classes. Ongoing conversations regarding the Master Schedule allow for optimal program refinement.

In the last six years, we have continued to work to improve our offerings for students by working to integrate CTE and college dual enrollment opportunities. Teachers have revamped the Health Seminar Course to include a College and Career Choices curriculum from the "Get Focused-Stay Focused" project to equip entering high school students for the rigor and challenges of high school. Every student who completes the curriculum earns five units of college credit from Lake Tahoe Community College. Currently we offer 36 sections (6 dual-enrollment courses) and currently 528 (49%) of the student body at South Tahoe High School are dual-enrolled in Lake Tahoe Community College. We continue to offer Senior Project, a required graduation standard, which requires 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 panel of community members and faculty.

STHS has strong Career Technical Education (CTE) and Workability programs linking the school curriculum with the business community. With strong support from the District, our school has developed dual-enrollment CTE classes that assign college credit, on a college transcript, encouraging all students to continue their education beyond high school. The CTE program consists of multiple pathways including Arts, Media and Entertainment, Hospitality and Tourism, Transportation, Construction, and Sports Medicine/Dental. Additional District funding for introductory CTE programs at South Tahoe Middle School is provided for Digital Media Arts and STEAM Makerspace classes. STHS faculty and administration wrote and received Career Technical Education grants totaling more than \$30 million to create high-quality programs that meet local, regional and sector needs. In addition, despite local economic downturns, our community demonstrated support for our school in fall of 2008 by successfully passing the "Measure G" Bond which provided \$64.5 million to Lake Tahoe Unified School District for much-needed facilities improvements. As a result of the bond passage, STHS raised the necessary matching funds for the grants including several Career Technical Education (CTE) grants and one Overcrowding Relief Grant (ORG), as well as a joint-use project for a new Cafeteria and Student Union facility. STHS participates in a CTEIG consortium with El Dorado Union High School District and Buckeye High School, providing \$750,000 over three years for program expansion and maintenance. The new programs and facilities assisted in the transformation of student attitudes toward the school and provided support for comprehensive CTE programs.

Flexibility is a key issue at STHS. We strive to meet the needs of families and students by designing programs that allow students to be successful and graduate while still ensuring that they meet standards. Our on-campus Independent Learning Academy (ILA) program provides greater access and options for families and students. We also offer Independent Study Agreements for students who are gone for short periods, like our competitive skiers and snowboarders, students from seasonally employed families, students traveling to/from their native countries, and students facing short-term personal challenges. The three-year-old Tahoe Prep Hockey Academy housed on the STHS campus adds 35 students to the school enrollment offering a blended program with both face-to-face and online classes. Our online program offers all students multiple opportunities to individualize and enhance their educational program. The district employs a McKinney-Vento Coordinator who provides support for our homeless and foster youth student population; although this coordinator has a home base on the STHS campus, she serves all P-12 students.

State/Federal Program Mandates

In 2008, we became a targeted Title I school. We became a school-wide Title I school in 2010-11, and current data indicate 49.9% of students qualify for Free/Reduced Lunch. The School Site Council approved the implementation of the Link Crew freshman support program, and through staff and parent feedback, LCFF money was allocated to add a 3rd counselor, a full-time psychologist, student advocate, and a full-time nurse at STHS. As the LCAP continues to evolve, data is being collected and analyzed to address the impact of these additional programs and services.

Our counseling team makes a concerted effort to reach out to underrepresented groups and include them in programs that will prepare them for success in school and beyond. The AVID program provides encouragement and support to underrepresented students with the potential to be college bound. Despite many challenges, STHS staff members continue to work hard to address the needs of all students by providing them with an active and relevant curriculum based on rigorous expectations. For 2017-18, over 49% of 11th graders overall have met or exceeded the ELA standards, and approximately 30% have met or exceeded the Math standards. Both English and Math departments are focused on full implementation of CCSS and are reviewing, adopting, and implementing new curricula that are better aligned, more up-to-date, and more relevant.

South Tahoe High School continues to target resources to ensure all students have access to the core curriculum. Our English learners receive support as needed through EL classes. We also offer services and curriculum to engage and support students such as in-classroom support through a bilingual instructional aide, AVID, Native Spanish and Advanced Placement Spanish courses, as well as hands-on career focused on-site CTE program courses and pathways. As 11.6% of our population has been identified as needing special education services, we offer a comprehensive Special Education program which provides special education students with targeted support to access core curriculum through case management, in-class support, individualized targeted intervention, and a fully staffed learning center available to students during the day. Additionally, our counselors coordinate with community service agencies including the El Dorado County Mental Health Department, Live Violence Free,

and Tahoe Youth and Family Services, to provide students wraparound support that helps ensure their academic and social needs are met to the best of our ability.

Parent/Community Organizations

South Tahoe High School enjoys enthusiastic support from the community and parent members. Family support is on the rise from active booster clubs focusing on supporting individual athletics to our Vikings Boosters Club that focuses on providing financial support for Viking Vision, academics, and clubs along with athletics. The Performing Arts Booster Association (PABA) helps performing and visual arts programs and productions, as well as providing enrichment funds for field trips and competitions. Athletic teams receive support from the Viking Boosters (who, in 2019, will offer two \$1,000 scholarships to top students who embody the Graduate Profile), Quarterback Club (Football Boosters), Dugout Club (Baseball Boosters), and the Basketball Booster Club. Senior Project gets huge community and parent support each year: roughly three hundred community members support the Senior Project program by volunteering as mentors to seniors and panelists at the mid-year and year-end presentations.

Community Foundations

The Lake Tahoe Unified School District receives foundation support from the Lake Tahoe Education Foundation (LTEF), a non-profit organization, which is “dedicated to excellence in education, supporting the educational programs and needs of the Lake Tahoe Unified School District.” The Foundation’s stated goals are to: “build a relationship of business, education, and the community; raise funds that will enable the foundation to provide support for LTUSD programs; promote the value of education through recognition of LTUSD personnel with ‘Celebration of Education’ at which district retirees are feted and the Foundation’s plans for the following year are announced and other activities; recognize community individuals and/or organization for their contributions as “Friends of Education.” The LTEF has supported class-size reduction in the district by raising and donating funds, supported music and literacy programs at all levels, and has provided mini-grants to fund proposals brought forward by teachers in the district. Specifically, the LTEF has granted a total of \$203,228 to STHS programs since 2014. Some of the programs funded include: Music Program, Theatre Production, AVID College Field Trip, Digital Photo, Angora Planting, Live Broadcast Expansion, and 3D Modeling of Chemical Molecules.

School/Business Relationships

The business community of South Lake Tahoe helps sustain the high school programs tremendously. In addition, when a club, team, or other organization needs to raise funds, local restaurants will host dinners and donate proceeds to the cause and local service clubs will leverage their resources to host fundraising events such as pancake breakfasts. The USDA Forest Service has partnered with the “Generation Green” campus club which strives to build stewardship and leadership in traditionally underrepresented student populations and has provided an average of seventeen paid internships per summer over the past ten years. Generation Green graduates have gone on to secure full-time, permanent positions with the Forest Service and other federal agencies upon high school and college graduation. Graduating

seniors receive financial support in the form of community scholarships. Local service, professional, labor, religious, military, and business organizations, team up with various individuals and distribute about \$250,000 in scholarships and grants for post-secondary education at the year-end Senior Awards Night. Through the Adult Education Consortium, and relationship with Lake Tahoe Community College, STHS meets with business leaders, public service entities, ie., Work Innovation and Opportunity Act (WIOA) Program, Mental Health, Chamber of Commerce and Strong Workforce to align CTE and other programs with community needs.

Staff Description

STHS has a total of 70 credentialed teachers, of which six are CTE credentialed only. Since 2010, STHS experienced a decrease in average teacher experience due to retirements. The average teacher experience has stabilized as the new teachers stay and gain classroom experience. More teachers on campus fall within the 4-to-10 years of experience range than in 2013, when a larger percentage of teachers fell within the 16-to-20-years-of-experience range. Currently, fifteen teachers are in either their first or second years of teaching.

South Tahoe High School teachers are predominantly white (93%) and have served the Lake Tahoe Unified School District, on average, thirteen years, eleven of those at STHS. Twelve teachers have a baccalaureate degree alone, twenty-eight have earned a baccalaureate degree plus at least 30 credits, nineteen have master's degrees, and an additional ten have master's degrees plus at least 30 credits. Gender distribution is relatively even. STHS employs three school counselors and a share an alternative education counselor with Alternative Education Programs and Mt. Tallac High School; STHS also employs one site school psychologist, a student advocate, a part-time social worker, and one full-time nurse.

ACS WASC ACCREDITATION HISTORY FOR SOUTH TAHOE HIGH SCHOOL

South Tahoe High School received a two-year probationary accreditation term in March of 2016. In March 2018, the Probationary Visiting Committee recommended--and WASC re-issued--the return to a six-year accreditation cycle. Prior to that, the school had received six consecutive six-year terms of accreditation.

STHS' ESLRs known as the "Viking Goals" were established in 2010 (*Demonstrate Academic Proficiency, Transition Smoothly into an Occupation or Career, Be Physically Fit, Be Involved, Be Responsible, Use Technology Responsibly*) and have evolved—through numerous discussions with parents, students, and staff—into the "Viking Graduate Profile," a key element of the school's Viking Vision 2020. At the beginning of the 2018-19 school year, the STHS learning community revised its Viking Vision to "...2022" to reflect the youngest (graduating class of 2022) student population we serve. Furthermore, at the suggestion of the WASC Visiting Committee in 2018, administration, staff, parents, and students are concentrating on one Graduate Profile attribute per year, starting with "Character" for the 2018-19 school year. The Graduate Profile highlights the 21st Century Learner and focuses on Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence (*Financial and Physical Fitness*) skills (see Section V). Each component of the Graduate Profile includes observable and measurable behaviors. 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 preparing South Lake Tahoe's next generation with college and career choices while cultivating essential qualities enabling them to flourish and thrive. The Viking Graduate Profile represents academic, personal, and interpersonal skills that each South Tahoe High School student will demonstrate by graduation.

LCAP IDENTIFIED NEEDS AND DESCRIPTION OF GOALS THAT APPLY TO THE SCHOOL

The Lake Tahoe Unified School District, in its 2017-18 Local Control and Accountability Plan (LCAP), identifies four goals:

1. Increase Academic Performance,
2. Enhance Stakeholder Communication and Collaboration,
3. Provide Maintenance and Operations to Support Instruction, and
4. Provide Foster Youth Access to Quality Education.

Of these, Goals 1, 2, and 4 directly support student-centered learning at South Tahoe High School. We are committed to increasing academic performance as measured by the CAASPP Smarter Balanced Summative Assessments in English Language Arts and Mathematics, enhancing stakeholder communication and collaboration through regular meetings of parent groups, and addressing the needs of foster youth by providing wraparound services for all students.

Throughout the dynamic LCAP process, stakeholders provide input a variety of ways. District and Local Educational Agencies (LEAs) solicit and receive vital information through our English Learner Advisory Committee (ELAC/Cafecitos), District English Language Advisory Committee, PTA, Parent Trainings, Family Events, PTA Presidents' Roundtable, CCSS Advisory Committee, Teacher Collaboration, School Safety and Staff Meetings, Department Data Meetings, School Site Councils, South Tahoe Teachers' and California School Employees Associations, Leadership and ASB Student Groups at South Tahoe High School and South Tahoe Middle School, TRiO Educational Talent Search and Upward Bound, district advisory councils, Community Advisory Liaison-Family Resource Center, Support Providers for Wraparound Services Program (*Live Violence Free, Tahoe Youth & Family Services, Tahoe Turning Point, and Family Resource Center*), El Dorado County Office of Education Services Liaison Staff Member, Board of Education Study Sessions and Public Hearings, and worked in conjunction with Elementary and Secondary Site Principals. Additionally, through LTUSD Board Initiative Committees, there is a concentrated focus on Sustainability, Physical Education, Nutrition and Social-Emotional Learning.

The greatest needs identified in the LCAP include increasing English Learner progress and improving English Language Arts and math performance. The actions planned by the district include continuing to integrate and implement CCSS adopted ELA (TK-12), ELD (K-12), and math (TK-12) curricula, and continuing the ELD program implementation and Professional Development focusing on Long-Term English Learner (LTEL) needs and ELD standards.

SCHOOL PROGRAM DATA

South Tahoe High School enrolls students, grades 9-12, in a two-term, annual academic program on a traditional school calendar using a hybrid 4X4 system, beginning the last week of August and continuing until the second week in June. Students take four to six classes per term, for a total of eight per year. Some courses, like physical education, math support, and social studies, may meet on an A-Day/B-Day schedule (every other day, all school year). Counselors meet annually with students to provide academic planning and guidance, assist with scheduling, and assist with building their 4 and 10-year plans. Students are encouraged and supported to follow their college and career pathways. Recently, the School Site Council requested feedback on the schedule and while perception data indicated that the majority of the community appreciate the 4X4 schedule, some concerns have been expressed and a small working group will recommend solutions as we begin the 2019-20 master scheduling process.

Students may take advantage of courses in a wide variety of disciplines: Advanced Placement (9 courses and 12 sections), Honors (6 courses and 9 sections), English, Career Technical Education (CTE), World Languages, Mathematics, Physical Education, Science, Social Science, Special Education, and Visual and Performing Arts. Some higher-level courses carry prerequisites for enrollment, like Sports Medicine II/III that requires successful completion of Sports Medicine I. In addition, students may take courses in the Independent Learning Academy (ILA) or may take one or more of several online courses offered. They may also seek voluntary enrollment in the National-Demonstration-caliber Advancement via Individual Determination(AVID) College Readiness System. All students have access to the full spectrum of courses appropriate to their achievement and goals. Each academic department offers UC/CSU A-G courses to ensure all students meet their college/career goals.

Teachers at South Tahoe High School regularly employ several varied instructional strategies on any given day to engage students, including bell-to-bell learning, collaboration, lecture, Socratic discussion, small and whole group instruction, use of posted learning objective(s) or Essential Question, Critical Reading and Writing, higher level questioning, flipped classroom and Project-Based Learning (PBL). The Lake Tahoe Unified School District Board of Trustees requires students to demonstrate their writing and communication skills in their senior year in a long-term Senior Project capstone presentation consisting of a research paper, a physical product, and an 8-12-minute presentation in front of a panel of community members and school faculty.

STHS has three school counselors, a part-time alternative education counselor, a student advocate, part-time social worker, and a school psychologist that address the social, emotional and academic needs of all our students. The counseling staff holds regular lunchtime meetings to help students complete and submit college applications, conduct meetings to assist students applying for scholarships in the winter, provide classroom presentations, coordinate the Senior Awards night, and facilitate the 8th-grade orientation meetings in the spring to ease the incoming ninth-graders' transition to high school. Through a partnership with Lake Tahoe Community College (LTCC), STHS houses the TRiO Upward Bound and TRiO Educational Talent Search programs. The TRiO Educational Talent Search program serves an average of two hundred and fifty students per year and provides on-site academic and test tutoring, access to college visitation field trips, and assistance with college and scholarship applications.

The TRiO Upward Bound program serves an average of fifty students per year and provides the same services as the TRiO Educational Talent Search program with additional support in the form of Saturday and Summer Academies focused on enrichment and acceleration in core academic areas as well as SAT/ACT prep sessions. Additional personnel providing wraparound support include a dedicated full-time school nurse, two student advocates, one serving McKinney Vento students experiencing homelessness, and one providing wrap-around services for identified students, as well as a School Resource Officer assigned by the Lake Tahoe Police Department; the campus also houses a full-time Probation Officer through El Dorado County. Four classified staff serve as security and support personnel, promoting a safe educational environment and offering alternatives to off-campus suspensions.

The district technology team is comprised of four full-time tech support staff including a TK-8 Education Technology Coordinator, Director of Information Technology (IT), Lead Technology Specialist, and a Multi-Media Technician, directly and indirectly providing technological support of the 1:1 technology that has been in place for over nine years, as well as all the extensive technology in the classrooms and throughout the school. STHS issues students Chromebooks for use throughout the year; students have the option of buying their school-issued Chromebooks at a great discount upon graduation. Teachers employ the Google Suite of applications, using Google Documents, -Slides, -Sheets, and other applications in concert with the Google Classroom platform. Teachers post announcements, assignments, surveys, and other information online for students, and can communicate easily with parents who similarly use the features available to check the progress of their student(s). STHS offers several online courses; this term, STHS students are taking advantage of seven math courses, seven ELA, four science, four social science, three World Languages, and three courses that can be classified as promoting “Healthy Independence” (like Personal Finance and Career Planning and Development). A dedicated teacher supervises these courses on campus in the Independent Learning Academy.

DATA ON ADDRESSING THE EIGHT STATE PRIORITIES

LCFF Priority 1 - Basics (Teacher, Instructional Materials, Facilities)

One hundred percent of teachers at South Tahoe High School are appropriately assigned pursuant to Ed. Code and are credentialed in appropriate grade level and subject areas. Of them, none are instructing outside their credentialed areas and only one teacher has a Short-Term Staff Permit. One teacher is enrolled and progressing successfully in an intern program. Twenty-seven STHS teachers have earned advanced degrees. Teachers at South Tahoe High School average fifteen years teaching experience and average thirteen years with the Lake Tahoe Unified School District. Four teachers are in their first year of teaching, and four are in their second year of teaching. Each semester, several teachers serve as BTS/TIP mentors or master teachers for the student teachers’ teacher training programs. Data tables at the end of this chapter outline professional development activities and the individuals who participate in them.

