

SOUTH TAHOE HIGH SCHOOL



FOCUS ON LEARNING



Probationary Progress Report

March 19-20, 2018

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

LTUSD Board Approved January 30, 2018

VISITING COMMITTEE

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Teacher (retired)

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James C. Enochs High School

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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 behold 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. Our enrollment of 1013 is primarily white (51.3%) with a sizeable minority population (39.3% Latino, 4.5% Filipino, 1.1% Asian, and 3.8% other). 57.9% of the students at South Tahoe High School are classified as Low Socio-economic Status. Our English-Learner population is 12.3%, an increase of 1.9% since 2010. For 16/17, 85% of the EL population was classified as Long-Term English Learners (LTEL). Our Special Education population is 11.5%, and currently 53.7% of South Tahoe High School students qualify for Free and Reduced Lunch Program. The Foster Youth enrollment is 0.8%, the homeless enrollment is 3.8%, and the unduplicated count for all programs is 58.3%. These data include all the students in our comprehensive high school and the Independent Learning Academy located at the Al Tahoe site adjacent to the Lake Tahoe Unified School District Education Center. (Mt. Tallac Continuation High School, while housed on the South Tahoe High School campus, is not included in this Self-Study). 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 18/19 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 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 2016 median household income in South Lake Tahoe was \$41,380, significantly lower than the county and state median household incomes, and down by about \$3,000 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 \$387,069. Despite the drop in market price, there exists a disparity 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 13 students—at the beginning of 2017-18. As a result 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 more 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 neighboring communities in Nevada to find affordable housing, families that include many of our teachers, firefighters and police officers, and other city employees.

Additionally, in 2007, a wildfire broke out and spread throughout the South Lake Tahoe area, destroying homes and forests. Fortunately, no lives were lost in the Angora Fire; however over three thousand acres were burned with more than 275 structures, including 254 homes and twenty-six buildings damaged, affecting the lives of all our families. While this occurred over a decade ago, it was a defining event that came right up to the STHS campus doorstep. The ensuing school years saw families moving back into their rebuilt homes, although some families have opted to relocate and not to rebuild in the area. Other natural factors contribute to the local economy: snow conditions in California for the last few winters have led to an overall drop in tourist activity and, therefore, a drop in employment opportunities for locals. Last winter, though, saw an appreciable increase in snow levels, sending waves of optimism through the town. Unfortunately this year, the lack of snow has once again impacted our local economy, and we are concerned regarding the potential impact to our schools and our community.

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 25% from 1363 in 2008 to 1013 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 is anticipated starting Fall 2019. While our demographic balance has remained about the same – roughly 50% white and 40% Hispanic/Latino, the current data indicates that 57.9% of our students qualify for Free/Reduced Lunch. In 2014-15, we issued 264 work permits; this year, by January of this year, 218 work permits had been issued. Although the number of work permits is never a true indication of how many students work, as students working in Nevada aren’t required to have a California work permit, the drastic drop in permits in the last four years clearly indicates the dire economic straits the city is experiencing. We can identify roughly 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 45% of our students live with just one parent or other legally responsible adult, family or non-family.

STHS is fortunate to have a surveillance camera system throughout the school to help with school security. We also have a classified security staff that supports administration with supervision of our porous campus. 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. Four 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.

Even before the arrival of our new Principal, Carline Sinkler, there had been careful introspection of past student behavior and response to those behaviors. In the 2014-15 school year, administration introduced a citizenship currency system to facilitate restoration and redemption. While illegal substance use and physical altercations do still happen on campus, there was a 43% reduction in the total offenses committed from 2014-15 to 2017, with the most significant reduction in Disruption/Defiance (43%). During the 2017-18 school year, this reduction continues and is being facilitated by the implementation of the standardized Code of Student Conduct lead by Assistant Principal Mr. Justin Zunino. A grade 6-12 collaborative effort created a living and dynamic document to guide student behavior and the response to that behavior when students make poor choices. While the document may not be groundbreaking in the education world, the evolution of the Code of Conduct was a significant accomplishment for LTUSD.

In 2014-15 school year, the district, in conjunction with El Dorado County, resurrected a Student Attendance Review Board. Currently, the Assistant Principal is serving as the district SARB Coordinator. In this role, has revised the process to include wraparound family support and intervention counseling. We are focusing our attention on positive attendance practices and continue to implement a student and family centered approach that helps us understand why students are not attending and offer support structures to address their needs. (see appendix: "Secondary Attendance Intervention Protocol") This year, we have witnessed an increase in the average daily attendance at the site, and are optimistic we will see an increase from the previous school year.

South Tahoe High School is in the twelfth 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 five years, we have continued to work to improve our offerings for students by working to integrate CTE and college dual enrollment opportunities. The English department offers alternatives to traditional courses have been developed and adopted that have CTE themes along with A-G designation. There is also a sequence of English courses for grades 9-11 that incorporate concepts and materials from digital media and performing arts. 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 657 (65%) 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. Adaptations have broadened this program to meet the needs of seniors in the Transitional Learning Center (TLC alternative education program) and Independent Learning Academy (ILA).

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 totalling 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 much needed 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 Independent Learning Academy (ILA) program has a central location in our city to provide greater access and options for families and students at the K-12 level. We also offer Independent Study Agreements for students who are gone for short periods, like our competitive skiers and snowboarders, students from seasonal employed families, students traveling to/from their native countries, and students facing short-term personal challenges. The two-year-old Tahoe Prep Hockey Academy housed on the STHS campus adds 28 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 54% of students qualify for Free/Reduced Lunch. In 2014-15 school year, the School Site Council and the LCAP process dramatically increased support available to students. The School Site Council approved the implementation of the Link Crew freshman support program for the 2015-16 school year, and through staff and parent feedback, LCFF money was allocated to add a 3rd counselor, a full time psychologist, 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.

South Tahoe High School was fortunate to have a Bilingual Community Liaison until the end of 2009. 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. There has been a focus on bolstering CTE courses and adding CTE pathways through the English curricula. For 2016-17, approximately 61% of 11th graders overall have met or exceeded the ELA standards, and approximately 32% have met or exceeded the Math standards. Both English and Math departments are focused on full implementation of CCSS and are reviewing, adopting and has implementing new curriculum that is better aligned, up-to-date, and 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 using the APEX online learning platform to address credit completion deficits. Previously, CAHSEE intervention/support classes were offered in English and mathematics. Following the end of CAHSEE, the intervention/support classes evolved into classes that focus on identifying academic weakness and providing support in those areas. 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 11.5% 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 support, and a fully staffed learning center available to students during the day. Students with an IEP who require core curriculum modification have access to a core-replacement English course and Business and Personal Finance course meeting the Algebra 1/Math 1 graduation requirement. 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 Parent Boosters Club that focuses on providing financial support for academics and arts along with athletics. This family-driven organization has also worked to increase the flow of information about what is happening at STHS out to the community with a weekly e-newsletter. Simultaneously specific activities continue to have their own support organizations. 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 Athletic Boosters, 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.

After an extensive staff and community investigation into alternative schedules, the 4X4, or Copernican, schedule was chosen and supported by approval of the Governing Board in spring, 2006. A 4X4 Oversight Committee was created in 2007 to oversee the school's transition to this schedule and to advise on ways the schedule might best suit the needs of students, staff, and parents. Though its charter has since expired, the standing committee had five members from the community and five from the high school staff, as well as two site administrators and a school board member. Meetings were open to the community and some meetings attracted as many as fifty participants. The committee visited other schools in California that use the 4X4 schedule, did independent research, reached out into the community to hear concerns, and helped to craft a series of adaptations that have been used to lessen the negative impacts of this schedule. Out of this committee came the "hybrid" solutions to difficulties involving band, Calculus, 9th- and 10th-grade PE, World Geography, Freshman Seminar, AP courses, support classes, and Independent Studies Senior Project for AP Literature students.

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 \$57,327 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 phenomenal 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 63 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, eight teachers are in either their first or second year of teaching.

South Tahoe High School teachers are predominantly white (87%), and have served the Lake Tahoe Unified School District, on average, fifteen years, thirteen of those at STHS. Twelve teachers have a baccalaureate degree alone, twenty-six have earned a baccalaureate degree plus at least 30 credits, thirteen have master’s degrees, and an additional thirteen have master’s degrees plus at least 30 credits. Gender distribution is relatively even: 29 (51%) are female and 28 (49%) are male. STHS employs two academic counselors and one Intervention counselor and a share an alternative education counselor with Alternative Education Programs and Mt. Tallac High School; STHS also employs one site school psychologist and one full time nurse. There are seven staff members in all qualified to serve as counselors.

There are thirty-seven classified employees, including office staff, custodians, cafeteria staff, security personnel, and classroom teaching aides. 22 are female and 15 are male. 57% are white, 22% are Hispanic or Latino, 3% are Filipino, 3% are African-American, and 16% decline to state.

ACS WASC ACCREDITATION HISTORY FOR SOUTH TAHOE HIGH SCHOOL

South Tahoe High School received a two-year probationary accreditation term in March of 2016. 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. 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, 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.

LTUSD uses the CAASPP achievement scores to determine success in Goal 1 (Increase Academic Performance for All Students). The district was expecting a 5% increase in achievement for 2016-17; it

realized a 1% increase district-wide, while STHS showed an 7.7% increase in overall achievement in math, and a 13.9% increase in overall achievement in ELA. The district uses Stakeholder Engagement Logs to chart frequency and numbers of input meetings to determine success in Goal 2 (Enhance Stakeholder Communication and Collaboration); the total number of meetings in the 2016-17 school year, 490, eclipsed the previous year's total of 447, an increase of roughly 10%. Currently, LTUSD is working within LCAP parameters to identify critical metrics beyond attendance and graduation rates, and is using the following additional internal metrics for determining success in Goal 4 (Provide Foster Youth Access to Quality Education): student engagement survey results, English Learner Progress Indicator, Reclassification rates, A-G course completion, AP course enrollment, AP test success, College and Career Indicator, and SAT/ACT test success.

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.

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), Language Other than English, 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 project, and an 8-12-minute presentation in front of a panel of community members and school faculty.

STHS has three and one-half counselors and a school psychologist that address the social, emotional and academic needs of all our students. The counseling staff holds regular lunchtime meetings in the fall 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 at the end of their high school careers. 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 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 LOTE, 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 STHS library.

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 the subject areas and for the pupils they are teaching. Of them, none are instructing outside their credentialed areas and only one teacher has a Short-Term Staff Permits. 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 BTSA 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 a 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 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 2020, 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 2020” meetings where participants—including family, staff members, students, site administrators, district administrators, 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) shows significant improvement over three years. During the past three years, the percentage of students meeting and exceeding standards has increased, and the percentage of students performing at “Below Standard” has decreased (see appendix CAASPP data).

We have also noticed a steady 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 overtly 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. 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 12.3% of students at STHS. The percent of English Learners has steadily decreased from 18% in 2014-2015 to its current level. 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: 0% for 2014-2015, 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 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. However, EL achievement on the ELA and Math CAASPP has remained stagnant. 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 find 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 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
- 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. The most recent Expenditures Per Pupil at STHS total \$11,945 (\$9505 Basic Unrestricted and \$2440 Supplemental/Restricted).