LCFF Priority 2 - Implementation of Academic Standards

Each academic department on the South Tahoe High School campus has implemented academic, content, and performance standards for its students. These standards align with the Common Core State Standards (CCSS). The Lake Tahoe Unified School District charged each department with the task of examining the standards and redesigning courses to align with the CCSS, designing common assessments within the department, and implementing instruction that will ensure the highest student achievement possible. Subcommittees in each department designed and implemented course outlines, pacing guides, and assessments that were reviewed and approved by site administrators, district administrators, and the Lake Tahoe Unified School District Board of Trustees. Curricular materials have been similarly reviewed and approved by all three levels of oversight; this process also included time for public display of the materials and scrutiny by the local community. Each department also reviews and revises these guides and syllabi annually in department meetings.

LCFF Priority 3 – Parent Engagement

South Tahoe High School administrators and staff members recognize the critical role of family, parents, guardians, and other community members play in making sound, rational decisions on matters that concern students. Therefore, we make a considerable effort to involve these stakeholders in decision-making. In the course of a typical month, South Tahoe High School will invite family and community members to meetings of English Learner Advisory Committee (ELAC, or, as we refer to the committee, Cafecitos), Boosters, Performing Arts Boosters Association, Viking Vision, or School Site Council meetings where participants make data-driven decisions that impact student learning. For example, families have been most active at principal-led “Viking Vision” meetings where participants—including family, staff members, students, site administrators, district administrators, and Board of Trustee members—convene to contribute to the Graduate Profile, identifying the characteristics we intend graduates of STHS to possess (Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence).

LCFF Priority 4 – Performance on Standardized Tests

South Tahoe High School students’ achievement on the California Assessment of Student Performance and Progress (CAASPP) showed improvement in English Language Arts although there was a decline in 2017-18. Math performance was relatively maintained and has room for growth. See Appendix for more detailed reporting and analysis in the California Dashboard section.

We have also noticed a slight decrease in the number of students taking the ACT and SAT standardized college entrance examinations. Informal narratives from students indicate that the reasons may include a decrease in the number of students intending to continue to a four-year college immediately after graduation and the financial limitations of students’ families in paying for the exams. Most of the test-takers are enrolled in AVID 11 and AVID 12; these students are actively encouraged to take the exams for college admissions. With a change in the local test-taking policy, the number of AP test takers has continued to decrease (see Appendix). Although fewer students are taking AP exams, there has been a slight increase in the number of students scoring ≥ 3 on Advanced Placement exams, from 52% in 2013-14, 51%

in 2014-15, 47% in 2015-16, and 53% in 2016-17. No data are available yet from the California Department of Education for post-2017 test-takers. The academic counselors are responsible for maintaining UC course submission and approval, as well as NCAA and online course compliance.

English Learners make up approximately 13.4% of students at STHS. However, 85% of our English Learners are considered to be LTEL as they have had EL classification for six or more years, a percentage that has remained stagnant since 2014. Due to a data reporting error, there were no students reclassified at STHS in 2014-2015. The students in question were consequently reclassified in 2015-2016, resulting in skewed English Learner data. The reclassification data reported is as follows: 30% in 2015-2016, and 7% in 2016-2017. The 2015-2016 reclassification results are unusually high due to an aggressive reclassification focus in combination with the data reporting error in 2014-2015.

The English Learner Progress Indicator (ELPI) was launched in the Spring of 2017 in a pilot phase and was operationally released in the Fall of 2017. The ELPI analyzes the progress that EL students make toward attaining reclassification. In order to be considered to be “making progress,” students will need to demonstrate achievement using one of the following: increase one California English Language Development Test (CELDT) level per year; maintain Early Advanced or Advanced status, or achieve reclassification to RFEP Status. We expect this metric to be updated with the implementation in the Spring of 2017 of the English Learner Proficiency Assessment for California (ELPAC). In the Spring of 2017, the STHS ELPI showed that 63.3% of students made progress toward reclassification while 79.4% of students made progress in the Fall of 2017. STHS has seen an upward trend in overall achievement in Overall ELA CAASPP scores, from 43% of all students either meeting or exceeding the standards in 2014-2015 to 61% in 2016-2017. In Overall Math, CAASPP achievement has increased from 20% of all students meeting or exceeding the standard in 2014-2015 to 32% in 2016-2017. Additionally, in reviewing the D and F list for the past two semesters, we noticed an alarming trend as the majority of students identified on the list are LTEL. Clearly, this is an area of great need and has provided our school and district with an additional area of focus and direction. As we are committed to the success of **all** of our students, we are dedicated to finding options to enhance our educational practice with respect to the LTEL population.

South Tahoe High School teachers assess students using multiple measures, including common course assessments, end-of-course exams and evaluate student performance on placement exams to enroll students in courses appropriate for them. The Lake Tahoe Unified School District requires that all students successfully complete a Senior Project that involves writing a formal research paper, working with a mentor for at least fifteen hours to create a physical project, and discussing the project with a panel of faculty and community members in an 8-12-minute presentation.

Other Local Assessments

- a. End of course examinations, writing assessments for AVID recruitment, results of diagnostic assessments, MAP assessments (3-8), Fitnessgram, ALEKS Math Assessments, diagnostic assessments indicating the number of students reading at or below the 6th grade level and performing below the 7th grade level in math; formative and summative curriculum and text-embedded assessments.
- b. Other assessments/placement tests used by the school to place students.
- c. Report card analyses percentage of Ds and Fs for last three Semesters.
- d. Course completion data.
- e. Online course assessments.

LCFF Priority 5 - Pupil Engagement

- a. Graduation rate - performance category on LCFF rubrics.
- b. Chronic absenteeism - performance category on LCFF rubrics.
- c. Dropout rate for middle school and high school.
- d. Tardiness rate.
- e. Average daily rate of attendance.
- f. Other local survey data.

LCFF Priority 6 - School Climate

- a. Suspension rate
- b. California Healthy Kids Survey (every other year)
- c. Expulsion rate
- d. Discipline referrals
- e. Student participation in co- and extracurricular activities
- f. Other local measures, including crime statistics, and surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

LCFF Priority 6 - Access to a Broad Course of Study

All students have access to rigorous CCSS-aligned courses of study that are UC-approved and/or CTE pathway aligned.

LCFF Priority 7 - Other Pupil Outcomes

LTUSD is committed to responsibly providing the fiscal and human support to ensure all students are successful. See LCAP Annual Report.

SCHOOLWIDE LEARNER OUTCOMES

In keeping with “Viking Vision,” which includes the South Tahoe High School Graduate Profile, students are becoming focused on several crucial competencies necessary for success in 21st-century life, work, and society. As we introduce and discuss the qualities of the STHS graduate with the student body at large, we are identifying those areas where the most growth is needed. For example, while the tradition of Collaboration is firmly in place with several staff members using group project and group presentation strategies, we also recognize the room for our students to grow in their ability to apply these collaboration skills to the Smarter Balanced Assessments and increase performance in ELA and math. Students and parents at Viking Vision meetings identified a large area of growth: they tell us students feel a need for more guidance in life skills like tax preparation and personal finances, prompting the addition of the “Healthy Independence” aspect of the Graduate Profile. In addition, seniors choose a research topic they are interested in and identify an aspect of the topic they wish to investigate. They then communicate orally and in writing as they complete their projects, needing to write a formal research paper, procure the help of a community mentor, and present their project to a panel of judges who also expect to see effective visual elements. Students in the Career Tech Education department demonstrate their Character in everything they do: the way they talk and act with each other and the adults in their lives.



South Tahoe High School Viking Graduate Profile

Critical Thinking

- Divergent Thinking • Creativity • Links Learning
- Strategic & Extended Thinking

Collaboration

- Works With Others • Values Teamwork
- Appreciates Variety of Learning Styles

Curiosity

- Committed to Lifelong Learning
- Exploration of Purpose • Self Directed
- Motivated by Questions • Takes Initiative

Communication

- Shares Verbally & in Writing • Shares Ideas
- Authentic Interaction • Active Listening
- Understands Nonverbal Cues & Cross Cultural Differences

Character

- Empathy • Resilience • Confidence • Grit
- Personal Responsibility

Healthy Independence

- Make Healthy Choices • Positive Peers
- Practice Healthy Habits • Develop Skills to Manage & Maximize Personal Finances



POWERED BY 

PERCEPTION DATA

In a survey conducted in January 2019, stakeholders shared their perceptions of how the school is doing related to the four goals in the Viking Vision plan and the Schoolwide Action Plan, safety, and a focus question about Character development. The survey was available in both English and Spanish language. In their report, the VC identified a need to improve our efforts at preparing students for college, careers, and life. In the survey, respondents (parents, students, and staff members reported that STHS was doing a good job preparing students: 49% responded with a 4 or 5 on a 5-point scale. 49% of respondents think STHS provides access to the courses they require and fairness in placing students in those courses (marking 4 or 5 on the survey). 52% of respondents believe they have a sense of belonging and/or connectedness to South Tahoe High School, 48% indicated they have opportunities for their families to connect to South Tahoe High School, and 57% of respondents feel “safe” at South Tahoe High School. An additional question on the survey in 2019 asked, “How well does STHS support our students' character development?” about 79% indicated that STHS was doing either “Somewhat well,” “Very well,” or “Extremely well.”

II: Significant Changes and Developments

Despite the short time since the last WASC visit, significant changes in staff are present, the student body is growing and changing. Additionally, in an effort to build capacity in our staff, new roles are emerging to develop school leaders. We made refinements to the Code of Conduct to address attendance and discipline concerns.

Staffing Transitions and Changes

The 2018-19 school year represented significant staff turnover due to a number of retirements and transition within the district. This year, the school welcomed 12 new teachers, two counselors, and several new support staff. Due to an unexpected administrative vacancy, STHS is currently staffed with one principal and one assistant principal. Bob Grant, formerly the CTE/VAPA Coordinator was promoted to Director of Secondary Education in August 2018 and oversees articulation and resource support for the district's secondary schools. These changes have resulted in the need to support new staff and engage them in the work that began in 2017-18 with Viking Vision through collaboration and contribution.

2018-19 Staff Changes		
Staff Description	In District	New to District
1 Math - Teacher		1
1.5 SPED - Teachers	1	.5
2 Science Teachers		2
3 English Teachers	1	2
2 World Language Teachers		2
1 Social Science Teacher		.6
1 Independent Learning Academy Teacher	1	
1 CTE (Dental) Teacher		1
2 Counselors	1	1
1 Athletic Director	1	
1 Security Staff	1	
1 English Learner Instructional Aide	1	
3 SPED Instructional Aides	2	1
.4 Social Worker		.4

Student enrollment

Student enrollment is growing and changes in demographics continue to drive our work to meet the needs of a socio-economically diverse student body. For example, enrollment has risen from 1013 in 2017-18 to 1,080 students currently. Based on enrollment at South Tahoe Middle School, we expect to see a net gain of approximately 70 students by 2019-20. By 2020, we may be serving 1,200 students. There are slight changes to demographics that show a 1% increase English Learners and 2% Hispanic students. Additionally, the Two-Way Bilingual Immersion (Spanish) program continues to expand.

Building Capacity in Our Staff

Given the number of new staff and critical learner need, it became clear that it is vital to build leadership and specialized skills in our current staff. Below are brief descriptions of these developments.

Note: Each position was developed with the department chairs as a result of the LCAP and master scheduling process. Each position links to Viking Vision Goals or development of the Viking Graduate Profile. Departments had input into which teachers were identified.

Literacy Support & Coaching

The English department chair is working with English teachers to support the two new English teachers, articulation with middle school, efforts related to the Claim, Evidence, Reasoning framework, and create a school-wide literacy plan. She is also coordinating Writing/Language Lab support with two teachers who work directly with students.

Example: Ex. Two English teachers (one each term) have an open period to support students and colleagues. These teachers are also providing writing tips and feedback to the school.

Math Support & Coaching

One of the Math department co-chairs had a period in the fall to support teachers and students as part of the LCAP allocation for intervention. She provided in class support and small group or individual support to students based on teacher recommendation. In response to student performance and her work with the department, this teacher is now co-teaching a math class with one of the Special Education teachers in an effort to provide differentiated support and student outcomes.

Project Based Learning (PBL) Coaching

STHS's resident PBL teacher expert provided workshops, planning, and classroom support to teachers working on student-centered and/or interdisciplinary projects.

Science and STEAM (Science, Technology, Engineering, Art, Math)

One of our science teachers is fulfilling a partial district role to support articulation efforts in science and the STEAM classes.

Social and Emotional Learning (SEL) Development

One of the AVID/Health teachers has been working with students and staff on activities related to our focus on character. She is working on developing student groups and lessons related to well-being, relationships skills, self-awareness and responsibility including alcohol and other drugs. This teacher serves as ASB Activities Director in the Spring.



Code of Conduct Developments

Electronic Devices

No electronic devices in classes.
 Removed teacher discretion.
 Purpose - Focus on human, face-to-face connection and remove the distraction from learning.

South Tahoe High School

Electronic Devices

WHY?

- ⦿ Distracts from learning.
- ⦿ Gets in the way of HUMAN CONNECTION.
- ⦿ STHS staff care about our students' brain and socio-emotional development!

Code of Conduct

- ⦿ Cell Phones, wearable technology (Ex. Apple watch) and ear buds must not be visible or used during ALL classes including bathroom breaks.
- ⦿ STHS students may use cell phones or electronic devices before or after school, during lunch, break and passing periods.
- ⦿ The only appropriate devices for class use are LTUSD approved Chromebooks or similar computers.

Consequences

1. Warning and reminder to student to turn OFF and put AWAY device in pocket, bag or backpack.
2. Staff referral to the attendance office. Device is confiscated and held in the office for the remainder of the day.
3. Subsequent incidents: Student referral to the attendance office. Device is confiscated for remainder of the day and held for parent/guardian pick-up. Possible detention, community service, loss of parking privilege, 1-day suspension/OCR, etc.

South Tahoe High School

Tardies

WHY is it important to be on time to class?

- ⦿ We want to **MAXIMIZE** our students' **LEARNING OPPORTUNITIES**
- ⦿ For **SAFETY** reasons, we need to account for all students
- ⦿ Students who attend an entire class are much more likely to reach their **ACADEMIC POTENTIAL**
- ⦿ Students develop character traits such as **PERSONAL RESPONSIBILITY**

Code of Conduct

Students must be in their scheduled class by the time the second (tardy) bell has finished ringing.

- ⦿ Teachers take attendance within the first 15 minutes of each period.
- ⦿ Students who arrive after the tardy bell has rung will be recorded as tardy by the teacher (in AERIES).
- ⦿ The AERIES system will call &/or text parents/guardians each period in the event a student is marked tardy or absent.

If a student has a staff-authorized tardy, student must present a pass signed by a staff member which includes date and time.

Consequences

- ⦿ Students will complete a 20-minute detention within 3 school days for each tardy. (Starting with the 4th tardy per semester.)
- ⦿ Detentions will be held before school, during lunch, and after school.
- ⦿ Detentions not completed within 3 school days will result in the student being escorted at the end of third block to a mandatory lunch detention.
- ⦿ Excessive tardies (12 or more) will result in loss of privileges including extra-curricular activities, dances, parking, athletics, etc.

Tardies - Teacher records in Aeries away from security staffed tardy stations. Purpose to increase time in class and enable security staff to be more present throughout the school.



Character & Social-Emotional Learning

We are focusing on one quality in the Viking Graduate Profile per year while continuing to develop the remaining five. We are focused on character this year and are providing different activities and/or lessons throughout the year. SEL is important to the third goal in Viking Vision, Belonging and Community Connectedness. We are adding these elements into staff meetings and looking at ways to build positive relationships with students and each other.

Claim Evidence Reasoning and the Emergence of a School Literacy Plan

This framework originates from Science and is a vehicle for whole school literacy. CER will develop Viking Graduate Profile qualities such as communication, critical thinking, and curiosity. CER incorporates academic language and vocabulary and is a nexus standard between English, Math, and Science.

STEAM Science Course

Science, Technology, Engineering, Art, & Math (STEAM) is a new class within our Science department. This class is designed to engage students in critical thinking, collaboration, communication, and curiosity about science with the goal of inspiring students to enroll in more science classes. Participation in the class builds character through developing an “engineering mindset” and learning from trial and error.

Engineering

Applying science, mathematics, and practical knowledge for the improvement of humanity

Mindset

The ideas and attitudes with which a person approaches a situation

Financial Literacy Math Course

We have introduced a new math class that supports student request for financial literacy. This class is in response to the Healthy Independence quality of the Viking Graduate Profile. The class requirement is Math 2. Students are enjoying learning about investing, credit and debt and a simulated stock market project.

Counseling

Three counselors are working as a team to provide comprehensive school counseling services following the California Association for School Counselor Standards:

- 1: Engage, advocate for and support all students in learning.
- 2: Plan, implement and evaluate programs to promote academic, career, personal and social development of all students.
- 3: Utilize multiple sources of information to monitor and improve student behavior and achievement.
- 4: Collaborate and coordinate with school and community resources.
- 5: Promote and maintain a safe learning environment for all students.
- 6: Develop as a professional school counselor.

Each counselor has an area of emphasis - intervention, college and career guidance, and family engagement. However, each counselor works across these areas as part of the standards. Our fourth, vital counseling team member serves students who need alternative programming and intensive support.

In 2018-19, we are working in concert with our alternative education counselor, school psychologist, student advocate, and district social worker to identify students who need additional academic or social-emotional support. We are using data to identify students and are working with community-based organizations and in-house to provide group and individual interventions.

III: Ongoing School Improvement

Stakeholder Engagement

The process of engaging stakeholders in achievement data and monitoring our progress includes a variety of settings and purposes. These groups and purposes include district-level review during the LCAP process, School Site Council to contribute to the school site plan, Viking Vision Community meetings, Department Chair meetings, and at the teacher level in department collaboration. These meetings have surfaced or confirmed a persistent achievement gap and a decline in CAASPP results for both English and Math. Students were surveyed on their perceptions of the 11th-grade CAASPP test, attitudes and testing environment providing insight into their performance. The district community as a whole recognizes the need for more focused work and an effort to support literacy and math K-12.

Stakeholder surveys to track progress on the four Viking Vision and 2018 Schoolwide Action Plans reveal that there is little significant change, maintaining a similar degree of perception related to meeting goals.. To review, the summarized goals are:

1. College, Career, and Life Readiness
2. Access and Equity
3. Belonging and Community Connectedness
4. Family Engagement

Stakeholders report an average degree of experience as 3.5 out of 5 with 5 representing meeting goals “completely.” It is possible that the work is still in developmental stages and has yet to show progress. However, a deeper look through qualitative interviews and focus groups may provide insight.

Report Development

The Mid-cycle report was developed through a collaborative process with the STHS WASC Coordinator, Frank Kovac, Principal Carline Sinkler, and Bob Grant Director of Secondary Schools. Staff contributed to the assessment of our progress related to tasks identified in the 2018 Schoolwide Action Plan. Deeper, more reflective work occurred during department release days and review of Viking Vision Companion Plans which reflect the 2018 Schoolwide Action plan. Data, artifacts, and notes were synthesized to develop the report.

Coherence between the overarching Viking Vision plan, 2018 WASC Schoolwide Action Plan, LCAP, the School Site Plan, and Department Companion plans to result in overlapping and congruent documents that sustain focus on learning and advancement toward our goals.

Differentiated Assistance and the School Improvement Process

In the fall of 2018, the Lake Tahoe Unified School District (LTUSD) was informed by the El Dorado County Office of Education (EDCOE) that the district has qualified for Differentiated Assistance due to equity gaps related to English Learners, Students with Disabilities, and Homeless youth. In January 2019 the LTUSD team consisting of administrators from the district office and principals representing K-12 attended the first meeting. EDCOE is using Improvement Science to identify patterns of strengths and weakness, perform a root cause analysis, and customize support. Although the facilitation process guided by the county is new, the process and strategies for improvement will be incorporated into ongoing work and noted in the upcoming Schoolwide Action Plan refinement.

See graphics and timeline below.

Differentiated Assistance Facilitation Process



Differentiated Assistance (DA) Year 1 Process

EDCOE provides support in the identification of the LEA's strengths and challenges utilizing a continuous improvement model in order to address identified performance issues and disparities among student groups.



IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Progress on Critical Areas for Follow up

In March of 2018, a WASC Visiting Committee conducted a Probationary Visit to South Tahoe High School to review progress on critical areas of follow up and determine accreditation status. The Probationary Progress Report and subsequent visit provided evidence of progress on critical areas for follow up identified by the school and areas identified by the March, 2016, Visiting Committee. In preparation for the probationary visit and to update school improvement, the Schoolwide Action Plan was updated. The 2018 Visiting Committee commended the direction and content of the 2018 Schoolwide Action Plan and made recommendations for follow up.

Analytical comments and evidence based on the 2016 visit were discussed extensively in the March 2018 Probationary Progress Report. Each of the critical areas for follow up and areas recommended for strengthening are incorporated into the 2018-2022 Schoolwide Action Plan, a summary of our progress on 2017-18 identified critical areas for follow up (Schoolwide Action Plan goals) and 2018 Visiting Committee recommendations.

See below for a summary and brief update on 2015-16 Focus on Learning Critical Areas for Follow-up and Visiting Committee (VC) recommendations following the March 2016 visit.

2015-2016 Critical Areas for Follow-up and VC Recommendations
Critical Areas for Follow-up identified in the 2015-2016 FOL Schoolwide Action Plan
<ol style="list-style-type: none"> 1. Increase literacy and skills in Common Core State Standards among South Tahoe High School teachers. <i>Incorporated into 2018-2022 Goal 1 - College, Career, and Life Readiness</i> 2. Provide courses that meet the needs of all subgroups. <i>Incorporated into 2018-2022 Goal 2 - Access and Equity</i> 3. Formalize, publish and implement a comprehensive South Tahoe High School and South Tahoe Middle School Code of Student Conduct (COSC). <i>Published and updated for the 2018-19 school year.</i>
March 2016 Visiting Committee (VC) identified areas that need to be strengthened
<ol style="list-style-type: none"> 1. Parent involvement in the school decision-making process, including LCAP and the site plan. <i>Incorporated into 2018-2022 Goal 1 - Family Engagement</i> 2. A comprehensive plan for Common Core and NGSS implementation. <i>Incorporated into 2018-2022 Goal 1 - College, Career, and Life Readiness</i> 3. A professional development plan that increases collaboration, planning time and consistent staff development within and across departments. <i>Incorporated into Professional Development Plan (appendix)</i> 4. The communication channel between the district curriculum department and the school site should be strengthened so that there is effective articulation between school sites. <i>New district position of Director of Secondary Education</i>

Summary of Progress on 2017-18 Critical Areas and VC Recommendations

The current Mid-Cycle Report will focus on progress since the March 2018 Probationary Visit. See summary below for identified critical areas for follow up and recommendations from the March 2018 Visiting Committee.

2017-2018 Critical Areas for Follow-up and VC Recommendations
<p style="text-align: center;">Schoolwide Action Plan Goals/Critical Areas for Follow-Up</p>
<p>GOAL 1: College, Career and Life Readiness</p> <ul style="list-style-type: none"> Significantly and steadily increase the percentage of students who demonstrate proficiency in content and practice standards. Students participate in learning experiences that connect to real-world situations and develop qualities in the Viking Graduate Profile (Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence). <p>Schoolwide Action Plan Key Action: Viking Vision #1 - Enhance professional learning, development, and engagement of staff.</p> <p>GOAL 2: Access and Equity</p> <ul style="list-style-type: none"> All students have access to and participate in a wide variety of courses that lead to college and career choices. 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. <p>Schoolwide Action Plan Key Actions: Viking Vision #2 - Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups. #4 - Implement strategic systems of academic and behavioral intervention and support.</p> <p>GOAL 3: Belonging and Community Connectedness</p> <ul style="list-style-type: none"> Students throughout the school community report a sense of belonging and positive relationships with peers and adults including connections within the greater Lake Tahoe community. <p>Schoolwide Action Plan Key Actions: Viking Vision #5 - Deepen community and workforce partnerships. #6 - Inspire and engage students as change agents.</p> <p>GOAL 4: Family Engagement</p> <ul style="list-style-type: none"> Families report opportunities and engagement in decision making and the direction of the school. Families are informed and connected to the school in a variety of ways. <p>Schoolwide Action Plan Key Action - Viking Vision #3 - Expand family engagement and communication.</p>
<p style="text-align: center;">March 2018 Visiting Committee Recommendations</p>
<p>Continue work on Viking Vision and the Viking Graduate Profile.</p> <ol style="list-style-type: none"> Extend the timeline of Viking Vision 2020 to 2022 and include long-range plans detailing focus areas such as PBL and Viking Graduate Profile qualities. See Viking Vision 2022 and 2018-2022 Schoolwide Action Plan in Section V. Assist stakeholder groups in articulating tasks to achieve the Viking Graduate Profile. See update on Viking Graduate Profile Articulate evaluative and reflective processes related to the Viking Graduate Profile. See update on Viking Graduate Profile

Viking Vision Update

Viking Vision remains a guiding document and process to capture the South Tahoe High School community’s aspirations for student-centered learning, critical goals, and key actions. See below for Viking Vision “At a Glance”

 Vision of Student-Centered Learning - Students develop a sense of purpose through authentic collaboration and real-world learning.		
Viking Graduate Profile: 5Cs & Healthy Independence	Viking Vision Goals	Viking Vision Key Actions To reach our vision by 2022 we will...
Critical Thinking Collaboration Curiosity Communication Character Healthy Independence	<ol style="list-style-type: none"> 1. College, Career and Life Readiness 2. Access and Equity 3. Belonging and Community Connectedness 4. Family Engagement 	<ol style="list-style-type: none"> 1. Enhance professional learning, development, and engagement of staff. 2. Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups. 3. Expand family engagement and communication. 4. Implement strategic systems of academic and behavioral intervention and support. 5. Deepen community and workforce partnerships. 6. Engage students as change agents.

To continually engage new students and families in the process and purpose of Viking Vision, we have decided to sequentially update the timeline and aspirations to reflect all of our current students. For example, the Freshmen class will graduate in 2022 and we want to focus on advancing progress toward our vision and goals with our newest students in mind. Next year, Viking Vision will reflect 2023 and so on. This iterative process keeps our focus on our students and our potential for continuously improving their experience and outcomes.

Additionally, reflective and evaluative processes are taking root through the first and second version of departmental Viking Vision Companion Plans, School Site Plans, course development, family engagement, academic supports, and fostering Character as the 2018-19 Viking Graduate Profile focus quality.

Our opening focus in the 2018-19 school year was to build our relational and responsive capacity and include staff learning in our vision for learning. We also articulated a theory of action that clarifies our purpose. (See excerpt from opening staff meeting on the next page).

Viking Vision 2022 - Focus and possibility

Relationships & Responsiveness

Imagine that all of our students *and* our staff actively participate in **authentic collaboration and real-world learning**.

Theory of Action

If we cultivate **relationships** with an **Outward Mindset** and develop practices that help us **respond rapidly** to the needs, objectives and challenges of others, **then** our students and staff will experience a positive impact related to learning and personal well being.

We can't control everything.

- We CAN have collaborative relationships with kids and each other.
- We CAN respond to needs of others with warm demands (predictable structures) and compassion (empathy in action).

August 2018 - Opening Staff Meeting Slide

Viking Graduate Profile Update

The 2018 Visiting Committee commended STHS on the development of the Viking Graduate Profile and suggested that the school select one or two focus qualities per year. The school chose to focus on Character for the 2018-19 school year given the depth and breadth of dialogue within the community, Character development also has a clear link to social-emotional learning (SEL) which has become an area of interest to the district. One of the health teachers was allocated time to develop learning experiences, teaching practices, events, and collect data around these efforts.

The Viking Graduate Profile has influenced the development of new courses such as Financial Literacy and STEAM, a project-based learning class designed to integrate Science, Technology, Engineering, and Math. The Social Science department is currently developing a new exploratory Social Science elective course for 9th grade that intentionally connects to the Viking Graduate Profile.

Finally, we have begun an iterative process of departmental reflection using Viking Vision Companion Plans whereby departments gather and identify ways they develop each quality and how students demonstrate growth.

South Tahoe High School

Viking Graduate Profile

- Critical Thinking**
 - Divergent Thinking • Creativity • Links Learning
 - Strategic & Extended Thinking
- Collaboration**
 - Works With Others • Values Teamwork
 - Appreciates Variety of Learning Styles
- Curiosity**
 - Committed to Lifelong Learning
 - Exploration of Purpose • Self Directed
 - Motivated by Questions • Takes Initiative
- Communication**
 - Shares Verbally & in Writing • Shares Ideas
 - Authentic Interaction • Active Listening
 - Understands Nonverbal Cues & Cross Cultural Differences
- Character**
 - Empathy • Resilience • Confidence • Grit
 - Personal Responsibility
- Healthy Independence**
 - Make Healthy Choices • Positive Peers
 - Practice Healthy Habits • Develop Skills to Manage & Maximize Personal Finances

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Student Achievement on Common Core Standards: Smarter Balanced Assessment Data

2017-18 performance data shows a decline in English with a slight decline in Math. Reflections on the data have resulted in course analysis against standards to determine gaps in the courses, a deeper look at school-wide practices to promote literacy, and revision of the testing environment.

ENGLISH 11th grade			
Percent Meeting or Exceeding Standards on Smarter Balanced Assessment			
Group/Subgroup	2015-16	2016-17	2017-18
All Students	47	61	49
Socio-economically Disadvantaged	32	51	42
English Learner	5	4	7
Students with Disabilities	21	14	11

MATH 11th grade			
Percent Meeting or Exceeding Standards on Smarter Balanced Assessment (CAASPP)			
Group/Subgroup	2015-16	2016-17	2017-18
All Students	24	32	30
Socio-economically Disadvantaged	10	24	19
English Learner	2	4	0
Students with Disabilities	3	5	4

Additional data and analysis, including California Dashboard Data are located in the Appendix.

Progress on 2018 Schoolwide Action Plan

GOAL 1: College, Career, and Life Readiness

- Significantly and steadily increase the percentage of students who demonstrate proficiency in content and practice standards.
- Students participate in learning experiences that connect to real-world situations and develop qualities in the **Viking Graduate Profile**

Update: Despite new courses aligned to Common Core Standards, collaboration and professional development on standards, results on the CAASPP assessment show a decline in proficiency English (see Appendix). A number of tasks were already underway to address math and literacy along with reflection on teaching and assessment practices and testing environments. See below for updates on strategies for growth.

Courses of Study - Development and Refinement

- Math is implementing two new courses, Math 3 and Financial Literacy while refining assessments and units in Math 1 and 2.
- English continues to revise and reflect on CCSS aligned courses that were implemented in 2015: including assessments, articulated pacing guides and furthering their understanding of CCSS practices.
- Developing a new 9th grade Social Science Elective that articulates with the 2016 History-Social Science Framework.
- Science has implemented STEAM courses.

Develop and begin to implement a schoolwide Literacy Plan

- School Literacy Team established, community input with mission and framework underway.
- Claim, Evidence, Reasoning (CER) Framework customized and developed for departments (began May 2018).

Support for Project Based Learning (PBL)

- Experienced PBL teacher allocated one period of PBL support in Fall, 2019. Provided workshops and coaching to teachers in the planning and implementation of projects. Teacher expert is set to take a Buck Institute Coaching seminar to refine skills.

Revise and add departmental Viking Vision Companion Plans

- Math, English, Science and Social Science departments have completed the second reflection of how their departments contribute to student growth on the Viking Graduate Profile.
- AVID, CTE, World Languages have completed their first Companion Plans.
- Special Education, Physical Education, VAPA, Athletics, and Counseling need to be completed.

California College and Career Readiness indicator

- STHS shows promising and positive results (“green” on the California Dashboard) due to an increase in dual enrollment, AVID, CTE completion, and students meeting a-g requirements. However, there is a gap for English Learners that must be addressed.

Viking Graduate Profile - Focus on Character

- Per the 2018 WASC Visiting Committee, STHS is focusing on one or two graduate profile qualities per year. The focus for 2018-19 is Character. Students have had schoolwide experiences in the “Science of Character,” resilience, and empathy.

Hands-on activities and experiences for all grade levels through the Get Focused-Stay Focused DUAL program

- STHS Industry Day, WoodEd experience, LTCC Junior and Senior Days, Freshman DUAL day, LTCC Transfer Day.

Tasks Action Plan Goal #1	Status	Progress	Evidence
Key Action - Enhance professional learning, development, and engagement of staff.			
Engage staff in professional learning related to application of content standards	Partially met In progress	Content-specific professional development aimed at increasing staff knowledge and understanding of learning related to standards, best teaching practices, current trends and incorporation of instructional technology. Need to increase access to PD across the school.	PD plan, artifacts, agendas, Courses of Study, artifacts
Allocate time for collaboration	Partially met	Monthly department meetings, faculty meetings, department release days, School Literacy Team (SLT), course development and refinement, and collaboration teams.	PD plan, agendas, sign-ins, artifacts
Cultivate a culture of growth, learning, and feedback.	In progress	Reflective process on Viking Graduate Profile through Viking Vision Companion plans and surveys. Data analysis to determine intervention groups, teacher leadership reflection, modeling inquiry and adaptation related to student outcomes.	Department Companion Plans, intervention groups, surveys, artifacts.

GOAL 2: Access and Equity

- All students have access to and participate in a wide variety of courses that lead to college and career choices.
- 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.*

Update: Departments and individual teachers review courses and discuss class composition, differentiated needs of groups of students such as English Learners, students with IEPs, and students impacted by trauma. Efforts to respond to academic needs in real time have been implemented and impact is being assessed. Added bilingual instructional aid to serve English Learners.

Tasks Action Plan Goal #2	Status	Progress	Evidence
Key Action A - Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups			
Monitor progress towards college/career indicators	In progress	First year of dashboard indicator. Attempting to customize reporting to determine monitoring system. We hope to have a system for scheduling students for next year. CCC/ dual enrollment course and its revisited throughout high school career. LTCC liaison for post-secondary enrollment.	Dashboard, data reports
Update course sequences	Partially met	Updated course sequences and pathways to increase access to a-g, CTE, and dual enrollment courses. Continue to update courses with a focus on access for English Learners.	Course catalog, master schedule
Collaborate regularly with middle grades to align practices	In progress Not met	Some collaboration with a shared social worker, efforts to begin Literacy plan and include information on Claim Evidence Reasoning with K-8, collaboration within Differentiated assistance support from El Dorado County Office of Education. Science coordinator.	Data, artifacts
Deepen staff understanding of the student experience and cultural diversity	In progress	Two staff members sent to Restorative Practices professional development, three staff members set to attend Educating with Empathy in February 19. More work to accomplish.	Agendas, PD plan, artifacts
Course of Study updates, collaboration and refinement	Partially met In progress	Two new Math courses, Math 3 and Financial Literacy while refining assessments and units in Math 1 and 2 along with a census of courses to determine alignment to the CAASPP blueprints. English continues to revise and reflect on CCSS aligned courses including assessments, articulated pacing guides and furthering their understanding of CCSS practices. Social Science 9th grade course with four topical units of study. STEAM Sci. implemented, STEAM 2 developed.	Dept and collaboration agendas artifacts.