SCHOOLWIDE LEARNER OUTCOMES

In keeping with the newly-minted “Viking Vision 2020,” 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 recent Viking Vision 2020 meetings identified very 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 fact, students are currently completing online courses in this area. Our students demonstrate highly-developed Critical Thinking and Curiosity skills when they nearly double their achievement of “Above Standard” scores in the CAASPP ELA Research and Inquiry category and participate expertly in Socratic Seminars and Philosophical Chairs exercises. 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, 2018, stakeholders shared their perceptions of five areas of growth suggested by the 2016 WASC Visiting Committee. 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: 53% responded with a 4 or 5 on a 5-point scale. 59% 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). 49% of respondents believe they have a sense of belonging and/or connectedness to South Tahoe High School, 51% indicated they have opportunities for their families to connect to South Tahoe High School, and 69% of respondents feel “safe” at South Tahoe High School.

See table summarizing school environment survey data from the annual California Healthy Kids Survey administered Spring 2017.

California Healthy Kids Survey: 2016-17

School Environment Domain

9th Grade: n= 210; 11th grade; n=146

Survey Module	Max Scale	Average Scaled Score 9th & 11th	Description	Trends/gaps
School Connectedness	5	3.34; 3.46	3 = neutral; 4 = agree	Latino 8% gap in highly connected vs. White
Meaningful Participation	4	1.99; 2.26	2 = a little true	Latino 5% gap in highly connected vs. White
High Expectations	4	2.76; 3.0	3 = pretty much true	Latino 5% gap in highly connected vs. White
Academic Motivation	5	3.88; 3.88	4 = agree	Latino 4% gap in highly motivated vs. White

Note: Males report being more connected to school than females while females report more academic motivation. These data give us a baseline to analyze and set goals. Meaningful participation is an area of growth and is addressed by our focus on authentic collaboration and real-world learning.

II: Significant Changes and Developments

In the wake of the 2016 Probationary Report from the WASC Visiting Committee, the South Tahoe High School community—its families, students, local administration, Board of Trustees, and staff—has responded boldly and professionally, realizing that we have a great opportunity for growth. Beginning with the installation of a new principal, several very positive significant changes have emerged that we believe have made our school and community an even better place for students.

In May, 2017, the Lake Tahoe Unified School District Board of Trustees announced that it was placing its trust in Ms. Carline Sinkler, the principal at Herbert Hoover Middle School in the San Francisco Unified School District since 2013, to take the helm at South Tahoe High School. Ms. Sinkler wasted no time getting started. By the end of that school year, Ms. Sinkler had arrived on campus, surveyed the community she would be serving, and began the process of improvement. She convened a committee of local and district staff similarly committed to growth and improvement, and got to work. In a short time, she had 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 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. With these guiding principles in place, the school community feels a renewed sense of purpose and direction. Most notable about the process of identifying these qualities is the manner in which they were developed: with understanding that all stakeholders will “step up and step back, be tough on ideas and not people, assume best intentions, give and take kind feedback, listen to learn, and agitate forward.” This social contract, suggested at the first staff meeting in August, reminds all stakeholders to participate in different capacities, bring their best critical thinking skills to address tough challenges, participate professionally in discussions, compliment positive behaviors, learn from listening, and find the courage to bring radical ideas to the fore in the spirit of growth and progress towards our goals. From Day One of her tenure, Ms. Sinkler has led the school community forward admirably.

Another significant change at South Tahoe High School since 2016 has been the development of a comprehensive Professional Development plan that supports learning among staff members. Teachers will now participate in learning opportunities that address Common Core State Standards strategies, Next Generation Science Standards, Project-Based Learning, AVID strategies, and other student-centered learning opportunities. For example, the STHS staff will be looking at students’ writing across subject areas in February staff meeting: teachers of several students will collaborate on the experience of those students, following them through their classes, reviewing work produced by those students, and identifying ways we can better meet their needs at school.

Another notable change has taken place in the South Tahoe High School science department. Its staff has worked tirelessly to develop a plan to implement new Next Generation Science Standards. They have developed a draft of new science course requirements and have drafted a three-year strategy to implement them. They have plans to visit other similar schools to collaborate with their science teachers and plan to incorporate engineering practices in their classrooms. These ambitious changes have re-invigorated both the teachers' and students' love for the sciences.

Two former STHS staff members are now district-level administrators, too. Ms. Maria Luquin, once a stellar Spanish teacher on campus, serves as the AVID District Director, Two-Way Bilingual Immersion Coordinator, and English Learner Coordinator. She now oversees several key initiatives in the district, joining Mr. Bob Grant, formerly the expert Digital Media Arts teacher at South Tahoe High School. Mr. Grant now provides curricular guidance for the district, working closely with staff member articulation between math and ELA departments of South Tahoe High and South Tahoe Middle Schools, among his other duties. While both individuals are missed sorely in their classrooms, their contributions at the district offices are invaluable, providing much-needed resources and support for staff members and students. The impacts of these moves are apparent in staffing and scheduling of classes at South Tahoe High School, as well as renewed momentum in promoting the value multi-lingualism, diversity, CTE skills, and understanding among all demographic groups.

Finally, the Lake Tahoe Unified School District has seen a change in its composition: board mainstay and former president Ms. Wendy David was elected Mayor of the City of South Lake Tahoe, while another stalwart Board member, Ms. Sue Novasel, was elected to the El Dorado County Board of Education. With the addition of a retiring member, the Board of Trustees now seats three new members. The resulting board has committed itself to completing the programs and initiatives begun by the previous board, but has also set a series of new goals for itself. The Board recently established four subcommittees that will address its top priorities: Emotional-Social Learning, Physical Education, Nutrition, and Sustainability. The new board embodies the spirit of the growth mindset: it has set the bar for welcoming failure as an impetus for improvement.

III: Ongoing School Improvement

There has always been a thriving culture of collaboration at South Tahoe High School. Veterans in the district—those teachers and administrators who have served the community for over twenty years—have often remarked that the ability of its staff members, students, parents, families, community members, board members, and local administrators to work together separates our district from others where respect may be tenuous among stakeholder groups. In such a small learning community as ours, this ability to work collectively towards a common goal is crucial to learning and constant improvement. The current process of including all stakeholders in reviewing student achievement data and implementing and monitoring the schoolwide action plan has continued in this tradition.

Superintendent Dr. James Tarwater has committed district resources to the process of restoring South Tahoe High School to its position of prominence among the nation's schools. A regular fixture in U.S. News and World Report's annual Best High Schools in America, a showcase CTE institution, and a National AVID Demonstration Site, South Tahoe High School is synonymous with excellence. Dr. Tarwater has created an atmosphere of collegiality and determination to return to that excellence by challenging South Tahoe High School to return to those qualities that have made us great: critical thinking, honest introspection, and innovative action.

Principal Carline Sinkler inherited this challenge. Arriving on the heels of a less-than-favorable WASC report, and, therefore working under a serious, high-stakes mandate, Ms. Sinkler has quickly garnered the support of staff members, families, students, and members of the larger South Lake Tahoe community. Through a series of presentations, meetings, discussions, and community outreach sessions, Ms. Sinkler has orchestrated a community-based response to the setbacks of 2016. Her bold ability to "agitate forward" has led to a consensus among stakeholders on a series of ideas she has cleverly dubbed, "Viking Vision 2020," a comprehensive blueprint that delineates the goals and ideals we all hold to be vital to student success.

The process of introspection began in April 2017 when Mr. Bob Grant and Ms. Maria Luquin invited key department and school and district leaders to a series of Task Force meetings to chart our path forward. The group met three times (June 1 and 15) before the end of the school year to identify the areas where we needed to concentrate our not-inconsiderable energies. Ms. Sinkler, not yet the school principal at that time, participated in at least one of those meetings.

With a directive in hand from the Focus on Learning WASC Task Force, Ms. Sinkler went to work communicating with stakeholder groups at first separately at staff meetings, parent/family meetings, student representative meetings, and then collectively with all groups at monthly "Viking Vision 2020" community meetings.

Each staff, student, and parent/family meeting since the beginning of the school year has been centered on identifying common beliefs among teachers about what qualities graduates of STHS should personify. At monthly staff meetings, teachers and administrators looked at student achievement data: CCSS Achievement data, D and F reports, suspension reports, and generated ideas for student-centered learning that could help those students who are struggling with school. Departments discussed strategies for increasing student achievement at their monthly meetings, concentrating on review of

CAASPP results relevant to their subject area. Ms. Sinkler met, too, with various parent groups including Boosters, Performing Arts Booster Association (or PABA), English Learner Advisory Committee (or Cafecitos), and gathered input from those groups' perspectives. The School Site Council, which includes members from each of these student, staff, and parent groups, synthesized the data and endorsed the process, paving the way for the high-profile and very efficient "Viking Vision 2020" gatherings.

South Tahoe High School students, families, teachers, administrators, and members of the LTUSD Board of Trustees collaborated at these meetings and informed the current Viking Vision and Graduate Profile. Ms. Sinkler coordinated the efforts of the homogeneous small groups at these meetings who created charts, graphs, posters, exit tickets, and other input to arrive at the current iteration, a description of the ideal which, "paint[s] 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 2020 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 and;
- three-year plan with initial actions, milestones and a forecast to steps beyond 2020."

A key aspect of the Viking Vision 2020 plan is its built-in monitoring and improvement plan, ensuring that it will exist as a living document, revised and adapted to changing circumstances. The process has galvanized the South Tahoe High School community and given us a clear path forward.

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

Introduction:

South Tahoe High School's Schoolwide Action Plan was updated in response to the March 2016 WASC Visiting Committee report and includes an additional section for parent and community involvement in addition to links to state priorities and LEA goals. The plan was originally created in January 2016 and revised again in April, May and June of 2016.

Three Critical Areas for Follow-up were identified in the March 2016 FOL Schoolwide Action Plan:

- A. Increase literacy and skills in Common Core State Standards among South Tahoe High School teachers.
- B. Provide courses that meet the needs of all subgroups.
- C. Formalize, publish and implement a comprehensive South Tahoe High School and South Tahoe Middle School Code of Student Conduct (COSC).

The March 2016 Visiting Committee (VC) identified four areas that need to be strengthened (opportunity for growth):

- 1. Parent involvement in the school decision making process, including LCAP and the site plan.
- 2. A comprehensive plan for Common Core and NGSS implementation.
- 3. A professional development plan that increases collaboration, planning time and consistent staff development within and across departments.
- 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.

Following the VC report, an additional section addressing parent and community involvement (D) was added to the Schoolwide Action Plan. This section began to address the first area for growth identified by the VC. While the remaining three areas were not added to the Schoolwide Action Plan specifically, each is being addressed through strategic actions and collaboration either within the school or between the site and the Lake Tahoe Unified School District Educational Services office.

Narrative and evidence in Section IV will address each section of the 2016 Schoolwide Action Plan through the June 2016 revision along with a description of how areas for growth are being addressed. Comments and analysis are divided into two parts:

- Analytical comments on the accomplishment of Schoolwide Action Plan sections, critical areas for follow-up, evidence and impact on student achievement.
- Description of actions taken to address areas identified for growth by the VC, including supporting evidence and impact on student achievement.

Due to analysis of the 2016 Plan, the recommendations in the Visiting Committee report and response to community input, significant refinements have been made to the Schoolwide Action Plan. These refinements and the 2018 Schoolwide Action Plan will be discussed in Section V.

For reference, the entire June 2016 Schoolwide Action Plan is included in the appendix.

Analytical comments on the accomplishment of Schoolwide Action Plan sections, critical areas for follow-up, evidence and impact on student achievement.

Summary of VC comments related to the Schoolwide Action Plan as a whole and suggestions for improvement:

The VC commented that while the March 2016 plan contained timelines and resources, each was fairly vague and needed to be reworked to make the goals more attainable. Additionally, there was concern that the plan was not monitored regularly and the dates and community involvement were not clear. The VC also noted the need for systems to monitor the plan to ensure accountability. In the VC report, the committee recognized that the Viking Goals (Student Learning Outcomes - SLOs), Common Core and the Code of Student Conduct were addressed.