Key Action B - Implement strategic systems of academic and behavioral intervention and support.			
Develop tiered systems of intervention and support for students struggling academically and behaviorally	In progress, area of growth	Students are identified and recommended for academic support through formative and summative data (grades, tests, attendance) analysis, teacher, coach, or parent recommendation and student self-report. Academic support is provided through TriO (ETS grant), the new After School Learning Lab, Writing Lab English teachers, and specific teacher support.	Data reports, focus group attendance, sign-ins, reflections.
Train staff in proactive classroom management strategies and relationship building	Area of growth	Relationship building intentionally included in staff meeting agendas. Restorative conversations when possible, incorporate specific strategies within staff meetings. Three teachers to attend Educating with Empathy - will share with staff Spring 2019.	Agendas, artifacts, data
Update the Code of Conduct	Updated 2018-19	Revised the Tardy and Electronic Policies to increase time in class and support social-emotional learning factors related to cell phone use. Needs updating to reflect restorative practices and tiered systems of behavioral support.	Code of conduct, policy artifacts

GOAL 3: Belonging and Community Connectedness

- Students throughout the school community report a sense of belonging and positive relationships with peers and adults including connections within the greater Lake Tahoe community.

Update: Get Focused Stay Focused program extended to partnerships that enable students to gain exposure and make connections to community organizations and industries. Identified shared goal with Lake Tahoe Community College to achieve High School Graduation plus 1 year of college credit.

- **Hands-on activities and experiences for all grade levels through the Get Focused-Stay Focused DUAL program.** Ex. STHS Industry Day, WoodEd experience, LTCC Junior and Senior Days, Freshman DUAL day, LTCC Transfer Day.

Tasks Action Plan Goal #3	Status	Progress	Evidence
Key Action A - Deepen community and workforce partnerships.			
Develop shared goals and strategic actions with community partners.	Met In progress	Joint board meeting with Lake Tahoe Community College following strategic planning confirmed the High School + 1 partnership. Industry Day with Get Focused Stay Focused, field trips, CTE advisory groups, sent students and teachers to the Tahoe Economic Summit	Agendas, artifacts, dual enrollment data
Key Action B - Inspire and engage students as change agents			
Develop leadership skills	In progress	Implement a student leadership group (Viking 49) that sets goals and creates action plans to achieve goals. The principal led a group that focused on goals related to communication between students and students and staff. Needs more development.	Agendas, artifacts, Viking TV
Engage underperforming groups	In progress	Student groups identified through data, group setting. Added a new class with students who are disengaged to get academic support. Alternative education counselor identified group with field trip incentives.	Artifacts, class notes.

GOAL 4: Family Engagement

- Families report opportunities and engagement in decision making and the direction of the school.
- Families are informed and connected to school in a variety of ways.

Update: STHS continues to reach out to families in a variety of ways through community meetings, groups, events, athletics, and a new communications system.

Tasks Action Plan Goal #4	Status	Progress	Evidence
Expand family engagement and communication.			
Engage families through community events and groups.	Met, ongoing	Viking Vision Community meetings, 2018-19 reduced to quarterly from monthly, Cafecitos meetings show steady participation, School Site Council, Boosters, and Performing Arts Booster Club. Changing the Spring Term Back to school night to a more interactive evening with workshops and exhibition style format.	Agendas, minutes, sign-ins, artifacts.
Inform families through a variety of methods	Met, ongoing	New communications tool added to the student information system in response to community input that includes text messaging and groups (multilingual). Orienting students and families to the continuously updated school website.	Website, artifacts
Develop a vision of family engagement in decision making	Partially met	General vision of family engagement grounded in trusting relationships focused on student learning. Identified critical elements: Inclusive, Leadership, Involved, Informed & Connected, and Knowledgeable. Gained an ELAC member as an elected member of the School Site Council.	Community meetings agenda and artifacts

Section V: Schoolwide Action Plan Refinements

Comments on Refinements to 2018 Schoolwide Action Plan

South Tahoe High School's 2018 Schoolwide Action Plan was initially developed for the 2018 progress report. Given the short time span between visits, there are no significant changes to the plan structure and content. However, several refinements have been made based on recommendations from the 2018 WASC Visiting Committee and school improvement efforts. Refinements include the following:

- Expand timelines to represent current plans and subsequent years through 2022 to represent the life of the accreditation cycle. Timelines include a short description of actions.
- Remove reference to the 2016 Schoolwide Action Plan since the basis of progress became the 2018 Plan.
- Include reference to the California Dashboard system related to supporting data and progress monitoring.
- Reference to focus on Viking Graduate Profile focus qualities. The 2018-19 focus is Character.
- Updates to demographic, performance, or climate data related to critical learner need for each goal.
- Updates to details in the plan to reflect efforts around literacy, the community college partnership, Get Focused Stay Focused implementation, and AVID.
- Updates to resources, persons responsible, and assessment where appropriate.

SOUTH TAHOE HIGH SCHOOL FOCUS ON LEARNING SCHOOLWIDE ACTION PLAN

Prepared: January, 2019
for WASC Mid-Cycle VISIT
(March 25-26, 2019)



Introduction:

South Tahoe High School’s Schoolwide Action Plan is a reflection of Viking Vision 2022. The Viking Vision plan was developed through a community-wide process to clarify our vision of student-centered learning and identify essential qualities and skills our graduates need to flourish in post secondary or career pathways. Goals and key actions were created and refined with community feedback during Viking Vision Community meetings throughout the fall of 2017 and continues to inform the school site plan.. Since Viking Vision is fairly new, few changes have been made as we endeavor to implement key actions, promote qualities in the Viking Graduate Profile, and orient our work towards our vision of student learning and overarching goals. See summary below.

 Vision of Student-Centered Learning: Students develop a sense of purpose through authentic collaboration and real-world learning.		
Viking Graduate Profile: 5Cs & Healthy Independence	Viking Vision Goals	Viking Vision Key Actions
Critical Thinking Collaboration Curiosity Communication Character Healthy Independence	<ol style="list-style-type: none"> 1. College, Career and Life Readiness 2. Access and Equity 3. Belonging and Community Connectedness 4. Family Engagement 	<ol style="list-style-type: none"> 1. Enhance professional learning, development and engagement of staff. 2. Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups. 3. Expand family engagement and communication. 4. Implement strategic systems of academic and behavioral intervention and support. 5. Deepen community and workforce partnerships. 6. Engage students as change agents.

GOAL 1: College, Career and Life Readiness

- Significantly and steadily increase percentage of students who demonstrate proficiency in content and practice standards (i.e. Common Core, Next Generation Science Standards, Career Technical Education Standards).
- Students participate in learning experiences that connect to real-world situations and develop qualities in the **Viking Graduate Profile** (Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence).

Critical Learner Need (Rationale):

California Dashboard data indicates that overall, all students in aggregate increased, ELs show a very low level of preparedness relative to their peers. Math performance has maintained yet remains low. English Language Arts performance has declined confirming the need for a comprehensive School Literacy Plan with investment and robust implementation. To prepare for a changing world and evolving workforce demands, it is vital that we continue to develop enduring qualities in the Viking Graduate Profile. See data in the Appendix.

Supporting Data:

CA Dashboard College and Career Readiness Indicators, disproportionality, CAASPP

Impact on Student Achievement: Growth Target - +5% each measure
 Increase in [college/career indicators](#). CAASPP, CHKS (Academic motivation and meaningful participation)

Progress Monitoring (formative and summative):

- CAASPP results; disaggregated
- Course completion (grade C or better) in A-G, dual enrolled, CTE
- Common assessments, analysis and calibration of student work
- AVID site plans and visit data
- Real-world and project-based learning

Reporting: Annually or Bi-annually by Term (Fall & Spring)

Staff departments, SSC, ELAC, BOE, and Viking Vision Community meetings.

- CAASPP results; disaggregated
- English Learner Progress - reclassification; language development
- Course completion (C or better) in A-G, dual enrolled, CTE

Coherence: Links to Viking Graduate Profile (SLOs), LCAP, SPSA

Links to Graduate Profile (SLOs): Critical Thinking, Collaboration, Communication, Curiosity, Healthy Independence

Link to LCAP/SPSA: Goal #1 Increase Academic Performance; Goal #2 Enhance Stakeholder Communication & Collaboration, Goal #4 Quality Education Access for Foster Youth

Goal 1: Key Action (Viking Vision #1) Enhance professional learning, development and engagement of staff.	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Engage staff in professional learning related to application of content standards (Common Core, Next Generation Science and History Social Science), instructional practices, and research based practices that lead to academic achievement and development of qualities in the Viking Graduate Profile. (Ex. AVID, collaborative groups, outdoor education, Project Based Learning, Engineering Practices, SAMR (technology use), Design Thinking, etc.)	Principal Leadership team Ed Services	See PD Plan - attached in the Appendix Substitute release time, additional paid hours Ed Services support \$40 per student	CDE CA Dashboard 5 by 5 chart and Equity report CAASPP results; disaggregated English Learner progress Course completion (C or better) in A-G, dual enrolled, CTE PD tracking	2018-19 PD plan reflects dept. Companion plans; PD participation and PD content implementation Each year 2018-22. -Monitor progress, identify needs and refine companion plans and PD plans as needed. 2019-20 - Develop PD plan May, '19 informed by data trends and standards. Identify focus areas related to Viking Graduate Profile focus quality, build teacher capacity to support student growth 2020-21 Review and monitor PD strategies; select new Viking Graduate Profile quality or continue focus based on data. 21-22 Full plan analysis by focus groups. Adapt existing plan and articulate for new school-wide action plan (SWAP) and WASC visit in spring 2022.	Staff depts., SSC, ELAC, BOE, Focus Groups

<p>Allocate time for collaboration to support consistency, common, calibrated authentic assessment of learning and course development.</p>	<p>Principal Leadership team Ed Services District</p>	<p>See PD Plan (Section 4 & attached) Time - 2 hours/month + admin, staff request</p>	<p>Agendas, protocols, courses of study, common assessments Collab. tracking</p>	<p>2018-19 PD plan, develop Literacy team, set times for collaboration on course development and refinement. Review student work related to writing. 2019-20 Monitor collaboration with a focus on course implementation and assessment. Focus on calibration of assessment and writing across the curriculum. 2020-21 - Collaboration focus on triangulation between common assessments, learning outcomes, and practices. 2021-22 - Full plan analysis by focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts., SSC, focus groups</p>
<p>Cultivate a culture of growth, learning and feedback. Staff groups and administration monitor growth that includes cycles of data inquiry, reflection, and action that focus on student outcomes and closing the achievement gap.</p>	<p>Principal Department Chairs</p>	<p>See collaboration above.</p>	<p>Agendas, protocols, common assessments, student achievement data</p>	<p>2018-19 staff focus on student work related to writing and Claim, Evidence, Reasoning, disaggregated data review on student outcomes. 2018-22 - Core departments reflect on and adapt common practices that support the Viking Graduate Profile. 19-20 Continue to use protocols for analyzing common student work across the disciplines, inform PD needs and adaptations to teaching practices. 20-21 teams review student achievement data, adapt companion plans, 21-22 - Reevaluate to create revised action plan with full plan analysis and Focus Groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts., SSC, ELAC, focus groups</p>

GOAL 2: Access and Equity

- All students have access to and participate in a wide variety of courses that lead to college and career choices.
- 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.*

Critical Learner Need (Rationale):

STHS recognizes a wide gap in achievement between income and demographic levels.. One example is that the academic promise for English Learners, 85% of whom are Long Term English Learners, has not been met. The school population consists of 41% Hispanic, 49% White and 54% low-income and there is a level of cultural separation that is evident and predictable particularly in advanced classes. It is imperative that master scheduling strategies rely on principles of access and support for students is rooted in providing what our most vulnerable students need.

Supporting Data:

Increase in college readiness indicators, disproportionality with English Learners, CAASPP, CDE CA Dashboard 5 by 5 chart and Equity report

Impact on Student Achievement: Growth Target - +5% each measure, >5% underperforming subgroups
 Increase in [college/career indicators](#) for all, decrease in achievement gap.
 CAASPP, CHKS (Academic motivation and meaningful participation); disaggregated results

Progress Monitoring (formative and summative):

- CA Dashboard
- CAASPP results; proficiency disaggregated
- CDE College Readiness indicators
- Master schedule - AP or capstone class enrollment - demographics: student representation
- English Learner data, progress
- AVID site plan visits and related data

Reporting: Annually/Bi-annually by Term (Fall & Spring)

Staff departments, SSC, ELAC, BOE, and Viking Vision Community meetings.

- CAASPP results; disaggregated
- English Learner Progress - reclassification; language development
- Course completion (C or better) in A-G, dual enrolled, CTE
- CDE CA Dashboard 5 by 5 chart; student group report

Coherence: Links to Viking Graduate Profile (SLOs), LCAP, SPSA

Links to Graduate Profile (SLOs): Critical Thinking, Collaboration, Communication, Curiosity, Character, Healthy Independence

Link to LCAP/SPSA: Goal #1 Increase Academic Performance; Goal #2 Enhance Stakeholder Communication & Collaboration, Goal #4 Quality Education Access for Foster Youth

<p>Goal 2: Key Action A (Viking Vision #2) Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups.</p>	<p>Responsible Person(s)</p>	<p>Professional Development/ Resources</p>	<p>Means to Assess Improvement</p>	<p>Timeline</p>	<p>Reporting</p>
<p>Monitor and measure progress towards college/career indicators. (Including A-G college entrance course completion, dual enrollment, Advanced Placement exams, CAASPP state testing in English and Math). (Science - 2019)</p>	<p>Principal Department Chairs Counseling Ed Services</p>	<p>See PD Plan (Appendix.) Training on Illuminate and the new College/Career indicator Ed Services support with data collection and Illuminate reports \$40 per student included with PD plan</p>	<p>CAASPP results; Dual credit accumulation Course completion (grade C or better) in A-G, dual enrolled, CTE, AP or capstone class enrollment - demographics English Learner data, College entrance exam data CA Dashboard</p>	<p>2018-22 - Update or review courses by departments for alignment to UC/CSU requirements, support for Viking Graduate Profile qualities and workforce trends. 2018-19 - Review CA dashboard, course completion and demographic data. Expand master schedule process to include intentional equity review. 2019-20 Increase dual-enrollment and replace appropriate AP courses with dual enrollment, offer new classes in course selection. Review data to ensure all students are on path to "Prepared" per CCI 2020-22 - Monitor, analyze CCI data, update course selection, link to family engagement. Refine strategy and support systems promoting student achievement in all student groups. 2021-22 - Full plan analysis with focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts., SSC, ELAC, BOE, Focus Groups, TRiO, AVID, GFSF, CTE Counselors</p>

<p>Update course sequences and descriptions to reflect standards, connections and foundations to other subjects or CTE pathways.</p>	<p>Admin & Staff depts Counseling Ed services</p>	<p>AERIES training on analytics Counseling PD on UC/CSU alignment Ed services</p>	<p>Master schedule Flow charts capstone class enrollment - demographic</p>	<p>2018-22 Each year - fall & spring identify needed courses, submit courses to UC; update pathways & offerings 2018-19 - Continue to refine or develop courses determined by standards and workforce trends. 2019-20 - Connect “companion” courses and publish flow charts. Ex. Math, Science and Sports Medicine have specific connections and content. 2020-22 - Review and adapt shared plan Lake Tahoe Community College - High School +1 goal. Review and update course catalogue and student selection process to reflect self-direction. Survey students for a sense of efficacy. 2021-22 - Full plan analysis with focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts., SSC, Ed center Focus Groups</p>
<p>Collaborate regularly with middle grades to align practices, calibrate proficiency measures and Viking Graduate Profile development.</p>	<p>STHS & STMS Admin Dept Chairs Ed Services</p>	<p>Ed center coordination and substitute release time</p>	<p>Student work, course sequences</p>	<p>2018-19 - Collaborate related to Differentiated Assistance. Science Committee articulation, Math placement and scheduling collaboration. 2019-20 - Set bi-annual meetings with MS principal to calibrate student work particularly in Math 1. 2020-21 -Deepen Literacy plan to include calibration and scoring of common writing prompts. 2021-22 - Full plan analysis with focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts., Ed center Focus Groups</p>
<p>Deepen staff understanding of the student experience and cultural diversity through dialogue, student shadowing and data analysis.</p>	<p>Leadership team</p>	<p>Staff meeting focus</p>	<p>Surveys, participation</p>	<p>2018-19 Student and family focus groups. Staff selects two focal students each. 2019-21 - Student shadowing protocols & reflection, community mapping. 2021-22 - Full plan analysis with focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff, ELAC, SSC; Focus Groups</p>

<p>Goal 2: Key Action B (Viking Vision #4) Implement strategic systems of academic and behavioral intervention and support.</p>	<p>Responsible Person(s)</p>	<p>Professional Development/ Resources</p>	<p>Means to Assess Improvement</p>	<p>Timeline</p>	<p>Reporting</p>
<p>Develop tiered systems of intervention and support for students struggling academically and behaviorally through monitoring, student referral system and implementation of research based strategies.</p>	<p>Admin & Staff depts Counseling Ed services</p>	<p>PD for RTI Training on AERIES analytics Site allocation and district PD TriO grant</p>	<p>Grades, English Learner progress Climate data</p>	<p>2018-19 - Social Worker support to identify students, form and implement student groups. Identify Tiered supports. Implement Afterschool Learning Lab and Writing Labs. 2019-21 - Implement SEL Universal Screener. Fine-tune academic gap analysis and responsive supports. Continue to partner with agencies to provide group support. Collaborate with Special Services to provide Tier 3 supports. 2021-22 - Full plan analysis and focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts., SSC, ELAC</p>
<p>Train staff in proactive classroom management strategies and relationship building (i.e. social emotional learning, trauma informed practices).</p>	<p>Admin and lead team Ed Services</p>	<p>PD on social-emotional learning (SEL committee)</p>	<p>Attendance Discipline data CA Dashboard</p>	<p>2018-19 - Introduce specific strategies that build relationships, - Educating with Empathy conference. 2019-22 - PD on SEL, teacher leads, new teacher support, link with Code of Conduct. 2021-22 - full plan analysis with focus groups; adapt & articulate in new Schoolwide Action Plan</p>	<p>Staff depts</p>
<p>Update the Code of Conduct with plans to address unhealthy behaviors (Alcohol & Drugs) and safety/responsibility online (Digital Citizenship).</p>	<p>Assistant Principal, Admin Team</p>	<p>PD on Digital Citizenship, Community partnerships</p>	<p>Updated documents Surveys - staff and student awareness</p>	<p>2018-22 Annual review and revision 2018-19 - Updated Electronics and Tardy policy. Lesson on Digital Citizenship, address growing problems with vaping. 2019-22 - Deepen partnerships with outside agencies, add restorative approach to discipline. 2021-2022 - Full plan analysis by WASC Focus Groups; adapt and articulate in new Schoolwide Action Plan.</p>	<p>Staff depts., SSC, ELAC, BOE</p>

GOAL 3: Belonging and Community Connectedness

- Students throughout the school community report a sense of belonging and positive relationships with peers and adults including connections within the greater Lake Tahoe community.

Critical Learner Need (Rationale):

While there is robust student engagement evident throughout the school in arts, athletics, AVID, CTE, clubs etc. we seek to improve the culture of the school and connect students to real-world situations throughout the community. attendance, and current discipline data support the need for building relationships and connections within the school and with the community. Viking Vision community meetings and student feedback reveal a need to develop character traits, particularly empathy and resilience. Students report a need for an “adulting 101” class that teaches coping and independence skills.

Supporting Data:

- Attendance/truancy data, disaggregated
- CA Dashboard
- Discipline data (suspensions, referrals),disaggregated
- Survey data
- Athletics grade checks

Impact on Student Achievement: Growth Target +1% attendance

- Course completion (grade C or better) in A-G, dual enrolled, CTE
 - Increase in collaboration and communication skills, development of character strengths (Viking Graduate Profile)
 - Athletics grade checks, athletes vs. non-athletes (+5%)

Progress Monitoring (formative and summative):

- Attendance data, disaggregated
- Discipline data (suspensions, referrals),disaggregated
- Survey data
- Student focus groups

Reporting: Annually/Bi-annually by Term (Fall & Spring)

- Staff departments, SSC, ELAC, BOE, Viking Vision Community meetings.
 - Dual-enrollment - Lake Tahoe Community College partnership
 - Attendance and discipline data
 - Viking Vision community meeting summaries

Coherence: Links to Viking Graduate Profile (SLOs), LCAP, SPSA

Links to Graduate Profile (SLOs): Character,Critical Thinking, Collaboration, Communication, Curiosity, Healthy Independence

Link to LCAP/SPSA: Goal #1 Academic Performance; Goal #2 Stakeholder Communication & Collaboration, Goal #4 Quality Education Access for Foster Youth, Goal #5 - Belonging & Community Connectedness

Goal 3: Key Action A (Viking Vision #5) Deepen community and workforce partnerships.	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
<p>Develop shared goals and strategic actions with college partners (Lake Tahoe Community College in particular), community workforce organizations, public and private sector employers and non-profit community based organizations.</p>	<p>Admin, CTE Staff, CTE coordinator, Leadership team, select teachers</p>	<p>Get Focused, Stay Focused conferences</p> <p>Admin/staff time for collaboration</p> <p>Grants, sub release time</p> <p>LTCC resource partnership through workforce funds</p>	<p>Artifacts LTCC/STHS plan Student participation</p> <p>Drug & Alcohol RTI framework Discipline data</p>	<p>2018-19: LTCC and STHS developed a strategic plan called High School + 1 to enable students from STHS to graduate with one year of college credit. Co-presented at joint board meeting. Social worker and counselor coordination with agencies for student groups. Engage speakers on character development.</p> <p>Get Focused Stay Focused (GFSF) experiential trips and Industry Day with Sector Navigators.</p> <p>Student attendance for second year at Tahoe Economic Summit.</p> <p>2019-2022 - Monitor and support High School + 1 plan, reflect on and refine partnerships related to GFSF. Increase student representation in local non-profits - Tahoe Prosperity Council, Tahoe Arts Project, Family Resource Center, etc.</p> <p>2021-2022 - Full plan analysis by WASC Focus Groups; adapt and articulate in new Schoolwide Action Plan.</p>	<p>Staff depts., SSC, ELAC, BOE, LTCC, Focus Groups.</p>

Goal 3: Key Action B (Viking Vision #6) Inspire and engage students as change agents.	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
With the Viking Graduate Profile as a reference point, develop leadership skills and creative confidence in students to act on their ideas. <ul style="list-style-type: none"> Engage underperforming groups in feedback, goal setting, ideas and solution seeking around increasing meaningful engagement. 	Staff, ASB leadership, social worker, counselors Admin lead team, intervention and alt ed counselor	ASB funds to support student government CTE funds for Viking TV (VTV)	Surveys Student participation in school governance artifacts	2018-2022: Ongoing - Seek, provide, and endorse opportunities for student leadership among STHS students as agents of change. Engage underperforming groups in feedback and goal setting. Focus on qualities of character and engage students in reflecting on their character and areas of growth. Implement Link Crew class. 2018-20 Develop student lead group - Viking 49 support changes. Group chose communication as a focus. Implement live student announcements through VTV. 2019-22 -Support VTV and link journalism efforts to increase student voice. Use PBL practices to increase engagement and practice communication skills. 2021-22 - Full plan analysis by Focus Groups; adapt and articulate in new Schoolwide Action Plan	Staff depts., SSC, ELAC, BOE, Focus Groups.

GOAL 4: Family Engagement

- Families report opportunities and engagement 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.)

Critical Learner Need (Rationale):

Engaging families related to high school is a challenge for many schools and continues to be an area of growth at STHS. Income, educational, and cultural and language differences present barriers to communication and involvement. However, STHS is maintaining the growth we experienced in 2017-18 when Viking Vision was in development. Parents have described a desire to be more involved in students' course selection and strategic planning processes and our SSC, ELAC and parent groups remain active..

Supporting Data:

- SSC and ELAC attendance historically low, this is growing
- Booster and Performing Arts Booster (PABA) attendance/contacts

Impact on Student Achievement: Growth Target: +5%

- Attendance
- Increase in English Learner progress
- Increase in grades and passing rates

Progress Monitoring (formative and summative):

- Family attendance at events (ex. Viking Vision community meetings, Fall and Spring welcome)
- SSC and ELAC attendance
- Booster and Performing Arts Booster (PABA) attendance and contacts
- Survey data
- Family involvement in course selection

Reporting: Annually/Bi-annually by Term (Fall & Spring)

- Staff departments, SSC, ELAC, BOE, Boosters and Viking Vision Community meetings.
- Parent data from CHKS
 - Survey data
 - Family attendance at events (ex. Viking Vision community meetings, Fall and Spring welcome)
 - SSC and ELAC attendance

Coherence: Links to Viking Graduate Profile (SLOs), LCAP, SPSA

Links to Graduate Profile (SLOs): Character, Collaboration, Communication,

Link to LCAP: Goal #2 Enhance Stakeholder Communication & Collaboration Link to School Site Goal: Goal #5 - Belonging and Community Connectedness

Goal 4: Key Action (Viking Vision #3) Expand family engagement and communication.	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
Engage families through community events and groups. (Boosters, Cafecitos, clubs, Viking Vision meetings)	Principal, Counselors	Bilingual staff Title III - funds to support family outreach and language support for ELs Boosters supports Viking Vision meetings Family Resource Center	Attendance Participant feedback Surveys	2018-19 - Schedule four Viking Vision Community Meetings, revamp low attended Spring Welcome to a Spring Expo with department tables and parent, school and community groups. provide language support for English Learner families. Regular attendance at Cafecitos from Principal, bilingual counselor, and newly hired EL instructional aide. 2019-20 - Develop workshops based on parent requested topics. Continue quarterly Viking Vision meetings. Adapt Fall Welcome & Spring Expo based on feedback. 2020-22 - Continue Viking Vision meetings, develop Open House, engage families. 2021-22 - Full plan analysis with Focus Groups; adapt & articulate in new Schoolwide Action Plan	Staff depts., SSC, ELAC Boosters Focus Groups
Inform families and students of school progress, events and opportunities to engage through a variety of methods and languages.	Admin team LTUSD community coordinator teachers	Bilingual staff, interpretation services,	Email contacts AERIES analytics Attendance data	2018-19 Implement new communications systems with texting and multilingual features. evaluate app/tool effectiveness 2019-20 - Continue to develop website with up to date information. Orient parents 2020-22 - Articulate communication plan with other district schools. 2021-22 - Full plan analysis with focus groups; adapt & articulate in new Schoolwide Action Plan	Staff depts., SSC, ELAC,

<p>Develop, articulate and implement a vision for family engagement in decision making and the direction of the school.</p>	<p>Principal SSC ELAC</p>	<p>Develop shared understanding of CA 2014 Family Engagement Framework - training</p> <p>LTUSD community coordinator, Title 1</p>	<p>Artifacts Inclusion in SPSA</p>	<p>2018-19 - Viking Vision meeting to develop vision; implement mobile communications. ELAC member elected to the SSC.</p> <p>2019-2020 - Co-develop survey and outreach plan. Set goals based on first survey.</p> <p>2020-22 - Articulate vision and goals with other district schools.</p> <p>2021-22 - Full plan analysis by WASC Focus Groups; adapt and articulate in new Schoolwide Action Plan</p>	<p>SSC, ELAC, BOE Focus Groups</p>
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APPENDIX

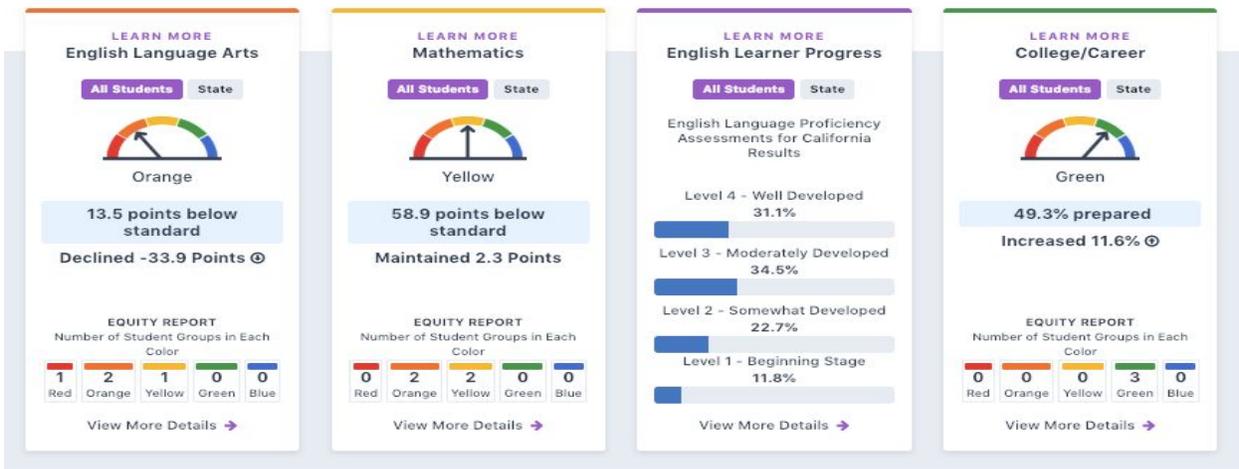
California Dashboard Data: 2017-18 Results

Academic Performance in English has declined at the high school and affirms the need for a comprehensive focus on school-wide literacy. Math performance was maintained overall and increased for English Learners and Hispanic students. English Learner progress shows promise particularly in the moderately developed category. College and Career indicators show that 49.3% of students are prepared for college or career. These data provide a place to mark as a baseline for growth. The graduation rate has maintained at a high percentage and school climate indicators related to suspensions indicate that there is an overall decline.

SOUTH TAHOE HIGH

Academic Performance

View Student Assessment Results and other aspects of school performance.



SOUTH TAHOE HIGH

Academic Engagement

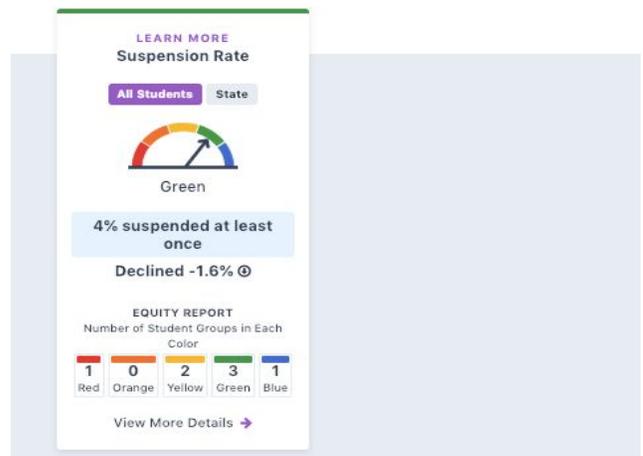
See information that shows how well schools are engaging students in their learning.



SOUTH TAHOE HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Student Group Data Indicators for Leading to Differentiated Assistance

Following the release of 2018 data, the Lake Tahoe Unified School District qualified for Differentiated Assistance. See Section Three for more details. Three student groups were identified with gaps in performance or engagement: English Learners (EL), Homeless Youth, and Students With Disabilities (SWD). These data present a severe gap between ELs and the rest of the student population on indicators of College/Career readiness and illuminates the importance of our work with the master schedule with an orientation toward access and equity.

Lake Tahoe Unified School District Student Group Performance Color on State Indicators

DIFFERENTIATED ASSISTANCE							
Identified: English Learners, Homeless, Students with Disabilities							
Student Group	Percentage of Student Body	ACADEMIC PERFORMANCE			ACADEMIC ENGAGEMENT		CONDITIONS & CLIMATE
		Priority 4 English Language Arts	Priority 4 Mathematics	Priority 8 College/Career	Priority 5 Chronic Absenteeism	Priority 5 Graduation Rate	Priority 6 Suspension Rate
Statewide		Orange	Orange	Yellow	Yellow	Yellow	Yellow
LTUSD Students		Orange	Orange	Green	Orange	Green	Green
English Learners	23.8%	Red	Red	Red	Orange	Blue	Green
Socioeconomically Disadvantaged	61.7%	Orange	Orange	Yellow	Orange	Green	Green
Foster Youth	0.9%				Yellow		Orange
Homeless	6.2%	Red	Orange	Yellow	Red	Orange	Orange
Students with Disabilities	12.4%	Red	Red	Red	Red	Green	Green
Filipino	3.4%	Orange	Orange		Green		Yellow
Hispanic	42.5%	Orange	Orange	Yellow	Orange	Blue	Green
Two or More Races	2.2%	Yellow	Yellow		Orange		Green
White	48.0%	Green	Yellow	Yellow	Orange	Yellow	Green
Asian	1.2%				Yellow		Yellow
African American	0.8%						Yellow
American Indian	0.5%						Yellow
Pacific Islander	0.2%	No Performance Color			No Performance Color		No Performance Color

LTUSD Schools Performance Color on State Indicators

School	Number of Students	English Language Arts	Mathematics	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
Statewide		Orange	Orange	Yellow	Yellow	Yellow	Yellow
LTUSD Students		Orange	Orange	Green	Orange	Green	Green
Bijou Community School	602	Orange	Orange		Orange		Green
Lake Tahoe Environmental Science	396	Green	Green		Green		Blue
Sierra House Elementary	470	Orange	Green		Orange		Yellow
Tahoe Valley Elementary	430	Orange	Orange		Red		Blue
South Tahoe Middle School	902	Orange	Orange		Orange		Orange
South Tahoe High School	1,013	Orange	Yellow	Green		Green	Green
Mt. Tallac	78			Orange		Blue	Green
Transitional Learning Center	15	No Performance Color					

Statewide Statistics

374 districts identified for Differentiated Assistance (148 more than last year)

Most districts will receive help for more than 1 low-performing student group

Number of districts receiving state or COE assistance for student groups:

243 for students with disabilities (largest group)

145 for homeless students

59 for English Learners

College and Career Dashboard Data

While all students in aggregate increased, ELs show a very low level of preparedness relative to their peers.