South Tahoe High School Progress on VC suggestions:

Revisions that followed in the Spring of 2016 indicate more specificity related to 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 which 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).

ACTION PLAN A: Increase literacy in, and skills in, Common Core State Standards among South Tahoe High School teachers.

SCHOOLWIDE ACTION PLAN A: Increase literacy in, and skills in, Common Core State Standards among South Tahoe High School teachers.

Area for improvement and Specific Growth Targets:	Adopt CCSS aligned curriculum in core subject areas, and then provide time and compensation for teachers to engage in professional learning about Common Core State Standards instruction, followed by gathering of student performance data and collaboration to make data-driven instructional decisions. Growth Target: improve student performance on the CASSPP in 11th grade by at least 3% each year .
Rationale:	Smarter Balanced Assessment Consortium (SBAC) testing began with the baseline tests administered in the spring of 2015 to 11th graders. The results of the test illustrated that student were not prepared for the new assessments and/or were not achieving proficiency in ELA and math. The SBAC will continue to be one measure used to monitor the learning of our students, and South Tahoe High School teachers have reported anecdotally that they feel ill prepared to help our students do their very best on these assessments. South Tahoe High School has the technology infrastructure in place to effectively prepare students for the assessment.
Specific Viking Goal(s) addressed:	1: Demonstrate academic proficiency. 2: Transition smoothly to an occupation or career. 6: Use technology appropriately.
State Priorities addressed:	2: Implementation of the academic content and performance standards 4: Pupil achievement
LEA Goal addressed:	1: Increase Academic performance for all students
Means to Assess, Monitor, and Report Progress:	<ul style="list-style-type: none"> • New curriculum developed, approved, and then evaluated after implementation • Student performance increase on CASSPP in 11th grade by at least 3% each year • Teachers' reports that they feel prepared to assist student learning and success in the SBAC. • Common assessments will be evident in departmental pacing guides and developed collaboratively with the new courses of study in each department by 2018. English and Math will have assessments for new courses to use and gather data by spring of 2017. • Local common assessments implemented with results shared to School Board longitudinally as data are gathered.

VC comments on Action Plan A: Increase literacy in, and skills in, Common Core State Standards among South Tahoe High School teachers.

The 2016 VC noted that the school wished to analyze and disaggregate 2015 CAASPP data, identify ways to integrate different subjects in this process, make appropriate instructional change, articulate and standardize common assessments.

South Tahoe High School analytical comments:

In 2016, the focus was primarily on learning about and implementing the Common Core Standards (CCSS). Additionally, the report contains suggestions to implement Next Generation Science Standards (NGSS) and CTE Career Readiness Standards. 2018 refinements include actions related to the implementation of NGSS, CTE Standards and the History-Social Science Framework.

Growth targets are centered on student achievement. However, at 3% for all, the growth target is neither ambitious nor specific to underperforming subgroups. We recommend a focus on data that illuminates the need for an increase in achievement for all students in addition to accelerating achievement (closing achievement gap) for socio-economically disadvantaged students, English Learners, Hispanic students and students with disabilities. The 2016 plan includes a section on disaggregating common assessment data. This goal is addressed in the revised 2018 plan within Goal 1 - College, Career, and Life Readiness, and includes growth targets for underperforming groups within the rationale/critical learner need section. (See Section V).

While responsibility, resources and timelines are specific, criteria for monitoring curriculum and protocols for calibrating and analyzing student work is an area of growth addressed in the 2018 plan in section V.

Specific steps in the 2016 Action Plan relate to examination of CAASPP data, curricular development and improvement aligned to the Common Core, developing and analyzing common assessments, and incorporating CCSS across disciplines.

Notes on Collaboration:

- Math department meets every Monday to align teaching and assessments for HS Math 2
- Ongoing collaboration: Time to develop/refine curriculum (Paid or sub release)
- All departments meet monthly to discuss curriculum, assessment, student achievement and issues specific to their discipline.

Evidence of Progress		
2016-17	2017-18	2018-19
<p>15-16 CAASPP data analyzed in departments and with dept chairs</p> <p>English - Developed courses of study, (English 9-12);</p> <p>Math: Developed/implemented Integrated Math 1</p> <p>Science -NGSS training for 2 science teachers</p> <p>Common Assessments in Math and English aligned to standards administered through Illuminate.</p> <p>STHS/STMS (middle) meeting - Math Project Based Learning PBL training (linked to CCSS)</p>	<p>August, 2018 - All staff participated in analysis of CAASPP data comparing 15-16 /16-17 results. Data was disaggregated and achievement gap root causes and potential solutions were discussed.</p> <p>English - Refined courses of study, (English 9-12);</p> <p>Math: Refining Math 1; Developed Math 2; Developing Math 3</p> <p>Refining common assessments; adding common performance based assessments (writing prompts/math tasks)</p> <p>NGSS (Science) implementation plan beginning stages with development of NGSS aligned courses. 2 dept full days; plans to visit schools, participate in district wide curriculum committee</p> <p>STEAM conference</p> <p>Spanish (LOTE): Developing a new course of study for Spanish Language Arts (CCSS ELA) standards to align between English and Spanish, especially in AP classes.</p> <p>Social Science: HSS Framework training day - Feb 2. Social Studies Curriculum Committees meeting in February, 2018</p> <p>CTE: Aligning courses to CTE standards.</p> <p>STHS/STMS (Middle) articulation - English and Math have met twice with release time, working on articulation and standards facilitated by WestEd consultant. Plans to continue</p> <p>PBL training - Feb, English & AVID Dept. Chair</p> <p>Student work - Beg. use of protocols to calibrate/ analyze student work across disciplines and within departments. Link to standards & SLOs</p>	<p>CAASPP data analysis</p> <p>Science: Implement STEM 1; all science teachers training, engineering practices</p> <p>HSS: pilot curriculum</p> <p>CTE: integration of core subjects;</p> <p>PBL - Large cohort (+20) teachers participate in Buck Inst., connect to standards and SLOs, CTE and core class connections,</p> <p>Student work protocols, inquiry cycle used for</p> <p>common assessments</p> <p>Focus on Viking Grad Profile (SLOs)</p>
Impact on Student Achievement		
<p>With 2014-15 as a baseline, 2016-17 performance in both English and Math have increased dramatically for all students including low income. Variance exists for ELs and students with disabilities. Performance related to socio-economic status indicates a 22% gap in English and a 18% gap in Math. There appears to be a persistent achievement gap with significant subgroups including Hispanic, English Learners and in both English and Math as measured by CAASPP Data (see Chart # IV-A-1). See CAASPP - next page.</p>		

Smarter Balanced Assessment Data: Student Achievement related to Common Core Standards

ENGLISH 11th grade Percent Meeting or Exceeding Standards on Smarter Balanced Assessment			
Group/Subgroup	2014-15	2015-16	2016-17
All Students	43	47	61
Socio-economically Disadvantaged	40	32	51
English Learner	3	5	4
Students with Disabilities	4	21	14

MATH 11th grade Percent Meeting or Exceeding Standards on Smarter Balanced Assessment (CAASPP)			
Group/Subgroup	2014-15	2015-16	2016-17
All Students	20	24	32
Socio-economically Disadvantaged	12	10	24
English Learner	3	2	4
Students with Disabilities	0	3	5

With 2014-15 as a baseline, 2016-17 performance in both English and Math have increased dramatically for all students including socio-economically disadvantaged. Variance from year to year exists for English Learners and students with disabilities.

Performance related to socio-economic status indicates a 22% gap in English and a 18% gap in Math.

Income level: Gaps in performance 2016-17 Percent Meeting or Exceeding Standards on Smarter Balanced Assessment		
Income level	English	Math
Not Socio-economically disadvantaged	73	42
Socio-economically disadvantaged	51	24

ACTION PLAN B: Provide courses that meet the needs of all student subgroups.**SCHOOLWIDE ACTION PLAN B: Provide courses that meet the needs of all student subgroups.**

Area for improvement and Specific Growth Targets:	Design and offer additional courses that will help career-bound students prepare for graduation and post-graduation careers and occupations. Growth Target: Increase % of courses designated as CTE by 2% each school year.
Rationale:	Support classes in English and mathematics once offered to students for remediation are no longer offered at South Tahoe High School; students who would have been in those classes are taking college prep classes with little evidence of academic success. The majority of our population is not targeting a 4-year college path after graduation and will benefit from courses that will better prepare them for their own 10-year plan set forth in our Get Focused, Stay Focused classes.
Specific Viking Goal(s) addressed:	1: Demonstrate academic proficiency. 2: Transition smoothly to an occupation or career.
State Priorities addressed:	2: Implementation of the academic content and performance standards 4: Pupil achievement 7: Pupils have access to, and are enrolled in, a broad course of study 8: Other pupil outcomes
LEA Goal addressed:	1: Increase Academic performance for all students
Means to Assess, Monitor, and Report Progress:	<ul style="list-style-type: none"> Increased number of CTE courses. Expanded depth and breadth of current CTE courses. Evidence of greater concept understanding in English Language Arts and mathematics courses (higher class grade averages, greater percentage of students passing ELA and math courses).

VC comments on Action Plan B: Provide courses that meet the needs of all student subgroups.

The 2016 VC noted that the school is working toward articulating with the middle school and community college, expanding dual-enrollment course offerings, offering intervention and support classes for students struggling academically, growing CTE offerings, expanding courses blended with CTE, and investigating need for non-college prep life skills courses.

South Tahoe High School analytical comments:

The STHS 2016 Action Plan describes the need for additional courses that will help career-bound students with a growth target of increasing the percent of courses by 2% each year. The rationale narrative describes learner need for remediation classes due to lack of success in college prep classes and a statement that the majority of the school population is not 4-year college-bound and could benefit from courses that prepare them for their 10-year plan developed in the Get Focused, Stay Focused classes. Progress is to be assessed by an increase in CTE courses and number of students passing English and Math classes.

Steps related to this goal are focused on articulation with Lake Tahoe Community College (LTCC), dual-enrollment (2017-18; 657 students), intervention and support classes to support struggling and/or disengaged students, and investigation of non-college preparatory life skills classes.

The addition of CTE courses, expansion of dual-enrollment, articulation efforts with LTCC, and support classes for struggling students are strong possibilities for meeting needs of student subgroups. However, the growth target of increasing CTE 2% per year can be more specific and achievement oriented. A tension exists between the rationale of this goal to provide remediation and expansion of non-college preparatory courses and what may be interpreted as need. Instructional strategies to meet the needs of struggling students is addressed in one of the steps. **To focus on academic achievement for all and narrowing the achievement gap, we are shifting the interpretation of this goal in the 2018 Schoolwide Action Plan to one that captures the spirit of access and equity.** We want to ensure access to

post-secondary choices and equitable outcomes across groups that allow student choice for when, how, and where they will pursue their college and career goals. The Get Focused, Stay Focused curriculum supports dual enrollment and students' plans for their futures. We recognize that college and career pathways are fundamentally intertwined as some students begin college immediately as a pathway to career while others begin with career paths that lead them back to college. The California Department of Education recently released college readiness indicators that include multiple measures such as completion of A-G course-work, CAASPP proficiency, dual-enrollment and completion of CTE pathways. Providing courses that meet all student subgroups is reframed as Goal 2 - Access and Equity, in the STHS 2018 Schoolwide Action plan, identifying this indicator as a primary source for monitoring progress.

Evidence of Progress		
2016-17	2017-18	2018-19
<p>Array of courses including AP, CTE, honors, core grade level, Spanish Immersion, credit recovery, online/blended, transitional, support, ELD, continuum of services for Special Education</p> <p>Dual-enrollment - expansion via CTE and Get Focused Stay Focused</p> <p>Separate ELD into levels based on English acquisition level.</p> <p>Elective PE classes</p> <p>Math Support classes that provide access to the grade level/content core with time and foundational support built into the course. STHS increased non-college bound classes.</p>	<p>SSC held master schedule analysis working group and will continue Spring, 2018 to bring families into the process. Master schedule committee to analyze access indicators (demographics) and student course requests (spring).</p> <p>Program flow charts to clarify course sequences - partially complete. Departments will refine, revise as part of Viking Vision 2020 companion plans in progress.</p> <p>Articulation and partnership with Lake Tahoe Community College through dual-enrollment offerings, Get Focused, Stay Focused classes for all freshmen with follow up classes 10th-12th grade and articulation and input in CTE pathway development and dual-enrollment.</p> <p>Viking Vision 2020: Shift in emphasis from accepting that the majority are non-college bound to access and equity goals and providing motivating, authentic, real-word learning opportunities that inspire choice and high expectations for individual accomplishment.</p> <p>Math investigating Math course with Financial focus aligned with Math 1,2 or 3 to meet Grad Profile Investigate PE with a focus on fitness vs. sports. Master schedule committee forming Spring</p>	<p>Deepen partnership with LTCC and community based organizations (increase internships) (Viking Vision Key Action 5)</p> <p>Course sequences: Viking Vision 2020 companion plans reviewed and revised biannually.</p> <p>Test grade level content area via integrated support systems (co-teaching, tutoring, scaffolding and coordination).</p>
Impact on Student Achievement		
<p>Increase in CTE and dual-enrollment; 2017-18: 657 students dually enrolled</p> <p>Decrease in number of students meeting A-G requirements</p> <p>A-G Completion rate has decreased - 13/14: 51%, 14/15: 44%, 15/16: 32%, and 16/17: 35%.</p>		

ACTION PLAN C: Formalize, publish, test, and implement a comprehensive South Tahoe High School-South Tahoe Middle School Code of Conduct (COSC).

SCHOOLWIDE ACTION PLAN C: Formalize, publish, test, and implement a comprehensive South Tahoe High School-South Tahoe Middle School Code of Student Conduct (COSC).

Area for improvement and Specific Growth Targets:	Create a comprehensive Code of Student Conduct, publish it, and solicit feedback on it. After adoption at the district level, the Code of Student Conduct should be tested to ensure it protects all students' right to learn. Growth Target: Reduction in student time away from instruction due to behavior by 5% each school year
Rationale:	A comprehensive and fair Code of Student Conduct informs everyone in the learning community of the expectations and boundaries of student conduct. When universally and consistently applied, it sets the tone at the school and protects the rights of individual students to learn in a safe, comfortable environment. South Tahoe High school is experiencing a cultural shift from a "punishment" approach that focuses on consequences, to a "discipline" approach that focuses on consequences, personal accountability, and redemption.
Specific Viking Goal(s) addressed:	5: Be responsible.
State Priorities addressed:	5: Pupil engagement 6: School climate
LEA Goal addressed:	1: Increase Academic performance for all students
Means to Assess, Monitor, and Report Progress:	<ul style="list-style-type: none"> • Fewer student discipline referrals. • Fewer student suspensions. • Fewer student expulsions. • Fewer demerits issued by STHS staff members. • Decrease in "Unsatisfactory," and increase in "Satisfactory" and "Outstanding," marks on student grade reports. • Fewer students earning five or more demerits. • Increase in students reporting that they feel they are being treated fairly by teachers and administrators.

VC comments on Action Plan C: Formalize, publish, test, and implement a comprehensive South Tahoe High School-South Tahoe Middle School Code of Conduct (COSC).

The 2016 VC noted that the school was in process of completing a draft of this document for review and input by stakeholders and then implement and enforce code, analyze and evaluate data. The VC recognized that the COSC was in progress and that systems were in place to implement.

South Tahoe High School analytical comments:

The COSC was developed collaboratively with South Tahoe Middle School in the Fall of 2015 and early Spring, 2016, published in the Spring of 2016 and implemented during the 2016-17 school year. The growth target specifies a reduction of student loss of instructional time by 5% each school year.

The 2016 rationale for the COSC specifies the need for behavior expectations and safe comfortable learning environments that focus on consequences, personal responsibility and redemption. The merit/demerit system was discontinued at the beginning of the 2016-17 school year and is no longer used a metric for student behavior. Measures include discipline data such as suspensions, expulsions and staff referrals in addition to measures related to demerits. Progress indicators also include students reports of fairness and citizenship grade reports. We suggest adding disaggregation of discipline data to identify disproportionality of subgroups along with a problem solving cycle to reflect and revise staff practices related to behavior.

Steps in the action plan involve stakeholders, community feedback and collaboration with the middle school. Implementation included staff member contribution to specific segments (ex. dress code, cell

phone use, and tardy policy). Posters and flyers are evident throughout the campus and discipline data is regularly reviewed by the administrative team.

Although the Code of Student Conduct goal has been addressed, it is necessary to revisit and revise elements within COSC based on patterns of student behavior. The Code of Student Conduct is reviewed annually to determine if changes need to be made. In response to patterns, we are adding two addendums. The first is a comprehensive, partnership-driven Drug and Alcohol plan with an RTI framework. This is a promising plan and STHS is receiving positive feedback from community partners. The second addendum related to Digital Citizenship is in the early stages and we hope to implement in 2018-19 school year. The COSC remains within the STHS 2018 Schoolwide Action Plan, however, it is a subsection of Key Action 4 - Implement strategic systems of academic and behavioral intervention and support.

Evidence of Progress		
2016-17	2017-18	2018-19
Published and implemented 2016-17. Attendance expectations and process Communication: Staff meetings; Code of Conduct posters posted in halls and common places	Administration review and assess potential updates Addendums or updates: Chronic attendance intervention formalized Alcohol and Other Drugs addendum - SSC and community partners; RTI model developed and in process Digital Citizenship plan addendum - SSC, admin and librarian (beginning stages). Communication: Viking TV Code of Conduct and PSAs on specific behaviors	Implement revised COSC published and promoted with updated posters, process and PSAs. Review CHKS survey; compare results in school environment, school safety/ AoD
Impact on Student Achievement		
Average daily attendance increase 1.4% from November 2016 to November 2017. Suspension rate fluctuation since 2015 with an increase in overall suspension in 2016-17; 17-18 is showing a decline again. See table for summary of 2016-17 CHKS data: This is a baseline for us going forward.		

California Healthy Kids Survey: 2016-17: School Environment Domain				
Survey Module	Max Scale	Average Scaled Score 9th & 11th	Description	Trends/gaps
School Connectedness	5	3.34; 3.46	3 = neutral; 4 = agree	Latino 8% gap in highly connected vs. White
Meaningful Participation	4	1.99; 2.26	2 = a little true	Latino 5% gap in highly connected vs. White
High Expectations	4	2.76; 3.0	3 = pretty much true	Latino 5% gap in highly connected vs. White
Academic Motivation	5	3.88; 3.88	4 = agree	Latino 4% gap in highly motivated vs. White

Note: Males report being more connected to school than females while females report more academic motivation. These data give us a baseline to analyze and set goals. Meaningful participation is an area of growth and is addressed by our focus on authentic collaboration and real-world learning.

ACTION PLAN D: Increase parent and community involvement.

SCHOOLWIDE ACTION PLAN D: Increase Parent and Community Involvement.

Area for improvement and Specific Growth Targets:	Parent involvement will be a focus so that parents play a more active role in the school culture, student behavior, resource augmentation, and decision making including LCAP and the site plan. Growth target: increase participation in parent groups by 5% each year.
Rationale:	Parent involvement has been historically low for reasons ranging from parent work schedules to decreased supervision of their children. Parent involvement is a protective factor for students that can support success. Parent involvement and collaboration also can help mitigate negative student behavior and help increase resources from financial support to volunteer support. Improving historic trends can also help improve student outcomes
Specific Viking Goal(s) addressed:	4: Be involved 5: Be responsible
State Priorities addressed:	3: Parent involvement 6: School climate 8: Other pupil outcomes
LEA Goal addressed:	2: Enhance communication and collaboration with stakeholders
Means to Assess, Monitor, and Report Progress:	Booster membership, Booster meeting minutes, funds raised by parents, teacher discipline entries of parent phone calls

VC comments on Action Plan D: Increase parent and community involvement.

The 2016 VC noted that parent involvement should be a focus so that parents play a more active role in the school decision making process, including LCAP and the site plan. In the discussion on the Vision and Purpose criterion of the 2016 report, the VC pointed out that community was not involved in the ongoing revision of the Viking Goals and there was limited evidence of stakeholder engagement (LCAP Goal 2).

South Tahoe High School analytical comments:

In response to the VC report as an area that needed strengthening, a fourth goal (D) was added to the 2016 Schoolwide Action Plan. The growth target is an increase of 5% in parent participation groups each year. The 2016 rationale includes a variety of reasons why parent involvement is consistently low along with the positive impact on student outcomes when parents are involved. Progress monitoring includes Booster meetings attendance, fundraising and parent/teacher contacts.

Steps in the 2016 Schoolwide Action Plan include an increase in a variety of parent group meetings, particularly Boosters (which serves like PTA), athletic and art (Performing Arts Booster - PABA) support groups SSC and ELAC. Parent Education sessions were planned for Spring 2017 yet were not launched. While it is important to see a significant (5%) increase in parent participation, families who are involved are looking at ways to engage families who do not generally attend. 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. Feedback from parents and direct involvement in decision making is underway and evident. This goal remains in the 2018 Schoolwide Action Plan as Goal 4: Family Engagement. Of significance, since Fall 2017, we have witnessed a dramatic increase in family engagement including an increase in consistent involvement from our Latino community with regular attendance at SSC, Viking Vision community meetings and an increase in ELAC (Cafecitos) participation.

Evidence of Progress		
2016-17	2017-18	2018-19
<p>Boosters meets monthly and sends a communication newsletter via weekly email (Constant Contact)</p> <p>Ongoing sports and arts club membership</p> <p>SSC - 12 members</p> <p>ELAC supported by district EL coordinator</p>	<p>SSC participation has increased with members from ELAC in regular attendance and community member attendance.</p> <p>District permission to delay SPSA to increase coherence of plans following draft of Viking Vision 2020. (Exit Tickets)</p> <p>ELAC (Cafecitos) attendance has increased with alternating locations between the Family Resource Center and STHS. Principal and Intervention counselor participation in ELAC - focus on student achievement in math and participation in Viking Vision meetings.</p> <p>Boosters set aside a large proportion of their budget to provide dinner for monthly Viking Vision Community meetings and Viking Vision related actions. (Increase in email newsletter contacts from 461 in March 2016 to current contacts of 627. Majority of contacts are viewed on mobile devices making communication accessible to busy families.</p> <p>Monthly Viking Vision 2020 Community meetings are well attended (50-60 participants)</p> <p>Spanish translation session for Viking Vision 2020; collaborative translation session with families, students and staff with the goal to increase understanding and participation in Viking Vision 2020. Session dinner and refreshments funded by Boosters.</p>	<p>SSC includes evaluation of Viking Vision companion plans; working groups and deeper data analysis.</p> <p>ELAC attendance increase and participation in SSC and Viking Vision meetings.</p> <p>Boosters - increase contacts by 10%</p> <p>Viking Vision Family Companion Plan developed and monitored (integral to the 2018 Schoolwide Action Plan in Section 5).</p>
Impact on Student Achievement		
<p>Parent involvement in decision making deepens understanding of standards, learning goals (Viking Graduate Profile), college and career readiness and course selection. This will lead to higher student achievement through an increase in attendance, participation and performance in college preparatory and career technical education courses.</p>		

Description of actions taken to address areas identified for growth by the VC including supporting evidence and impact on student achievement.