Performance on State Indicators

COLLEGE AND CAREER Grades 9-12

CHANGE Improved or Declined

PERFORMANCE LEVEL	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
	≥9.1% from prior year	2.0% to 9.0% from prior year	± by 1.9% or less from prior year	2.0% to 8.9% from prior year	≥9.0% from prior year
Very High 70.0% or greater in current year					
High 55.0% to 69.9% in current year					
Medium 35.0% to <54.9% in current year			White: 46.3% prepared, +0.9%		LTUSD: 39.9% prepared, +9% STHS: 49.3% prepared, +11.6%
Low 10.0% to 34.9% in current year					Homeless: 32.1% prepared, +18.8% SED: 34.5% prepared, +18% Hispanic: 33.7% prepared, +17.7%
Very Low 9.9% or lower in current year			EL: 5.0% prepared, +0.7% SWD: 8.8% prepared, +0.7%	Tallac: 4.3% prepared, +4.3%	

STATUS Performance

2017-18 % students prepared

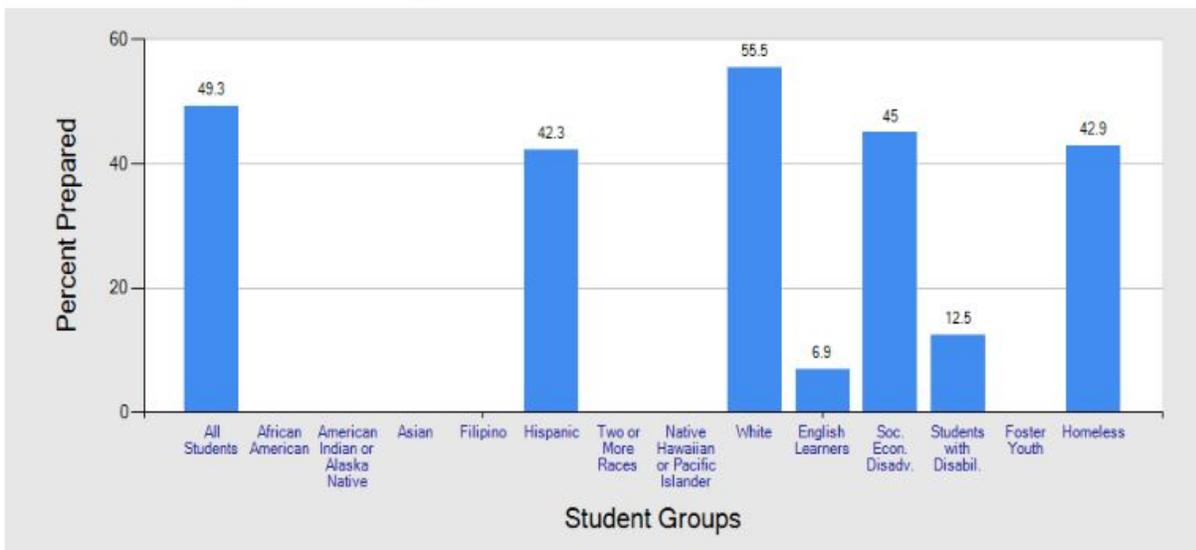
2017-18 rate minus 2016-17 rate

EL: English Learners
FY: Foster Youth
LTESMS: Lake Tahoe Environmental Science Magnet School

LTUSD: Lake Tahoe Unified School District
SED: Socioeconomically Disadvantaged
SH: Sierra House Elementary

STMS: South Tahoe Middle School
STHS: South Tahoe High School
SWD: Students With Disabilities

Percent Prepared by Student Groups



Math Performance - California Dashboard Data

All students maintained a medium level of proficiency while Hispanic students increased relative to the state, their performance remains low. Low income students maintained relative to the state yet are also performing at a low level. Finally, ELs increased significantly compared to the state yet demonstrate a very low level of proficiency.

Mathematics Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: Select a Report:

[View Detailed Data](#)

Level View Mathematics Indicator Cut Scores	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow (None)	Yellow • White	Yellow • All Students (School Placement)	Green (None)	Green (None)
Low	Orange (None)	Orange (None)	Orange • Socioeconomically Disadvantaged	Yellow (None)	Yellow • Hispanic
Very Low	Red (None)	Red (None)	Red (None)	Orange (None)	Orange • English Learners

English Language Arts - California Dashboard Data

Performance in English Language Arts dramatically increased in the 2016-17 school year yet declined significantly in 2017-18. Data shows that all students performed at a low level on the CAASPP test and ELs performed very poorly. These data confirm critical next steps to develop and implement a School Literacy Plan.

South Tahoe High (South Lake Tahoe, CA)
 Lake Tahoe Unified

[Return to Search](#)

[View the Dashboard Report](#)

English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: Select a Report:

[View Detailed Data](#)

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
View English Language Arts Indicator Cut Scores Very High	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
Medium	Yellow White	Yellow (None)	Yellow (None)	Green (None)	Green (None)
Low	Orange <ul style="list-style-type: none"> ▪ All Students (School Placement) ▪ Socioeconomically Disadvantaged ▪ Hispanic 	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low	Red (None)	Red (None)	Red English Learners	Orange (None)	Orange (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

California Dashboard Data on Suspensions

Suspensions declined significantly overall and while it is helpful to see that there was decline in suspensions for low income, Hispanic students. While EL students declined, there is still a high level of suspension relative to their peers. The same is also true for students with disabilities. Homeless students who face numerous challenges are losing instructional time and experiencing more behavior issues than their peers. This report will result in increased dialogue regarding how to support our students who are experiencing housing insecurity.

South Tahoe High (South Lake Tahoe, CA)

Lake Tahoe Unified

[Return to Search](#)

[View the Dashboard Report](#)

Suspension Rate (High School) Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: Select a Report:

[View Detailed Data](#)

Level View Suspension Rate (High School) Indicator Cut Scores	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue • Filipino	Blue (None)	Blue (None)
Low	Gray (N/A)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow • Students with Disabilities	Green • All Students (School Placement) • White	Green • Socioeconomically Disadvantaged • Hispanic
High	Red (None)	Orange (None)	Orange (None)	Yellow • English Learners	Yellow (None)
Very High	Red (None)	Red • Homeless	Red (None)	Orange (None)	Yellow (None)

Student Group Report - California Dashboard

While our graduation rate is high, performance is low. The high graduation rate may be attributed to our 4x4 schedule allows ample time for students to complete courses and credits toward graduation and our counselors work with students individually to ensure that they are on track to graduate. However, we must ensure that all of our students have access to rigorous classes and calibrate our understanding of proficiency relative to standards and grade level work. The variation in performance between student groups reveal the work we must attend to at STHS and with our partners in K-8.

South Tahoe High (South Lake Tahoe, CA) Lake Tahoe Unified

Reporting Year: 2018

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Green	Green	Orange	Yellow
English Learners	None	Yellow	None	None	Red	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	Red	None	None	None	None
Socioeconomically Disadvantaged	None	Green	Green	Green	Orange	Orange
Students with Disabilities	None	Yellow	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	Blue	None	None	None	None
Hispanic	None	Green	Blue	Green	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Green	Yellow	Green	Yellow	Yellow
Two or More Races	None	None	None	None	None	None

DATA TABLES

Enrollment by Ethnicity

Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2015-2016	1,047	0.9%	0.7%	1.8%	5.1%	35.6%	0.0%	51.8%	1.1%	1.1%
2016-2017	1,029	0.9%	0.6%	1.6%	5.1%	38.3%	0.2%	51.4%	1.4%	0.7%
2017-2018	1,013	0.6%	0.4%	1.1%	4.5%	39.3%	0.2%	51.3%	2.0%	0.6%

English Learners by Grade

2015-16 Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
09	292	60.6%	2.4%	15.4%	21.6%	0.0%
10	252	63.5%	7.5%	14.3%	14.7%	0.0%
11	275	64.0%	4.7%	21.1%	10.2%	0.0%
12	228	63.2%	4.8%	13.6%	18.4%	0.0%

2016-17 Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
09	270	61.1%	3.7%	17.4%	17.8%	0.0%
10	281	59.4%	2.8%	14.2%	23.5%	0.0%
11	230	61.3%	7.8%	13.9%	16.1%	0.9%
12	248	64.1%	4.0%	17.7%	14.1%	0.0%

2017-18 Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
09	285	58.9%	1.8%	13.0%	26.3%	0.0%
10	269	61.7%	3.3%	16.0%	19.0%	0.0%
11	245	61.2%	4.9%	9.0%	24.9%	0.0%
12	214	59.8%	7.9%	10.7%	21.5%	0.0%

Enrollment by Grade: 2015-18

Year	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec
2015-16	27.9%	24.1%	26.3%	21.8%	0.0%
2016-17	26.2%	27.3%	22.4%	24.1%	0.0%
2017-18	28.1%	26.6%	24.2%	21.1%	0.0%

Chronic Absenteeism Report: 2017-18

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	*	*	*	71.4%
American Indian or Alaska Native	*	*	*	66.7%
Asian	13	12	3	25.0%
Filipino	48	48	8	16.7%
Hispanic or Latino	421	418	116	27.8%
Pacific Islander	*	*	*	0.0%
White	550	538	157	29.2%
Two or More Races	21	21	6	28.6%
Not Reported	*	*	*	83.3%

Chronic Absenteeism Report Totals: 2017-18

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
South Tahoe High	1,072	1,055	302	28.6%
Lake Tahoe Unified	4,096	4,037	736	18.2%
El Dorado County	29,384	28,803	3,075	10.7%
California	6,384,919	6,315,131	702,531	11.1%

Household Income and Average Income, South Lake Tahoe: 2018-19

Median Income Under 25	\$32,768
Median Income 25-44	\$45,189
Median Income 45-64	\$54,028
Median Income Over 65	\$49,179

Average Household Income	\$73,129
Median Household Income	\$50,659
Percent Increase/Decrease in Income Since 2000	26%
Percent Increase/Decrease in Income Since 2010	4%
Average Household Net Worth	\$502,392
Median Home Sale Price	\$230,000
Sales Tax Rate	7.5%
Average Household Total Expenditure	\$55,843

Certificated Staff Service and Experience: 2015-18

Year	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
2015-16	13	11	10	5
2016-17	15	13	5	6
2017-18	13	11	10	5

Number of STHS Staff by Ethnicity: 2015-18

Year	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
2015-18	3	0	0	0	0	0	64	1	0	68
2016-17	4	0	0	0	0	0	61	1	4	70
2017-18	3	0	1	0	0	0	65	1	0	70

Certificated Staff Educational Level: 2018-19

Doct rate	Special Degree (Juris Doctor)	Master's Degree +30	Master's Degree	5th Year w/in BA	5th Year Induct.	5th Year	Bacc. Deg. +30	Bacc. Degree	Assoc. Degree	None Reported	Total
0	0	10	19	0	0	0	28	12	0	1	70

Viking Vision Goals and Safety Survey Data: 2019

During the week of January 29-February 5, 2019, South Tahoe leadership asked stakeholders to respond to six questions about the goals of the Viking Vision using a 5-point scale where 1=“Not at all well,” 2=“Not so well,” 3= “Somewhat well,” 4= “Very well,” and 5= “Extremely well.” The survey instrument, posted in English and Spanish, collected 201 responses.

Survey Question (n = 201)	Number of respondents who answered the question 4 or 5	Percentage of respondents who answered the question 4 or 5	Number of respondents who answered the question 3, 4, or 5	Percentage of respondents who answered the question 3, 4, or 5
To what degree do you think STHS is preparing students for college, career, and life?	99	49%	178	89%
Do you think STHS provides access to the courses you require (or your STHS student requires) and fairness in placing students in these courses?	98	49%	152	76%
Do you think you have (or your STHS student has) a sense of belonging and/or connectedness to South Tahoe High School?	104	52%	156	78%
Do you think you have (or your STHS student has) opportunities for your family to connect to South Tahoe High School?	99	49%	161	80%
Do you think you are (or your STHS student is) safe at South Tahoe High School?	115	57%	164	82%
How well does South Tahoe High School support our students' character development?	56	28%	157	78%

Enrollment of All Students and AVID Students at STHS: 2017-18

Grade Level	All Students		AVID Students	
	Male	Female	Male	Female
9th	152	120	26	23
10th	149	118	16	23
11th	134	122	12	27
12th	112	99	17	27
Total	547	459	71	100

ACT Test-Takers: 2013-17

	2013-14	2014-15	2015-16	2016-17*
Grade 12 Enrollment	226	212	228	233
# of students tested	96	87	68	44

* Data from 2017-18 are not available from California Department of Education.

Average ACT Test Scores: 2013-17

	Avg. score: Reading	Avg. Score: English	AVG. score: Math	Avg. score: Science
2013-2014	24	22	23	22
2014-2015	22	21	22	22
2015-2016	23	22	23	22
2016-2017*	22	22	22	22

* Data from 2017-18 are not available from California Department of Education.

SAT Test-Takers: 2013-17

	2013-14	2014-15	2015-16	2016-17*
Grade 12 Enrollment	226	212	228	233
# of students tested	128	107	89	67

* Data from 2017-18 are not available from California Department of Education.

SAT Scores: 2013-17

	Avg. score: Reading	Avg. Score: Math	AVG. score: Writing
2013-2014	523	519	509
2014-2015	503	502	488
2015-2016*	506	508	492

* Data from 2016-17 and 2017-18 are not available from California Department of Education.

Advanced Placement Exams: 2015-18

Year	Enrollment 10-12	Enrollment 12	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5
2013-2014	731	226	145	45	90	78	41	52
2014-2015	743	212	170	40	80	62	46	51
2015-2016	755	228	161	52	68	45	42	47
2016-2017	759	248	115	23	73	69	26	14

STHS Staff Professional Development Activities: 2018-19

Teacher name	Release Day
English dept release day	9/25/2018
PBL workshop	9/27/2018
PBL workshop	10/17/2018
GFSF release day	10/23/2018
Math dept release day	10/31/2018
Science Dept release day	11/7/2018
AVID Dept release day	11/14/2018
Social Science release day	11/28/2018
CTE dept release day	11/29/2018
PBL workshop	12/5/2018
STEAM release day	12/13/2018

Teacher Name	Conference	Date(s)	Location
Tricia Suglian	AP by the Sea	July 23-26	San Diego
Jayme Miller	TPRS - Language	July 9-13	Boston MA
Jill Colvin	CEDR Systems Conf	Oct 2-5	San Diego
Shannon Beni	UC Counselors Conf	Sept 7 2018	Sacramento
Pat Harnett, S. McClendon, J, Buscher, S. Beni	AERIES Conf	Oct 8-9	Sacramento
Stephanie McClendon	UC HS Counselor Conf	Sep 10	Oakland
Bedwell, Zezula, Zalles, Greenough, Friedman, Richardson	NSTA Conf	Oct 11-13 2018	Reno nv
Marina Martin, Nick Salcedo	Comprehensible CA	Sept 22 2018	Roseville
Matt Kauffmann	Adobe Conf	October 13-17	Los Angeles
Tahoe Economic Summit	Whitney Pomeroy, Eric Beavers, 8 students	Oct 19 2018	SLT
CTA Conf	Robyn Lindner, Dave Nowitzky, Mike Filce	FEb 1-3 2019	San Jose Ca
Ca League of Schools	Nowitzky, A. Tillson, Heidel	Jan 11-13 20-19'	Monterey
California Assoc.of Teachers of English	Mike Filce, Kovac, Tillson	Feb 22-24, 19	Burlingame
Human Rights/Time to Thrive	Bridey Heidel	Feb 15-17, '19	Anaheim Ca
PBL	Anneliese Tillson	April 24-26'10	Rancho Mirage

STHS PROFESSIONAL DEVELOPMENT PLAN

SOUTH TAHOE HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2018-19 YEAR AT A GLANCE

DOMAINS	FOCI & FRAMEWORKS	CONNECTION TO VIKING VISION	CURRICULUM DEVELOPMENT
CONTENT	<ul style="list-style-type: none"> ● CONTENT SPECIFIC ● SCHOOL-WIDE LITERACY - CLAIM, EVIDENCE REASONING ● PBL (PROJECT BASED LEARNING) ● SOCIAL-EMOTIONAL LEARNING - CHARACTER FOCUS ● AVID STRATEGIES 	<p>GOAL 1: COLLEGE CAREER & LIFE READINESS</p> <ul style="list-style-type: none"> ● CONTENT SPECIFIC ● PBL ● AVID ● LITERACY PLAN (CER) <p>GOAL 2: ACCESS & EQUITY</p> <ul style="list-style-type: none"> ● COMPANION PLANS ● MASTER SCHEDULING, DATA COLLECTION ● LITERACY PLAN ● FOCAL STUDENTS, CALIBRATION OF STUDENT WORK <p>GOAL 3: BELONGING & COMMUNITY CONNECTEDNESS</p> <ul style="list-style-type: none"> ● SEL (CHARACTER) ● DUAL ENROLLMENT ● AVID ● VIKING VISION COMMUNITY MEETINGS <p>GOAL 4: FAMILY ENGAGEMENT</p> <ul style="list-style-type: none"> ● ENGLISH LEARNERS - TWO TEACHERS, ARTICULATION, COLLABORATION, EL AIDE ● VIKING VISION COMMUNITY MEETINGS - PAY TEACHERS TO ATTEND <p>GRADUATE PROFILE:</p> <ul style="list-style-type: none"> ● SEL (CHARACTER & HEALTHY INDEPENDENCE) ● PBL, CER - CRITICAL THINKING, CURIOSITY, COMMUNICATION, COLLABORATION <p>VIKING VISION COMPANION PLANS - RELEASE DAYS BY DEPARTMENT</p> <ul style="list-style-type: none"> ● VERSION 1: WORLD LANGUAGES, CTE, AVID, PE ● VERSION 2 - ENGLISH, MATH, SCIENCE, SOCIAL STUDIES 	<p>CCSS - MATH & ELA; SOCIAL SCIENCE</p> <p>NGSS - SCIENCE</p> <p>HISTORY SSs</p> <p>PBL (PROJECT BASED LEARNING)</p> <p>WORLD LANGUAGES</p> <p>VAPA</p> <p>CTE</p> <p>PE</p>
PROCESSES	<p>CONFERENCES; STAFF MEETINGS; DEPT. MEETS; SUB RELEASE &/OR EXTRA HRS.</p>	<p>COLLAB GROUPS- STAFF, DEPT. & FOCUS GROUPS; COACHING SUPPORT</p>	<p>SUB RELEASE &/OR EXTRA HRS., CONFERENCES</p>

SOUTH TAHOE HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2018-19

YEAR AT A GLANCE

STUDENT OUTCOMES: WHAT STUDENTS WILL LEARN	OUTCOMES: WHAT CHANGES WILL HAPPEN IN THE CLASSROOM	PD GOALS: WHAT TEACHERS AND STAFF WILL LEARN
<ol style="list-style-type: none"> SWBAT demonstrate agency to drive their learning through oral and written communication skills. SWBAT participate in deeper learning through accomplishment based projects that are connected to and inspire college and career pathways. SWBAT relate character traits to socio-emotional learning core competencies, particularly self-management and relationship skills. (NEW 2018-19) 	<ol style="list-style-type: none"> Students will have a proactive voice in what and how they learn (in connection to standards). Students engage in complex problems and demonstrate an understanding of core content through collaboration, communication, and ongoing constructive feedback. They drive elements of their learning and make connections between content, real-world problems, and future career pathways. Students will reflect on character traits and connect academic success to self-management and relationship skills. (NEW 2018-19) 	<p>PD Domains: Teaching Practices & Frameworks, Curriculum Development; Inquiry & Learning Outcomes</p> <ol style="list-style-type: none"> Demonstrate voice, choice, and differentiation in professional development structures as a model for developing agency and self-directed learning. To develop and adapt teaching strategies to promote deeper learning through projects that inspire college and career readiness, connect content with real world problems and promote a growth mindset. Build capacity and understanding of teaching and relationship strategies that account for trauma, positive behavior supports, character development, and emotional intelligence. (NEW 2018-19)

Budget:

Substitutes @ \$120 per day	Extra Hours (@\$53 per hour)	Conferences (TBD)
Department Release Days English (2) - 8 teachers Math (2-3) - 8 teachers Science (2-3) - 6 teachers Social Studies (2) - 6 teachers AVID (1) - 4 teachers CTE (1-2) World Languages (1) Conferences: Special projects, workshops, curriculum development, peer observations; EL Family engagement	Curriculum Development: Math Science (STEAM) Social Science World Languages Collaboration Curriculum refinement PBL SEL Literacy Plan	PBL - Buck Institute 3 people (4,000) + In house workshops & coaching English - CATE, CTA, CUE Art SEL - Learning and the Brain (Educating with Empathy) World Languages - TPRS SpEd - CDR systems AP - Science: NSTA Social Science - Tahoe Economic Summit Support staff - AERIES
5,000 + support via EdCenter	10,000 + support via EdCenter	22,500 + support via EdCenter

VIKING VISION PLAN - 2022

South Tahoe High School



Introduction

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. Students learn, grow and connect to the community of South Lake Tahoe and the natural resources in and around Lake Tahoe. In addition to field trips to colleges, students gain experience outside the Lake Tahoe Basin through journeys together to explore and grow their talents in arts, team sports and career possibilities that provide a glimpse into their futures.