The March 2016 Visiting Committee (VC) identified four areas that need to be strengthened (opportunity for growth). *The first area has been added to the Schoolwide Action Plan in subsequent revisions.* The second, third and fourth are being addressed as a collaborative effort between the school site and district office.

1. Parent involvement in the school decision making process including LCAP and the site plan.
2. A comprehensive plan for Common Core and NGSS implementation.
3. A professional development plan that increases collaboration, planning time and consistent staff development within and across departments.
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.

2. Comprehensive plan for Common Core and NGSS implementation

Plans to implement the Common Core were evident during the March 2016 visit as English Courses of Study aligned to CCSS were being developed, middle and high school articulation, and pathway agreements to implement a CCSS aligned Integrated Math sequence and selection of texts. Since 2016, additional funding has been allocated along with coordination and support from LTUSD Education Center personnel. Staff began to collaborate, participate in training, and developed courses of study and common assessments through Illuminate. Two Science teachers went to training on NGSS in 2016-17 and the Science department has met for two full days to develop a three-year implementation plan which includes STEM courses, a shift towards Engineering practices, connections to CTE, and flexible pathways to maximize participation in science courses. This area is included in Viking Vision 2020 Key Action 1 - Enhance professional learning, development and engagement of staff.

Evidence of Progress

2016-Present

English Courses of study and CCSS common assessments
Math Developed Courses of Study and implemented Math 1 and 2 courses with common assessments (Math 3 - 2018) **Staff professional learning** tracking 2016-present
Common assessments aligned to CCSS
Data analysis of CAASPP (annually)
LCAP and SPSA goals and funding

Student centered learning framework - connections between CCSS anchor and practice standards, NGSS, Depth of Knowledge and 21st Century Skills
NGSS - 2 Science teachers trained;
Science curriculum committee; Draft Science plan and course sequence
WestEd STHS/STMS articulation meetings with **standards study/progression**
PBL: Buck Institute Project Based Learning training - Gold Standard grounds projects in CCSS

2018-19

Science: Science teachers training, engineering practices
HSS: pilot curriculum
PBL - Large cohort (+20) teachers participate in Buck Inst., connect to standards and SLOs, CTE and core class connections,
Student work protocols, inquiry cycle used for **common assessments**
 CCSS & NGSS links to **Viking Grad Profile (SLOs)**

Impact on Student Achievement

With 2014-15 as a baseline, 2016-17 performance in both English and Math have increased dramatically for all students including socio-economically disadvantaged. Variance exists for ELs and students with disabilities. We expect to see continued increase. See CAASPP data tables - Action Plan A section.

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

2016-17 plans indicate resources, content and allocation of time for professional learning and collaboration along with a process for staff to share in expert groups. The 2017-18 PD Domains: Teaching Practices and Frameworks, Curriculum Development; Inquiry & Learning Outcomes.

This area is also addressed in the previous section as a great deal of collaboration has centered on implementing Common Core and Next Generation Science Standards. In addition to district provided PD, funding is allocated for collaboration and professional development that includes a minimum of \$50 per student. Teachers work with department chairs and the administration to recommend and request collaboration and professional development. Staff meetings are shifting to a focus on analyzing student work to support assessment practices and an understanding of student learning. This area of growth is included in Viking Vision 2020 Key Action 1 - Enhance professional learning, development and engagement of staff. *Note: LTUSD and the teachers' union (South Tahoe Education Assoc.) are currently in negotiations and both sides hope to build in more time for collaboration.*

Evidence of Progress

2016-Present		2018-19
2017-18 STHS PD plan - attached in appendix Collaboration: English & Math courses of study Common assessments aligned to CCSS CTE - course alignment to CTE standards Draft Science plan and course sequence WestEd middle high school articulation meetings with standards study/progression Science and Social Studies curriculum committees Collaboration around belief systems and root causes Staff meetings: input, monitoring of critical areas for follow up Staff and department meetings on common practices and analysis of student work	Staff professional learning tracking sheet, 2016-present AVID Conferences WestEd Engagement strategies, one day session - all staff Get Focused, Stay Focused AP course training Buck Institute Project Based Learning training - new and extended learning in June, 2017 and again Feb. 2018. Large cohort training planned for 2018 to address standards, student engagement, and real-world learning. LCAP and SPSA goals and funding District plans and district wide PD committee	Comprehensive PD plan to be developed based on departmental Viking Vision companion plans. Collaboration will include cycles of inquiry and student work. Labor partners and LTUSD currently negotiating additional collaboration time.

Impact on Student Achievement

Increase on CAASPP measures, data Action Plan A section, decrease in course failure rates in English, seeking decrease in Math.

4. 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 Learner/AVID coordinator, and Technology and Curriculum coordinator in addition to fiscal support and guidance from the Superintendent's office and Chief Business & Operations Officer. The district has supported WestEd facilitated articulation and standards collaboration between the middle and high school English and Math departments. Board of Education initiative-driven committees bring staff together, representing K-12. Committee foci include: Social-emotional learning, Physical Education, Nutrition and Sustainability. Middle school/high school curriculum committees for Science and History-Social Science are underway. 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 (Spanish) Immersion (TWBI) pathway culminating in Seals of Biliteracy. The CTE/VAPA coordinator assists with the master schedule and course development and alignment particularly in CTE. Finally, Viking Vision meetings bring the community together across school sites with middle, high school and LTCC (college) staff attending.

Evidence of Progress

2016-Present	2018-19
<p>LCAP and SPSA goals and funding</p> <p>WestEd facilitated STHS/STMS articulation meetings with standards study/progression - English and Math</p> <p>FAB 5 - English K-12 writing criteria</p> <p>Science curriculum committee; K-8 Science coordinator partnership</p> <p>Social Science Curriculum committee</p> <p>AVID conferences attended by staff across the district</p> <p>(Two-Way Bilingual Immersion) TWBI pathway</p> <p>Ed Tech Coordinator: Instructional technology and technical assistance</p> <p>Code of Student Conduct - common to Middle and High School</p> <p>CTE - curriculum, standards and budget support for sustainability and development of programs</p>	<p>Participate in articulated, PreK-14 plan that includes early childhood, K-12 and Lake Tahoe Community College.</p>

Impact on Student Achievement

Increase in number of students on track to earn Seal of Biliteracy, Increase in proficiency on CAASPP (p. 5). Student performance on CTE Precision Exams aligned to CA CTE Standards. Positive growth for school climate/behavior indicators. Continued validation as an AVID National Demonstration school with student outcomes related to first generation college access.

Section V: Schoolwide Action Plan Refinements

Comments on refinements to 2016 (most recent) Schoolwide Action Plan:

South Tahoe High School's School Wide Action Plan has been updated in response to the March 2016 WASC Visiting Committee report and includes an additional section for parent and community involvement in addition to links to state priorities and LEA goals. The plan was originally created in January, 2016 and revised again in June of 2016.

As noted in Section 4, the March 2016 Visiting Committee (VC) identified four areas that need to be strengthened (opportunity for growth) in addition to three critical areas for follow-up identified in the 2016 FOL report:

1. Parent involvement in the school decision making process including LCAP and the site plan.
2. A comprehensive plan for Common Core and NGSS implementation.
3. A professional development plan that increases collaboration, planning time and consistent staff development within and across departments.
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.

Three Critical Areas for Follow-up were identified in the March 2016, FOL Schoolwide Action Plan:

- A. Increase literacy and skills in Common Core State Standards among South Tahoe High School teachers.
- B. Provide courses that meet the needs of all subgroups.
- C. Formalize, publish and implement a comprehensive South Tahoe High School and South Tahoe Middle School Code of Student Conduct (COSC).

The first area to be strengthened was added to the report following the March 2106 visit while the remaining areas continue to be addressed within the school and district office. The VC noted several concerns about the 2016 Action Plan, including vague growth targets, resources and timelines. While these concerns were addressed in the subsequent revision, the action plan itself is not adequately connected to the SPSA, planning and monitoring processes. The VC described a need for site leadership to develop monitoring systems for the plan as well as analysis of student data to ensure alignment with student needs.

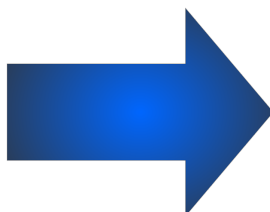
Significant refinements have been made to the Schoolwide Action Plan, resulting in the integration or reframing of goals, critical areas for follow-up or areas the VC recommended for growth. These refinements and significant revisions are in response to:

- analysis of the 2016 plan (see Section 4);
- the imperative to engage staff in professional development;
- decline in college readiness and persistent achievement gap;
- the need to actively engage families in decision making; and
- community feedback on the need for a shared vision of student-centered learning.

STHS 2018 WASC Schoolwide Action Plan goal revisions

2016 GOALS

- A. Increase literacy and skills in Common Core State Standards among South Tahoe High School teachers.
- B. Provide courses that meet the needs of all subgroups.
- C. Formalize, publish and implement a comprehensive South Tahoe High School and South Tahoe Middle School Code of Student Conduct (COSC).
- D. Increase parent and community involvement.



2018 GOALS

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

Note:

Each of these goals have growth targets

Viking Graduate Profile Links to Standards of Practice:

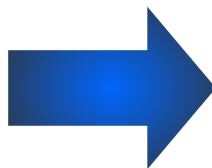
Common Core, Next Generation Science and CTE Standards:

Qualities in the Viking Graduate Profile, the 5 Cs 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.

Revised Student Learning Outcomes (SLOs)

2016 VIKING GOALS

1. Demonstrate academic proficiency
2. Transition into post-secondary endeavors
3. Demonstrate physical fitness
4. Participate in school activities and connect to the community
5. Behave in a responsible manner
6. Utilize appropriate industry-standard technology



2017-18 VIKING GRADUATE PROFILE

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

Conclusion:

The 2018 WASC Schoolwide Action Plan goals and actions are linked to ensure coherence with Student Learning Outcomes, Viking Vision 2020 (three-year plan), the SPSA and LCAP. Coherence between plans result in positive redundancy and focus on key actions, monitoring of goals and stakeholder understanding. Ultimately, the primary goals and key actions within the 2018 Schoolwide Action Plan aim to increase student engagement in authentic collaboration and real-world learning, and to increase student achievement related to standards, post-secondary choices and personal development of enduring qualities and skills in the Viking Graduate Profile: Critical Thinking, Collaboration, Curiosity, Communication, Character & Healthy Independence

Reflection on schoolwide progress and newly identified issues:

Spring 2016 revisions to the Schoolwide Action Plan (following the March 2016 visit) indicate more specificity related to funding and timelines and included a new section on community involvement. A great deal of work was accomplished on courses of study and assessments in English and Math along with training on NGSS. In the Fall of 2017, Viking Vision 2020 began as a community-wide process focused on student-centered learning, updating SLOs (Graduate Profile) and identifying school goals and key actions, which 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).