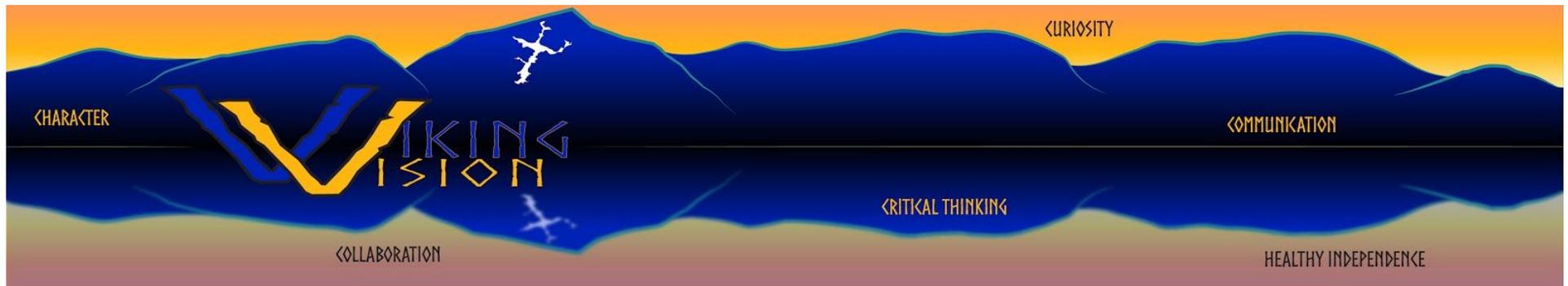
As a community, there is a desire to paint a clear picture of student-centered learning and a portrait of our graduates that will ensure our students' readiness for their future. We also believe that all of our students deserve to aspire to their individual choices for college and career. Throughout the fall of 2017, the South Lake Tahoe community -- students, staff, families and community members -- contributed to a shared vision of student-centered learning and identified key qualities we want to develop in our graduates. The intent of Viking Vision 2020 is to provide a platform for ongoing community engagement, reflection and action as we seek to achieve our goals.

Viking Vision is adapting to become an iterative process each year to take the freshmen class into account. Therefore, Viking Vision will forecast out to our newest students' graduation dates resulting in a succession of plans with the first ending at 2022, then the class of 2023 and so on. As a community, there is a desire to paint a clear picture of student-centered learning and a portrait of our graduates that will ensure our students' readiness for their future. We also believe that all of our students deserve to aspire to their individual choices for college and career. The Viking Vision 2022 plan describes:

- South Tahoe High School's vision and framework for student-centered learning.
- Viking Graduate Profile that describes qualities and skills our students will demonstrate by graduation along with links to standards of practice and career readiness.
- Goals we want to achieve with links to district/LCAP goals.
- Key actions we are taking to achieve our goals.
- Summary of plan with initial actions, milestones and a forecast to steps beyond 2022.

Student Outcomes: Viking Graduate Profile

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.** In keeping with the framework for student-centered learning and the 4Cs of 21st Century Learning, the Viking Graduate Profile* consists of 5Cs and Healthy Independence (Financial and Physical Fitness).



Viking Graduate Profile: Qualities & Skills	Community Input
<p>Critical Thinking</p> <ul style="list-style-type: none"> ➤ Demonstrates divergent thinking and creativity in problem solving and real-world situations (looks at problems in a new way). ➤ Demonstrates strategic and extended thinking through analysis, forming argument from evidence, synthesis of ideas from multiple sources, design and critique of experimental models ➤ Links learning across subjects and disciplines. 	<p>Students say: “set out a destination, not a road”; “Let students find their own way, knowing that not all students learn the same way or as easily”; “(strike a) balance between easy and difficult.”</p> <p>Community says: “Takes risks, answers out of the ‘norm,’ uses strategic thinking to look at strengths and weaknesses”; “Teacher relations lead to students’ ability/willingness to take risk, nurture boldness and confidence in students.”</p> <p>Demonstrated through: Projects, responses, question, inquiry, self evaluation, problem solves and find answers independently, reflection and thinking about learning process. CER.</p>

Viking Graduate Profile: Qualities & Skills	Community Input
<p>Collaboration</p> <ul style="list-style-type: none"> ➤ Knows how to work with others to reach a shared goal — puts talent, expertise, and smarts to work. ➤ Values teamwork to solve problems and create solutions. ➤ Demonstrates an appreciation for others’ perspectives and experience. 	<p>Students say: “putting our heads together to come out with a solution.” Community says: “Make sure (collaboration means) more than ‘group work’; break down into essential skills of collaboration which can be measured. Show evolution over time with structured observation.” “Appreciate and learn from others with different styles, working with people that you might not want to, need positive interdependence with autonomy and need to teach individual accountability for collaboration. Shift from lecture to conversation. “ Demonstrated through: Portfolios with self and peer reflection and teacher evaluation. Socratic Seminars, group projects.</p>
<p>Curiosity</p> <ul style="list-style-type: none"> ➤ Committed to lifelong learning. ➤ Motivated by questions, exploration of purpose, and takes initiative to learn deeply. ➤ Self-directed and undertakes creative endeavors. 	<p>Students say: “wanting to know more, know WHY. Going deeper than normal, being adventurous, trying new things and thinking freely.” Community says: “Class environment supports curiosity through project based learning, student-driven, goal-oriented tasks, maker space environment (tinker space). Support teacher training.” Demonstrated through: Senior project, participation and engagement, # of library books checked out, task accomplishment, 10-Year plan</p>
<p>Communication</p> <ul style="list-style-type: none"> ➤ Shares thoughts, questions, ideas, and solutions verbally and in writing in a variety of situations (research, essays, email). ➤ Participates in authentic interaction to collaborate, compromise, and share ideas through active listening, understanding of nonverbal cues and cross-cultural differences. 	<p>Students say: “open-minded, honest, thoughtful, discussions. Having healthy debates, talking and listening effectively and not ‘being shot down,’ finding non-violent ways to solve problems, healthy social media use, want to bridge the gap between cultural differences.” Community says: “Need to consider ways to teach nonverbal cues.” Demonstrated through: common assessments across all disciplines from freshman to senior year (essays, public speaking, business communication through email, letters, resumes, interview skills).</p>
Viking Graduate Profile: Qualities & Skills	Community Input

<h2>Character</h2> <ul style="list-style-type: none"> ➤ Empathy - Values others' perspectives and seeks to understand and prioritize success of the group over self. ➤ Resilience - Adapts and overcomes setbacks and failure, practices a growth mindset and sees challenges as opportunity. ➤ Personal responsibility - Takes ownership of one's choices, understanding the natural consequences. Manages time and commitments and takes responsibility for outcomes. ➤ Confidence - Takes risks, accepts challenges and demonstrates courage to be authentic ➤ Grit- Despite obstacles, applies passion, perseverance and tenacity to accomplishing a goal over an extended period of time. 	<p>Students say: "kids need help building character, knowing what characteristics they have and need to grow on, knowing who can help you grow."</p> <p>Community says: "Encourage confidence in comfortable settings and classrooms where students can share ideas and feel confident to engage and contribute"; "Building an understanding of empathy vs. sympathy and appreciation in all classes, positive conversations, define what school-wide empathy looks and feels like. Cultivate the 'power of yet' and resilience, use challenges as an advantage and learn from mistakes, personal connections, consider personal and family differences, taking ownership and responsibility for actions."</p> <p>Demonstrated through: 10-Year plan that helps to identify character traits, empathy through leadership, attendance, use of planners, follow-through.</p>
<h2>Healthy Independence (Financial & Physical Fitness)</h2> <ul style="list-style-type: none"> ➤ Knowledge and sense to make healthy choices physically and financially. ➤ Practices healthy habits (physical, emotional) and surrounds one's self with positive peers. ➤ Develops a practical set of skills to manage and maximize personal finances with confidence. Ex. - budgeting, goal setting and navigating the world of credit and investing. 	<p>Students say: "We need this, 100%."</p> <p>Community says: "Financial and nutritional, not an elective, taught as a basic life skill."</p> <p>Demonstrated through: knowledge assessments, 10-Year Plan, new Financial Literacy class. Want to have a class for seniors - Adulting 101.</p>

Common Core, Next Generation Science and CTE Standards: Viking Graduate Profile Links to Standards of Practice

Qualities in the Viking Graduate Profile, the 5Cs along with Healthy Independence (Financial & Physical Fitness), are developed across subjects and disciplines through standards based instruction and 21st Century learning. The Common Core Standards for Math and English, along with the Next Generation Science Standards outline key practices and capacities that describe learning and student outcomes. Additionally, Viking qualities are developed in Career Technical Education (CTE) courses through CTE Standards for Career-Ready Practice.

Practices in Mathematics, Science, and English Language Arts*		
Math	Science	English Language Arts
M1. Make sense of problems and persevere in solving them.	S1. Asking questions (for science) and defining problems (for engineering).	E1. They demonstrate independence.
M2. Reason abstractly and quantitatively.	S2. Developing and using models.	E2. They build strong content knowledge.
M3. Construct viable arguments and critique the reasoning of others.	S3. Planning and carrying out investigations.	E3. They respond to the varying demands of audience, task, purpose, and discipline.
M4. Model with mathematics.	S4. Analyzing and interpreting data.	E4. They comprehend as well as critique.
M5. Use appropriate tools strategically.	S5. Using mathematics, information and computer technology, and computational thinking.	E5. They value evidence.
M6. Attend to precision.	S6. Constructing explanations (for science) and designing solutions (for engineering).	E6. They use technology and digital media strategically and capably.
M7. Look for and make use of structure.	S7. Engaging in argument from evidence.	E7. They come to understanding other perspectives and cultures.
M8. Look for and express regularity in repeated reasoning.	S8. Obtaining, evaluating, and communicating information.	

* The Common Core English Language Arts uses the term "student capacities" rather than the term "practices" used in Common Core Mathematics and the Next Generation Science Standards.

NGSS@NSTA
STEM STARTS HERE

New CTE Standards Include Career-Ready Practice

- *Apply appropriate technical skills and academic knowledge*
- *Communicate effectively*
- *Develop an education & career plan aligned w/ personal goals*
- *Apply technology to enhance productivity*
- *Utilize critical thinking and persevere in solving problems*
- *Practice personal health and understand financial literacy*
- *Act as a responsible citizen*
- *Model integrity, ethical leadership, & management*
- *Work productively in teams while integrating cultural & global competence*
- *Demonstrate creativity and innovation*
- *Employ valid and reliable research strategies*
- *Understand the environment, social, & economic impacts of decisions*

Goals: By 2022, we want to achieve...

1. College, Career and Life Readiness

- Significantly (+5% each year) increase percentage of students who demonstrate understanding and proficiency in content and practice standards (i.e. Common Core, Next Generation Science Standards, History and Social Science, Career Technical Education Standards).*
- All students participate in project based learning experiences that drive student inquiry and connect to real-world situations.
- Incorporate qualities in the **Viking Graduate Profile** (Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence) into learning experiences. Measure growth through personal reflection and authentic assessment (i.e. projects, performance tasks, culminating events.)

Link to LCAP: [Goal #1 Increase Academic Performance](#); [Goal #2 Enhance Stakeholder Communication & Collaboration](#) [Goal #4 Quality Education Access for Foster Youth](#)

Link to WASC Schoolwide Action Plan - [Goal 1](#)

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.*

Link to LCAP: [Goal #1 Increase Academic Performance](#); [Goal #4 Quality Education Access for Foster Youth](#)

Link to WASC Schoolwide Action Plan - [Goal 2](#)

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..

Link to LCAP: [Goal #2 Enhance Stakeholder Communication & Collaboration](#): [Link to School Site Goal: Goal #5 - Belonging and Community Connectedness](#)

Link to WASC Schoolwide Action Plan - [Goal 3](#)

4. Family Engagement

- Families report opportunities and engagement 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.)

Link to LCAP: [Goal #2 Enhance Stakeholder Communication & Collaboration](#): [Link to School Site Goal: Goal #5 - Belonging and Community Connectedness](#), [Link to WASC Schoolwide Action Plan - Goal 4](#)

Key Actions: To reach our goals by 2022, we will...

1. Enhance professional learning, development and engagement of staff.

- Engage staff in professional learning related to application of content standards (Common Core, Next Generation Science and History Social Science), instructional practices that lead to academic achievement and development of qualities in the Viking Graduate Profile.
- Allocate time for collaboration to support consistency, common, calibrated authentic assessment of learning and course development.
- Cultivate a culture of growth, learning and feedback. Staff groups and administration monitor growth that includes cycles of data inquiry, reflection, and action that focus on student outcomes and closing the achievement gap.

2. Ensure access to pathways and course sequences that lead to college and career preparedness for students in all subgroups.

- Monitor and measure progress towards college and career indicators.
- Update course sequences and descriptions to reflect standards, connections and foundations to other subjects or CTE pathways.
- Collaborate regularly with middle grades to align practices, calibrate proficiency measures and Viking Graduate Profile development.
- Deepen staff understanding of the student experience and cultural diversity through dialogue, student shadowing and data analysis.

3. Expand family engagement and communication.

- Engage families through community events and outreach groups. (Boosters, Cafecitos, clubs, Vision 2020, locations vary throughout SLT).
- Inform families and students of school progress, events and opportunities to engage through a variety of methods and languages.
- Develop, articulate and implement a vision for family engagement in decision making and the direction of the school.

4. Implement strategic systems of academic and behavioral intervention and support.

- Develop tiered systems of intervention and support for students struggling academically and behaviorally through monitoring, student referral system and implementation of research based strategies. (Response To Intervention - RTI)
- Train staff in proactive classroom management strategies and relationship building (i.e. social emotional learning, trauma informed practices).
- Update the Code of Conduct with plans to address unhealthy behaviors (Alcohol & Drugs) and safety/responsibility online (Digital Citizenship).

5. Deepen community and workforce partnerships.

- Develop shared goals and strategic actions with college partners (Lake Tahoe Community College in particular), community workforce organizations, public and private sector employers and non-profit community based organizations.

6. Inspire and engage students as change agents.

- With the **Viking Graduate Profile** as a reference point, develop leadership skills and creative confidence to act on their ideas. Engage underperforming groups in feedback, goal setting, ideas and solution-seeking around meaningful engagement.

Viking Vision 2022: Action Plan - *Updated January 2019*

Viking Vision: Students develop a sense of purpose through authentic collaboration, real-world learning.		
Viking Graduate Profile: 5Cs & Healthy Independence Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence		
Driving Question: How will the STHS community enhance and adapt practices to accelerate progress toward our vision of student-centered learning and develop qualities described in the Viking Graduate Profile?		
2018-2019 Planning & Doing	2019-2022 Milestones & Making Progress	2021-22 Reflect, refresh, & forecast
<p>Refine and implement key actions. Update School Site Plan. Rename up to 2022, focus on Character</p> <p>Viking Vision Companion Plans: Departments reflect on progress related to Viking Graduate Profile, core departments Version 2, add new departments to the process.</p> <p>Develop a School Literacy Plan, engage community and team of staff, implement elements of plan specifically Claim, Evidence, Reasoning across content.</p> <p>Build capacity for Project Based Learning through expert teacher support, workshops, and collaboration.</p> <p>Continue to get the word out: Viking TV; student leadership; websites; graphics; activities; Grad Profile sessions with students.</p>	<p>Iterate each year to include incoming freshmen class. 2023, 24 and so on. Measure quantity and quality of authentic, real-world learning in classrooms and in the community. (Develop rubric in 2019). Identify new Viking Graduate Profile focus each year.</p> <p>Deepen and expand Project Based Learning to include community partners. Showcase work in expo or open house.</p> <p>Implement new elements of the Literacy Plan, articulate K-14.</p> <p>Update and refine systems and partnerships for responding to students - academic and social-emotional needs.</p> <p>Refine and update course offerings to reflect vision, graduate profile, and goals.</p> <p>Seek grant funding to support innovative projects.</p>	<p>Community forecasting of emerging trends in 2028. Plan to adapt. Revisit and refresh vision of student learning, include vision of adult learning and culture.</p> <p>Update and revise 2022 WASC Schoolwide Action Plan.</p> <p>Aspiration: Imagine we have evidence of our vision on student-centered learning throughout the school and our graduates demonstrate qualities in the Viking Graduate Profile.</p> <p>Define what is next. Identify trends are on the horizon that will cause us to adapt.</p>

2018 WASC Visiting Committee Probationary Report

PROBATIONARY VISIT

VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

South Tahoe High School

1735 Lake Tahoe Blvd.

South Lake Tahoe, CA 96150

Lake Tahoe Unified School District

March 19 - 20 2018

Visiting Committee Members

Constance Oliver

Retired teacher Linden High School

Mr Michael Shroyer

Asst Principal James C. Enochs HS Modesto

Ms Cheryl Townsend

Director The Reach School Sebastopol

I. Introduction

Include the following:

- General comments about the school, its setting, and the school's analysis of student achievement data.