The 2016 VC report stated a concern that the 2016 FOL report and Schoolwide Action Plan did not reference progress on the 2012, three-year visiting committee report and stated that the school could not locate this report. In fact, the report is located on page 35 of the 2016 FOL WASC report and contains the 2009-10 FOL Schoolwide Action Plan with three goals - 1) student performance on CAHSEE, 2) CST and 3) increase and development of career pathways. The 2012 VC recognized significant progress in each goal and described the quality of learning and the school with enthusiasm. By 2016, data related to the CAHSEE and CST were obsolete and there was a shift in statewide testing and reporting. This shift may have contributed to the VC's concerns about lack of data. Currently, assessments now provide baseline and ongoing information on these measures. Additional measures are being added statewide to provide a broader picture of student achievement and readiness for college, career and a productive life beyond high school.

Schoolwide progress is evident in growth on CAASPP, attendance, increased community involvement, staff professional learning and survey results. The Viking Vision process, continued development and links with LCAP, SPSA and the WASC 2018 Schoolwide Action Plan provide a platform for continued improvement and coherence through focused direction, collaborative structures, deepening our learning as a school culture and demonstrating our responsibility for student achievement.

While there is much to celebrate, we notice that measures related to college readiness are declining. This development is newly identified and we wish to address the issue through specific focus on the new California College and Career Indicator metric, which aggregates multiple measures to determine degree of college and career readiness.


Reflecting schoolwide, the STHS staff and community have demonstrated a desire to reflect, improve and learn. STHS is building capacity as we refine and adapt teaching and monitoring practices. We continue to develop and distribute leadership, articulate with our middle school and college partners, use student work to calibrate against standards, collaborate on course development, engage with and learn from families. We look forward to continued progress!

SOUTH TAHOE HIGH SCHOOL FOCUS ON LEARNING SCHOOLWIDE ACTION PLAN

Prepared: January 2018
for WASC PROBATIONARY VISIT
(March 18-20, 2018)



Introduction: South Tahoe High School's Schoolwide Action Plan is a reflection of Viking Vision 2020. Viking Vision 2020 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 (see summary below). Viking Vision goals and key actions are a synthesis of critical areas for follow-up or areas in need of growth articulated within the March, 2016 WASC Visiting Committee along with newly identified needs.

<div>  Vision of Student-Centered Learning: Students develop a sense of purpose through authentic collaboration and real-world learning. </div>		
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.

Note:

- The rationale section for each goal includes a short description of suggestions or opportunities for growth in the 2016 WASC Visiting Committee report. These include: 1) Parent involvement in the school decision making process including LCAP and the site plan. 2) A comprehensive plan for Common Core and NGSS implementation. 3) A professional development plan that increases collaboration, planning time and consistent staff development within and across departments. 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.

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):

While CAASPP data indicates growth overall, college readiness (A-G, ACT/SAT) have declined over the last three years (~19%). The Viking Vision process engaged stakeholders in multiple conversations about academic, personal and interpersonal competencies (qualities and skills) that will enable our students to flourish in high school and beyond. Community input indicates a desire to increase or deepen real-world learning experiences that will develop qualities and skills in the Viking Graduate Profile. These qualities are evident in practice and anchor standards within CCSS, NGSS, CTE Career-Ready Standards, PE, VAPA and the new HSS Framework.

* The 2016 VC strongly recommended follow up on PD. The key action to achieve this goal seeks to engage and build capacity of staff to deepen understanding of standards and develop teaching practices that promote authentic collaboration and real-world learning. We also seek to focus staff collaboration on student outcomes through cycles of inquiry around data and student work to calibrate practices and assessment.

Supporting Data:

Decrease in college readiness indicators, disproportionality, CAASPP, CHKS
Decrease in A-G 19% since 13-14

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
- Real-world and project-based learning: Measure growth through participation, personal reflection and authentic assessment (i.e. projects, performance tasks, culminating events.) - Rubric for SLOs.

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, 2016 WASC Action Plan or Critical Area

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

Link to WASC 2016 Action Plan or Critical Area - Goal A: teacher Common Core literacy; PD plan; articulation; CCSS plan

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 (Section 4 & attached) Substitute release time, additional paid hours Ed Services support \$50 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	17-18 data Baseline Review spring 2018 Summer 18 review and revise Ongoing review & revision	Staff depts., SSC, ELAC, BOE
Allocate time for collaboration to support consistency, common, calibrated authentic assessment of learning and course development. Note: LTUSD and the teachers union (South Tahoe Education Assoc.) are currently in negotiations and both sides hope to build in more time for collaboration.	Principal Leadership team Ed Services	See PD Plan (Section 4 & attached) Time - 2 hours/month + admin, staff request	Agendas, protocols, courses of study, common assessments Collab. tracking	ongoing	Staff depts., SSC
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.*	Principal Leadership team	See collaboration above.	Agendas, protocols, common assessments, student achievement data	Ongoing, student work protocols Spring 2018	Staff depts., SSC, ELAC

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.
- Significantly 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.*

Critical Learner Need (Rationale):

STHS recognizes a wide gap in achievement between income and demographic levels. The recent decline in students meeting A-G overall leads to an imperative to investigate root causes, adapt or change practices to reverse the trend. This requires a focus on raising outcomes for all while accelerating progress of underperforming students through systems of intervention and support. The school population consists of 39% Hispanic, 51% White and 54% low-income and there is a level of cultural separation that is evident and predictable particularly in advanced classes.

* The 2016 WASC VC noted that STHS offers a robust variety of courses for all subgroups. However, the VC also noted the need for monitoring systems and the need to develop interdisciplinary teams. The two key actions to achieve this goal will cultivate these practices in addition to systems and conditions to support learning. Goal C in the 2016 WASC action plan specifies the Code of Student Conduct addressed here in Key Action B.

Supporting Data:

Decrease in college readiness indicators, disproportionality, CAASPP, CHKS; 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):

- CAASPP results; proficiency disaggregated
- CDE College Readiness indicators - course completion (grade C or better) in A-G, dual enrolled, CTE
- Master schedule - AP or capstone class enrollment - demographics: student representation
- English Learner data, progress

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; Equity report

Coherence: Links to Viking Graduate Profile (SLOs), LCAP, SPSA, 2016 WASC Action Plan or Critical Area

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

Link to WASC 2016 Action Plan or Critical Area - Goal B: courses to meet subgroup needs

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.*	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
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)	Leadership team with counseling Ed Services	See PD Plan (Section 4 & attached) Training on Illuminate and the new indicator Ed Services support with data collection and Illuminate reports \$50 per student included with PD plan Title 1 funding	CAASPP results; proficiency disaggregated Dual-enrollment credit accumulation Course completion (grade C or better) in A-G, dual enrolled, CTE AP or capstone class enrollment - demographics English Learner data, progress CA Dashboard	17-18 data Baseline Review spring 2018 Each summer and early spring, review and revise	Staff depts., SSC, ELAC, BOE
Update course sequences and descriptions to reflect standards, connections and foundations to other subjects or CTE pathways.*	Admin & Staff depts Counseling Ed services	AERIES training on analytics Ed services	Master schedule Flow charts capstone class enrollment - demographic	Fall, spring each year	Staff depts., SSC, Ed center
Collaborate regularly with middle grades to align practices, calibrate proficiency measures and Viking Graduate Profile development.*	STHS & STMS Admin Dept Chairs Ed Services	Ed center coordination and substitute release	Student work, course sequences	ongoing	Staff depts., Ed center
Deepen staff understanding of the student experience and cultural diversity through dialogue, student shadowing and data analysis.	Leadership team	Conference on equity and cultural competence Time for authentic collaboration Allocation for community mapping with ELAC (Title III)	Surveys, participation	ongoing	Staff, ELAC, SSC

Goal 2: Key Action B (Viking Vision #4) Implement strategic systems of academic and behavioral intervention and support.*	Responsible Person(s)	Professional Development/ Resources	Means to Assess Improvement	Timeline	Reporting
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)	Admin & Staff depts Counseling Ed services	PD for RTI Training on AERIES analytics and Illuminate - lead team and staff Site allocation and district PD TriO grant (tutoring and support)	Grades, common assessments results; disaggregated English Learner progress - AERIES analytics Illuminate	2018-19 school year Review and revise -	Staff depts., SSC, ELAC
Train staff in proactive classroom management strategies and relationship building (i.e. social emotional learning, trauma informed practices).	Admin and lead team Ed Services	PD for RTI, Restorative Practices, social-emotional learning SEL committee?	Attendance Discipline data Both disaggregated	Begin Spring 2018	Staff depts
Update the Code of Conduct* with plans to address unhealthy behaviors (Alcohol & Drugs) and safety/responsibility online (Digital Citizenship).	Assistant Principal, Admin Team	PD on Digital Citizenship, Common Sense Media \$2500 each year to support tier 1 AoD addendum Community partnerships	Updated documents Surveys - staff and student awareness	Spring and Fall 2018 Annual review and revision	Staff depts., SSC, ELAC, BOE

GOAL 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..

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. 2016-17 CHKS data, attendance, and current discipline data support the need for building relationships and connections within the school and with the community. A recent survey indicated that while many students report a sense of belonging, approximately 15% do not. Viking Vision community meetings and student feedback reveal a need to develop character traits, particularly empathy and resilience. Additionally, while daily attendance has increased, an average of 6-8% of students are absent.

*The 2016 WASC visiting committee commended general student engagement and culture. However, the VC suggested that the school seek more parent community involvement in the school decision making process including LCAP and the site plan. The two key actions to achieve this goal call for deepening partnerships with LTCC and community organizations and elevating students voice and engaging them as agents of change.

Supporting Data:

- Attendance/truancy data, disaggregated
- Discipline data (suspensions, referrals),disaggregated
- CHKS data and 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
- CHKS data
- Survey data
- Student focus groups

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

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

Coherence: Links to Viking Graduate Profile (SLOs), LCAP, SPSA, 2016 WASC Action Plan or Critical Area

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

Link to WASC 2016 Action Plan or Critical Area - Goal D: Family and Community engagement

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
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.	Admin, CTE Staff, CTE coordinator, Leadership team, select teachers	Get Focused, Stay Focused conferences Admin/staff time for collaboration Grants, sub release time	Artifacts LTCC/STHS plan Student participation Drug & Alcohol RTI framework - COSC; data related to DoA	Spring 2018, develop LTCC/STHS plan aligned with Viking Vision plan	Staff depts., SSC, ELAC, BOE, LTCC

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.	Staff, ASB leadership	School Governance training - staff, students PD allocation	Surveys Student CHKS data Student participation in school governance	Ongoing Annual review of CHKS	Staff depts., SSC
Engage underperforming groups in feedback, goal setting, ideas and solution seeking around increasing meaningful engagement.	Admin lead team, intervention and alt ed counselor	Title 1	Artifacts Practice changes Student CHKS data		Staff depts., SSC, ELAC, BOE

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 gaining traction through community meetings, translation events, weekly announcements coordinated by Boosters groups, SSC working groups and a growing ELAC. Parents have described a desire to be more involved in students' course selection and strategic planning processes. Teachers are looking at ways to invite more participation and community groups are seeking ways to engage families in more central locations within South Lake Tahoe.

*Parent involvement in the school decision making process including LCAP and the site plan. The key action identified to reach this goal to vary communication methods and develop a vision of parent involvement in decision making.