South Tahoe High School is a four-year comprehensive high school for Lake Tahoe Unified School District. Enrollment of 1013 is 51% white, 39% Latino 4.5% Filipino. 58% of the students are classified as low socioeconomic status. 12.3% are English learners. Special Education students are 11.5%.

STHS is an National AVID Demonstration School with several CTE opportunities for the students.

A significant number of families are employed in the gaming industry with lower than average incomes and higher than average cost of homes. Seasonal work and competition from Indian gaming has led to a high turnover of students' families. Families feel that their students are safe at school and that they have opportunities to pursue career and/or high education.

The school is on a hybrid 4x4 schedule which allows for exploration of interests and opportunity to make up classes that are failed. A-G designated classes are standard for students although new CTE courses are being developed to accommodate the students who plan to matriculate into career. In addition some math sections are designed as yearlong with one semester credit for the subject and the other semester an elective credit. This allows students who need additional support to complete the course at a slower pace. As students come from the middle school with enhanced integrated math skills these class will be phase out and other means of support will be implemented.

Senior Project is a graduation requirement of all students. This capstone experience allows students to explore a topic of interest and includes written, oral and physical completion of a task. Community is involved as mentors and evaluators.

A major change is the hiring of a principal who has had extensive training in Common Core Implementation, developing parent involvement and long range professional development for teachers. Her initial activity was to pull together the Viking Vision 2020 group that includes all stakeholders. Through meetings throughout the year she has been able to vastly improve the participation of parents including Latino parents, booster support and community involvement.

Science has done the research to begin a STEAM class for the intro ninth grade science alternative.

Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.

- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

The new leadership has created an ethos of collaboration among the faculty, district personnel, middle school and parents. Get Focused-Stay Focused curriculum is used in the 9th grade health class to complete a 10-year personal plan. This plan is reviewed each year with the student's counselor with parent input.

Changes in the way professional development is planned and implemented is having a positive impact on what happens in the classroom. The VC repeatedly witnessed innovative uses of technology, activity-based instruction and updated curriculum. Throughout classroom observations the VC witnessed high levels of student engagement. Teachers repeatedly reported that the district and the school's administration were providing new opportunities for professional growth with a well articulated plan for the continued redesign of courses and training on more contemporary instructional strategies like Project Based Learning.

Another notable change is the significant change in the number of parents who are actively engaged in school improvement efforts. Attendance at Viking Vision 2020 meetings, ELAC meetings and Boosters participation have all witnessed significant increases since the 2016 WASC visit. More importantly, are

the high levels of meaningful participation by a variety of stakeholders. Meetings include opportunities for valuable parental input that the school's administration has clearly adopted and included in school improvement plans.

A positive school culture was repeatedly observed throughout the visit across all stakeholder groups. Parents report feeling more welcomed to participate in meaningful ways. All VC members met with students who reported feeling very positive about their opportunities for learning as well as high levels of connectedness to their teachers and principal. Teachers spoke very highly of the opportunities they've been given by the district and their principal to update the curriculum and to receive training in innovative teaching strategies. The momentum for positive and substantive change was a pleasure to observe.

- Briefly comment on the school's follow-up process. Include a description of the committee that has been responsible for overseeing the progress of the school's action plan and the preparation for the visit.

In response to the 2016 Visiting Committee report, South Tahoe High School gathered its stakeholders to oversee the progress of the school's action plan and prepare for the current probationary visit. The South Tahoe High School stakeholders involved have been its families, students, local administration, Board of Trustees and staff. Under the direct leadership of newly appointed Ms. Carline Sinkler, along with the WASC coordinator, Mr. Frank Kovac, South Tahoe High School developed a clear plan to address the critical areas for follow-up from the 2016 report. Ms. Sinkler formulated and gained consensus with stakeholders a set of principles that would serve as the framework for school improvement. With the mission of ensuring equity, innovation, and a commitment to both student-centered and professional learning for staff, Ms. Sinkler has led the community to develop a clear and succinct vision for education at South Tahoe High School. The resulting, "Viking Vision 2020" serves as a concise blueprint for school improvement which will lead to increased student achievement. The South Tahoe learning community identified six qualities critical to student success at South Tahoe High School: Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence. These qualities are defined in the Viking Graduate Profile.

Another significant change at South Tahoe High School, in regards to the follow-up process since 2016, has been the development of a comprehensive Professional Development plan that supports learning among staff members. Teachers participate in learning communities that address Common Core State Standards strategies, Next Generation Science Standards, Project-Based Learning, AVID strategies, and other student-centered learning communities. The South Tahoe High School science department has also worked to develop a plan for implementing the Next Generation Science Standards. They have developed a draft of new science course requirements and have drafted a three-year strategy to implement them.

- Describe the process used to prepare the progress report.

The process of introspection for South Tahoe High School began in April of 2017 when District administrators, Mr. Bob Grant and Ms. Maria Luquin, invited key department and school district leaders to a series of Task Force meetings to chart their path forward. With the recommendations from the WASC Visiting Committee report in hand the STHS Focus on Learning Task Force began a renewed effort understanding that there were major issues that the school had not identified in their 2016 FOL report. Beginning in June 2017 Principal Sinkler went to work communicating with stakeholder groups which included staff meetings, parent/family meetings, student representative meetings, and then collectively with all groups at monthly "Viking Vision 2020" community meetings. Significant refinements have been made to South Tahoe High School's Schoolwide Action Plan which was updated in response to the March 2016 WASC Visiting Committee report. Revisions that followed in the Spring of 2016 indicate more specificity related to the funding and timelines and included a new section on community involvement. In the Fall of 2017, a community-wide process focused on student-centered learning, updating SLOs (Graduate Profile) and identifying school goals and key actions resulted in significant refinements to the

plan. To achieve coherence, the 2018 Schoolwide Action Plan is explicitly linked to Viking Vision 2020, LTUSD LCAP goals, and the Single Plan for Student Achievement (SPSA).

II. Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide an analytical summary about the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section.
- Note the evidence supporting the progress made and the impact made on student achievement.

The school's Probationary Progress Report contained seven Schoolwide Critical Areas for Follow-up. The first three of these areas for follow-up were identified by the school in the 2016 self-study report. The remaining four areas were recommended by the 2016 visiting committee. They are listed below with each followed by actions taken by the school as well as an analytical summary of progress for each critical area.

STHS Identified Schoolwide Critical Areas for Follow-Up (2016)

1. Increase literacy and skills in Common Core State Standards among South Tahoe High School teachers.

The school appears to be making significant strides in this area. First, the process involves the collaboration of staff and administration in examining and analyzing student achievement data in order to get to the bottom of the root causes of achievement gaps and make a plan for ameliorating the gaps. In addition, courses in the areas of English and math have been revised or are in the process of revision in order to meet the Common Core State Standards. Science and social studies teaching staff are participating in curriculum development opportunities with the social studies department involved in piloting a new curriculum that meets the standards. In the way of instruction development and delivery, significant numbers of staff have attended Project Based Learning (PBL) professional development. PBL pedagogical strategies are student-centered and focused on developing high levels of critical thinking and analytical skills.

Improvements in student performance on the SBAC assessment is notable and provides evidence that the school is addressing the needs of its students. Using the 14/15 school year as a baseline, overall performance has increased dramatically in both English and math. It should be noted that significant performance improvement was also evident for socio-economically disadvantaged students. While significant sub-group discrepancies continue to exist, it is clear that there is improvement in student achievement with a clear process in place for identifying and addressing curricular and instructional deficiencies.

2. Provide courses that meet the needs of all subgroups.

The school's Get Focused, Stay Focused curriculum provides structures for numerous pathways for success in high school and beyond. This 9th grade core class is given dual credit with LTCC and is visited each school year in core subjects. The school's development and implementation of a strong CTE program is ensuring that students who are not immediately college bound post graduation are prepared to enter the workforce. The school also boasts a strong relationship with Lake Tahoe Community College (LTCC) to ensure opportunities for high level academics for those students ready for that level of education prior to graduation and in preparation for college. Students also have access to career and technical education courses through LTCC.

The Viking Vision 2020, whose focus is on access and equity in education goals, acknowledges the need to provide an array of courses to meet the needs of all students including struggling and credit deficient students. The plan identifies *integrated support systems* like tutoring, scaffolding and improved coordination of appropriately leveled ELD classes.

3. Formalize, publish and implement a comprehensive South Tahoe High School and South Tahoe Middle School Code of Student Conduct (COSC).

The school's Student Code of Conduct materials have seen significant improvement through the collaboration of staff, students, and the administrative team. Students reported that they felt their voice is heard and respected by the staff and administration. The attendance data provided by the school shows a significant decrease in the number of tardies consistent with the implementation of new tardy monitoring systems outlined in the updated COSC. In addition, the updated COSC outlines systems in place for struggling students whether their struggles be academic or personal in nature. The school is beginning to implement a Response to Intervention programs for students academic and personal crisis areas. Also outlined in the COSC is information for students' referral to a number of community based resources should they have need for a service the school could not provide.

Evidence of these changes:

- A published, board adopted policy
- Conference with students who are now aware of the code
- Data in the report that shows a decrease in tardies and other infractions.
- Increase in counseling appointments for personal and behavior issues.
- Listing of resources available to students and families

Visiting Committee (2016) Identified Schoolwide Critical Areas for Follow-Up

1. Parent involvement in the school decision making process, including LCAP and the site plan.

This critical area for follow-up is now included in the school's Schoolwide Action Plan. The growth target is an increase of 5% parent participation groups each year. The team observed significant growth in this area since the initial visit in 2016.

Evidence of progress came in many forms. They are as follows:

- Viking Vision 2020 - Most notable of the progress in this area comes in the form of the Viking Vision 2020 Plan. Parents, staff, administration, students and other community stakeholders are involved in a process by which the school is focused on short- long-term goals for schoolwide improvement measures which include the development of a student profile of a STHS graduate. The committee reviewed and can verify a robust and healthy process for the development of strong pathways for student success that capitalize on strong CTE and college pathways. Also evidenced are the use of parent and student surveys to gather data that will further inform the process.
- School Site Council (SSC) - Meetings at SSC meetings now included members of the ELAC committee. There is ongoing integration of the development of the Viking Vision 2020 Plan and Single Plan for Student Achievement.
- ELAC - Attendance has increased, including participation by the principal and intervention counselor. Both administration and staff reports that increased participation and high quality engagement is creating meaningful change for ELD students. Strategies for increasing

attendance include moving meetings to the community center as well as providing Spanish translation.

- Boosters - These groups have seen significant increase in communication contact and have set a goal to increase contacts in their communication networks by 10%. The team witnessed booster community involvement on several occasions.
2. A comprehensive plan for Common Core and NGSS implementation.

The English department has adopted literature including novels, graphic novels and online resources, that were developed with Common Core standards. This is the second year of implementation. Inservice and collaboration time was devoted to the initial introduction. Teachers continue to meet, share experiences, strategies, and common assessments. In conversations teachers are noting that there is increased student involvement and more authentic outputs from the students.

The science department continues to review curricular material that might be adopted in their courses. They have begun to include projects in the course work evaluated with rubrics. In addition, by reviewing the struggles of the students in the ninth grade Biology classes, the department chair explored the STEM option and after attending the STEAM conference she outlined a new course using STEAM guidelines. This new integrated science course will be offered as an alternative to the Biology class for students whose reading level indicates they are not ready for Biology curriculum. Credit will be given for physical science. The course has already been given A-G approval. It is planned that this STEAM I class will be continued into STEAM II which will emphasize the life science curriculum and will satisfy the science graduation requirement.

Math has adopted a textbook for Math I and has a well developed course outline with common assessments and benchmark tests. Math II is in the implementation stage and the previous math classes are being phased out. Math III will be developed this summer and eventually the Honors Precalculus will be phased out.

The Social Studies department has piloted a CCSS based textbook in World History class. Other teachers are beginning to incorporate project based learning while waiting for the roll out of the Social Studies framework.

Evidence of these changes:

- Classroom visits and teacher conversations
- Course of study binders for each class
- Authentic student work with evaluations
- Department companion plans that project action items for the next 2 years.

3. A professional development plan that increases collaboration, planning time and consistent staff development within and across departments.

It appears that a more robust plan for professional development began to be developed soon after the WASC report of 2016. Teachers and administrative staff credit the support of the Lake Tahoe Unified School District with providing the support and resources for teachers to work together on the development of CCSS aligned teaching practices/frameworks, curriculum development and inquiry driven learning. Consistent with the previous WASC team's recommendation, the school's teaching staff and administration worked collaboratively to shift the focus of professional development learning more towards pedagogies for student-driven learning and calibrated, meaningful assessments. Teachers reported that they were now supported with time and resources towards the revision of course outlines to

be in alignment with CCSS. The math department, for example, has made the shift from traditional delivery of math sequences to new Integrated Math I and II courses that include CCSS aligned text materials, activity based instruction and use of technology tools. One math teacher reported that Integrated Math III is in the works.

Additional evidence of professional development plans and implementation:

- Draft science plans and course sequence
 - Science and social studies curriculum committee work
 - WestEd Engagement strategies training
 - AP course training
 - Project Based Learning Training with plans to fully develop a future training/implementation program
 - Participation in district wide PD planning committee
 - Work with the local labor union to negotiate paid professional development and collaboration time
4. The communication channel between the district curriculum department and the school site should be strengthened so that there is effective articulation between school sites.

District Educational Services provides curricular and program support through the district CTE/VAPA coordinator, English/AVID coordinator, and Technology and Curriculum coordinator in addition to fiscal support and guidance from the Superintendent's office and Chief Business and Operations Officer. The district has supported WestEd facilitated articulation and standards collaboration between middle and high school English and Math departments. The district English Learner/AVID coordinator provides continuity from Elementary to Secondary through a progression of AVID strategies, coordination of AVID conference participation, developing a Two-Way Bilingual Immersion (TWBI) pathway culminating in Seals of Biliteracy. The Viking Vision meetings bring the community together across school sites with middle, high school and LTCC (college) staff attending.

Evidence of these changes:

- Teacher and administration conversations
 - WestEd facilitated STHS/STMS articulation meetings with standards study/progression - English and Math
 - AVID conferences attended by staff across the district
 - CTE - curriculum, standards and budget support for sustainability and development of programs
 - Two-Way Bilingual Immersion pathway, K-12
 - Science curriculum committee
 - Social Science Curriculum committee
 - LCAP and SPSA goals and funding
- If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address these issue(s) and include supporting evidence.

The school and the school district have addressed each of the action items listed in their report and in the VC report. The staff attitude that recommendations are not punitive, but are, instead, "opportunities for growth," has led to greater cooperation among the stakeholders (community members, parents, district staff, teachers and students).

- Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

The school-wide action lists activities and accomplishments up to the year 2018. Many of the actions have been included in the Viking Vision 2020 development through a community-wide process to clarify the schools vision of student-centered learning. Goals have been articulated and the action items identified to accomplish them.

The VC notes that these goals are timelined out to Spring 2018. The team recommends that the school revisit the action plans and extend the timelines to at least 2020 or 2024.

III. Commendations and Recommendations

- Commendations:
- Comment on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.

South Tahoe High School should be commended for the steps taken to increase parent and community involvement. Viking Vision 2020 community meetings have sparked involvement in a variety of settings and serve as a monthly convening of community members, parents, teachers, and students. There has been a dramatic increase in family engagement from the Latino community with regular attendance at SSC, Viking Vision community meetings and an increase in ELAC (Cafecitos) participation.

South Tahoe High School has also made significant strides in formalizing, publishing, testing and implementing a comprehensive high school and middle school Code of Student Conduct. The school involved all stakeholder groups in the process of developing the Code of Student Conduct and revision is an ongoing process.

In addition, the district office has worked diligently with the school administration and staff to ensure the development and implementation of strong professional development and professional learning plans that have been instrumental as the school has more fully transitioned to CCSS.

- Recommendations:

Viewing the evidence provided by the school it is obvious that the school made a sincere effort to begin the process of addressing the recommendations both from their own report and from the VC committee report. Significant changes are evident and the school is to be commended for the efforts they have made. Parents reflect on the improved school environment as a positive change. Students report that they are happier at school and have a greater understand of what is expected from them through the Viking Graduate Profile, Common Code of Student Conduct and Get Focused, Stay Focused curriculum.

- Comment on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable.
- Identify any new areas of concerns, if applicable.

The VC encourages all stakeholders to continue their solid and substantive work on Viking Vision 2020 especially with respect to the development and articulation of the graduate profile. The school's new leadership, in a very short period of time, has led community stakeholders and made meaningful progress towards identifying what skills and attributes a STHS student might possess. The team encourages the leadership to continue this work assisting each stakeholder group in articulating the actual tasks they will perform to help students achieve the tenets of this profile. In addition, the team recommends that the school's leadership articulate the evaluative and reflective processes that will move students forwards in achieving the skills and attributes of a Viking graduate.

The VC also recommends that the school's leadership include more detailed plans for future work regarding the Schoolwide Critical Areas for Follow-up that cover long range planning through the full term of accreditation. For example, outlines of long range plans for Viking Vision 2020 and professional

development could contain additional timelines for future plans regarding PBL integration and new curriculum development and implementation.