Supporting Data:

- SSC and ELAC attendance historically low, this is growing
- Booster and Performing Arts Booster (PABA) attendance/contacts
- Parent respondents to CHKS and survey data low

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
- Parent data from CHKS
- 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, 2016 WASC Action Plan or Critical Area

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

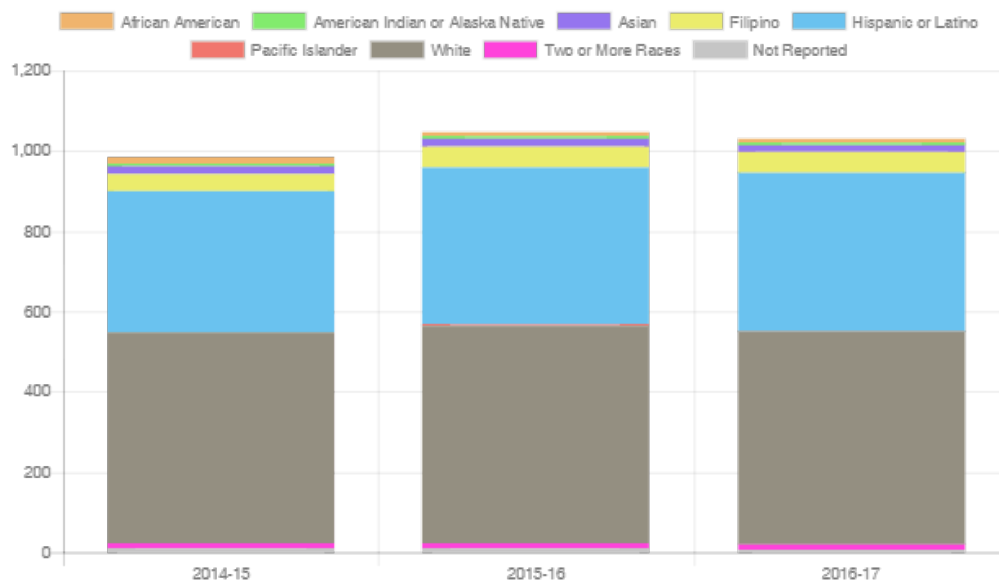
Link to WASC 2016 Action Plan or Critical Area - Goal D: Family and Community engagement

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, Vision 2020, locations vary throughout SLT).	Principal LTUSD community coordinator	Bilingual staff Title III - funds to support family outreach for ELs Boosters supports Viking Vision meetings	Attendance Participant feedback Surveys	Ongoing Monthly meetings	Staff depts., SSC, ELAC Boosters
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 and interpretation services	Email contacts AERIES analytics Attendance/truancy data	ongoing	Staff depts., SSC, ELAC,
Develop, articulate and implement a vision for family engagement in decision making and the direction of the school.*	Principal SSC ELAC	Develop shared understanding of CA 2014 Family Engagement Framework - training LTUSD community coordinator, Title 1	Artifacts Inclusion in SPSA	Spring 2018 Review and revise annually	SSC, ELAC, BOE

Appendix

ENROLLMENT BY ETHNICITY: 2014-2017

Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2014-2015	984	1.4%	0.8%	1.8%	4.6%	35.6%	0.0%	53.5%	1.2%	1.1%
2015-2016	1,047	0.9%	0.7%	1.8%	5.1%	37.5%	0.2%	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%



Graph: South Tahoe High School Enrollment by Ethnicity - 2014-2017

ENGLISH LEARNERS BY GRADE: 2014-17

2014-15 Grade	Total	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	To Be Determined (TBD)
09	241	63.5%	6.2%	15.4%	14.9%	0.0%
10	294	64.3%	4.8%	23.1%	7.8%	0.0%
11	237	64.6%	4.6%	17.7%	13.1%	0.0%
12	212	68.4%	6.6%	12.3%	12.7%	0.0%
TOTALS	984	65.0%	5.5%	17.6%	11.9%	0.0%
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%
TOTALS	1,047	62.8%	4.8%	16.2%	16.2%	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%
TOTALS	1,029	61.4%	4.5%	15.8%	18.1%	0.2%

ENROLLMENT BY GRADE: 2014-2017

Year	Total	Grade 9	Grade 10	Grade 11	Grade 12
2014-2015	984	24.5%	29.9%	24.1%	21.5%
2015-2016	1,047	27.9%	24.1%	26.3%	21.8%
2016-2017	1,029	26.2%	27.3%	22.4%	24.1%

CHRONIC ABSENTEEISM REPORT: 2016-2017

Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	16	3	18.8%
Filipino	52	13	25.0%
Hispanic or Latino	407	115	28.3%
Pacific Islander	*	*	*
White	558	123	22.0%
Two or More Races	14	3	21.4%
Not Reported	*	*	*

CHRONIC ABSENTEEISM REPORT TOTALS: 2016-17

Sample	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
South Tahoe High	1,074	266	24.8%
Lake Tahoe Unified	4,149	656	15.8%
El Dorado County	28,459	3,344	11.8%
Statewide	6,405,496	694,030	10.8%

MEDIAN HOUSEHOLD INCOME: 2016

Sample: 2016	Median Household Income
United States	\$ 57,617
California	\$ 67,739
El Dorado County	\$ 72,586
South Lake Tahoe	\$42,401

CERTIFICATED STAFF SERVICE AND EXPERIENCE: 2009-2010 to 2016-2017

South Tahoe High

Year	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
2016-2017	15	13	4	4
2009-2010	16	14	1	0

NUMBER OF STHS STAFF BY ETHNICITY: 2011-2012 to 2016-2017

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
2016-2017	4	0	0	0	0	0	53	1	3	61
2013-2014	4	0	0	0	0	0	51	1	0	56
2011-2012	4	0	0	0	0	0	55	1	0	60

CERTIFICATED STAFF EDUCATION LEVEL: 2016-17

Doctorate	Special Degree(Juris Doctor)	Master's Degree +30	Master's Degree	Fifth Year within BA	Fifth Year Induction	Fifth Year	Baccalaureate Degree +30	Baccalaureate Degree	Associate Degree	None Reported	Total
0	0	9	13	0	0	0	26	12	0	1	61

Viking Vision 2020 Goals and Safety Survey Data

(During the week of January 8-12, 2018, South Tahoe High School leadership asked students, parents and guardians, and staff to respond to five questions about Goals of the “Viking Vision 2020” using a 5-point scale where 1 = Never and 5 = Completely. The survey instrument collected 352 responses.)

Survey Question	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
(Goal 1) To what degree do you think STHS is preparing students for college, career, and life?	186	53%	309	88%
(Goal 2) Do you think STHS provides access to the courses you require (or your STHS student requires) and fairness in placing students in those courses?	206	59%	308	88%
(Goal 3) Do you think you have (or your STHS student has) a sense of belonging and/or connectedness to South Tahoe High School?	172	49%	277	79%
(Goal 4) Do you think you have (or your STHS student has) opportunities for your family to connect to South Tahoe High School?	178	51%	288	82%
Do you think you are (or your STHS student is) safe at South Tahoe High School?	244	70%	302	86%

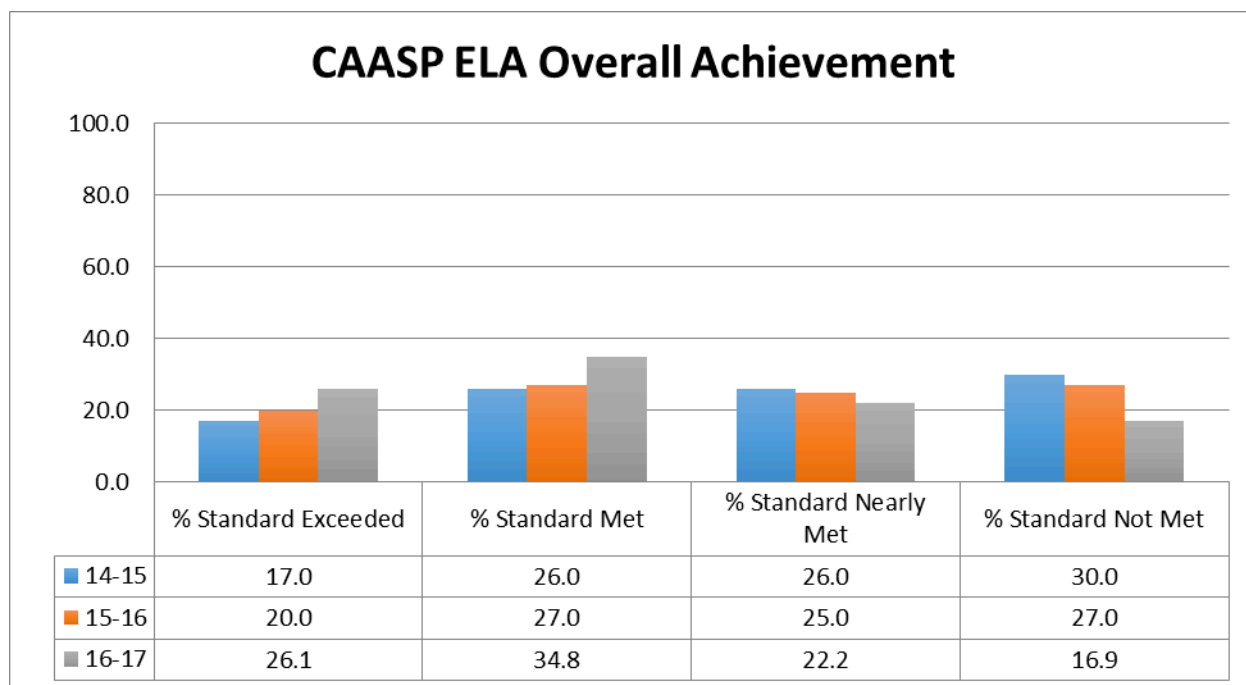
ENROLLMENT OF ALL STUDENTS AND AVID STUDENTS AT STHS

Year	Total Enrollment at STHS	AVID Elective Enrollment	Percentage of STHS Students in AVID
2017	1,075	165	15
2016	1,082	176	16
2015	1,023	219	21

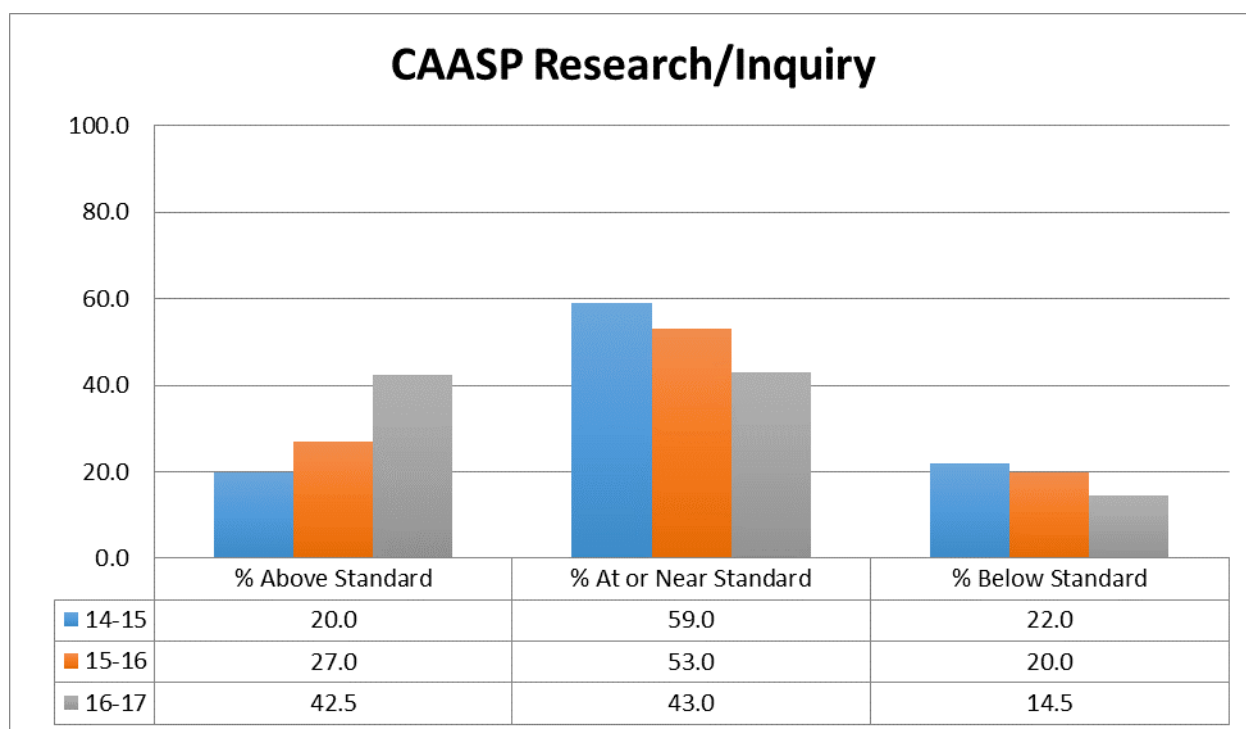
STHS STAFF PROFESSIONAL DEVELOPMENT ACTIVITIES 2017-18

The Name of the conference/training	Date of conference or training	Brief description of what you hope to get out of the conference or training
Common core pacing guides and matrices	timesheet	curriculum development
Common core pacing guides and matrices	timesheet	curriculum development
Common core pacing guides and matrices	timesheet	curriculum development
WASC coordinator	timesheet	
AVID Summer Institute	6/28-6/30 2017	
Aeries Conf	Oct 9-10	
SCOE Math Conf	Sept 8	
Ca Student Aid Commission DASFAA ECMC workshops	Sept 15	
AP training	Nov 4	
HS Counselor and Educator conf	Sept 17	
Tahoe Economic Summit	10/30/2017	
Get Focused Stay Focused	POSTPOSED	Santa Barbara
Ca League of Schools	Dec 10 2017	San Diego
California Mental Wellness Conference	March 1	Sacramento
TPRS Conf	7/1/2018	Boston MA
Ca Student Mental Wellness Conference	Feb 28, Mar 1 2018	Rocklin Ca
Herbert Hoover MS visit	Dec 7	
California Consortium for Independent Study	Feb 7-9 2018	Ronhert Park, Ca
PBL	Feb 21-23 2018	Rancho Mirage Ca
ATDLE	Feb	Long Beach

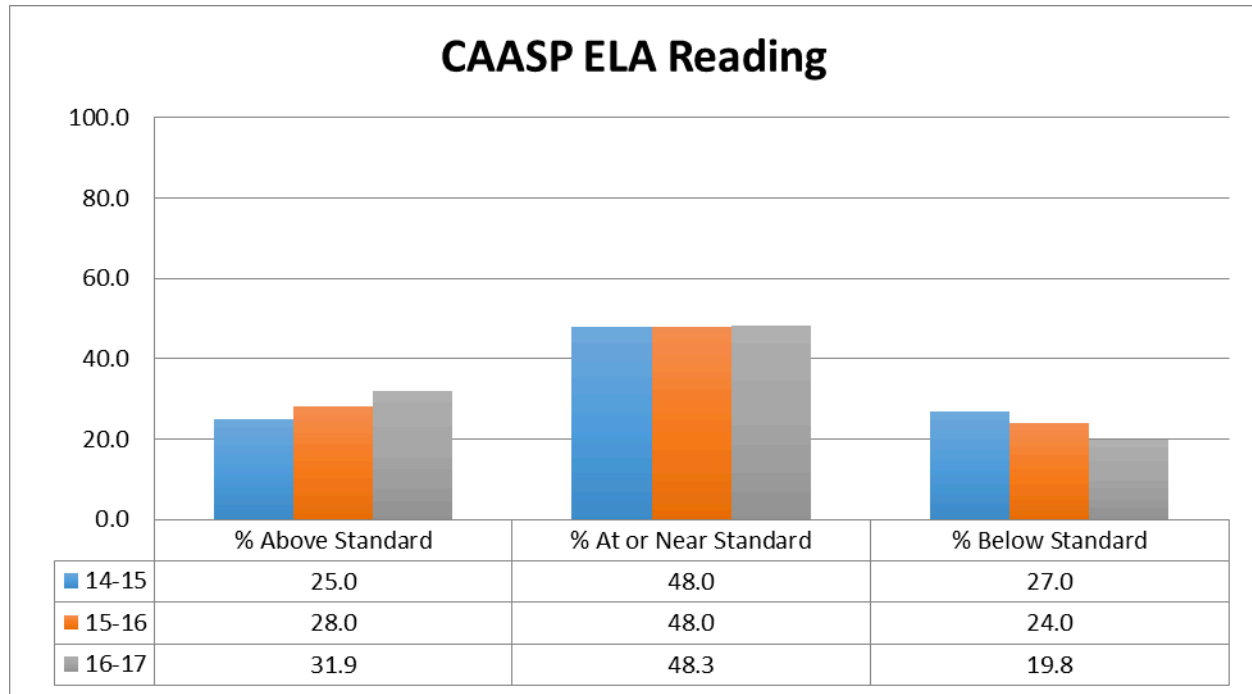
CAASPP ELA OVERALL ACHIEVEMENT: 2014-17



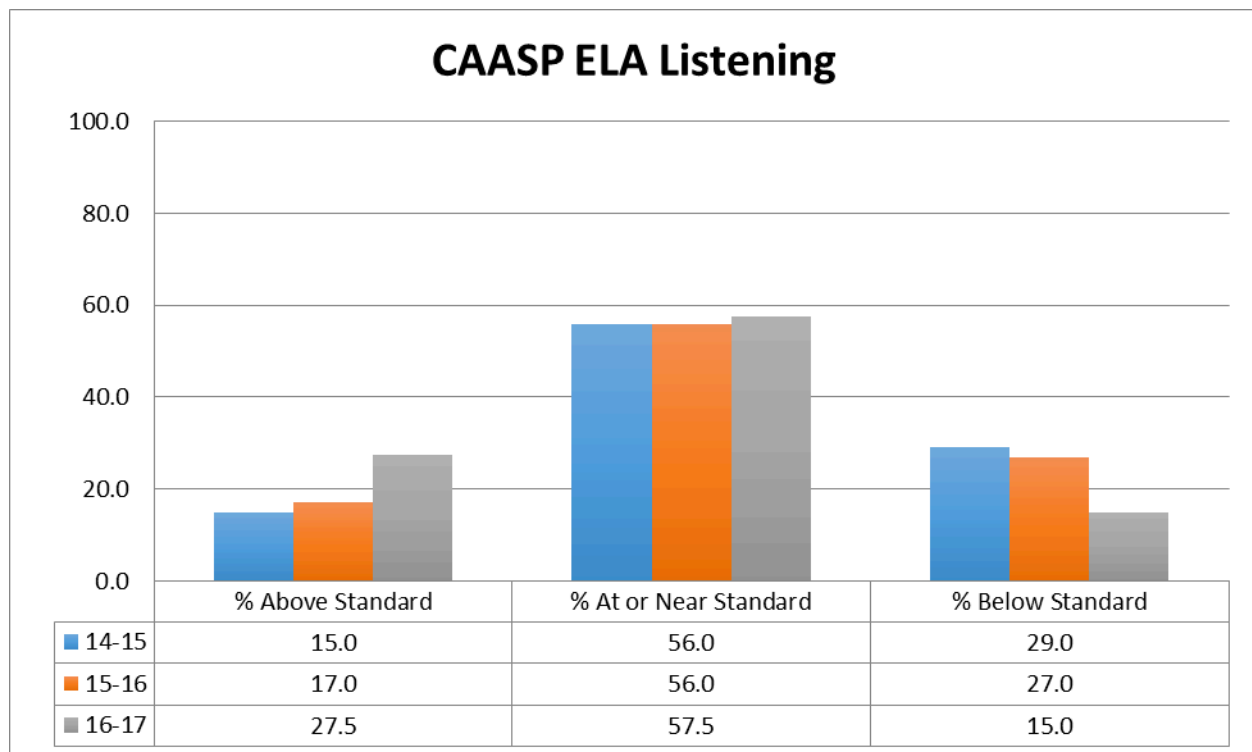
CAASPP ELA RESEARCH/INQUIRY SCORES



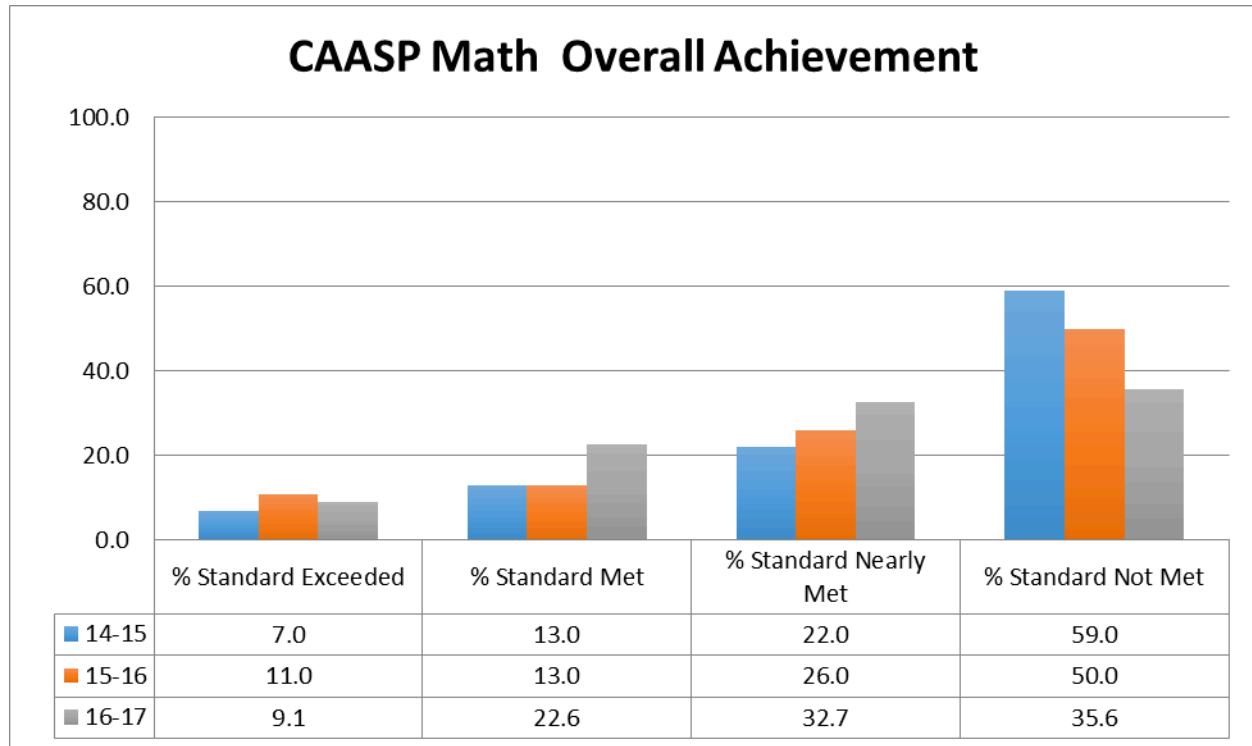
CAASPP ELA READING SCORES: 2014-17



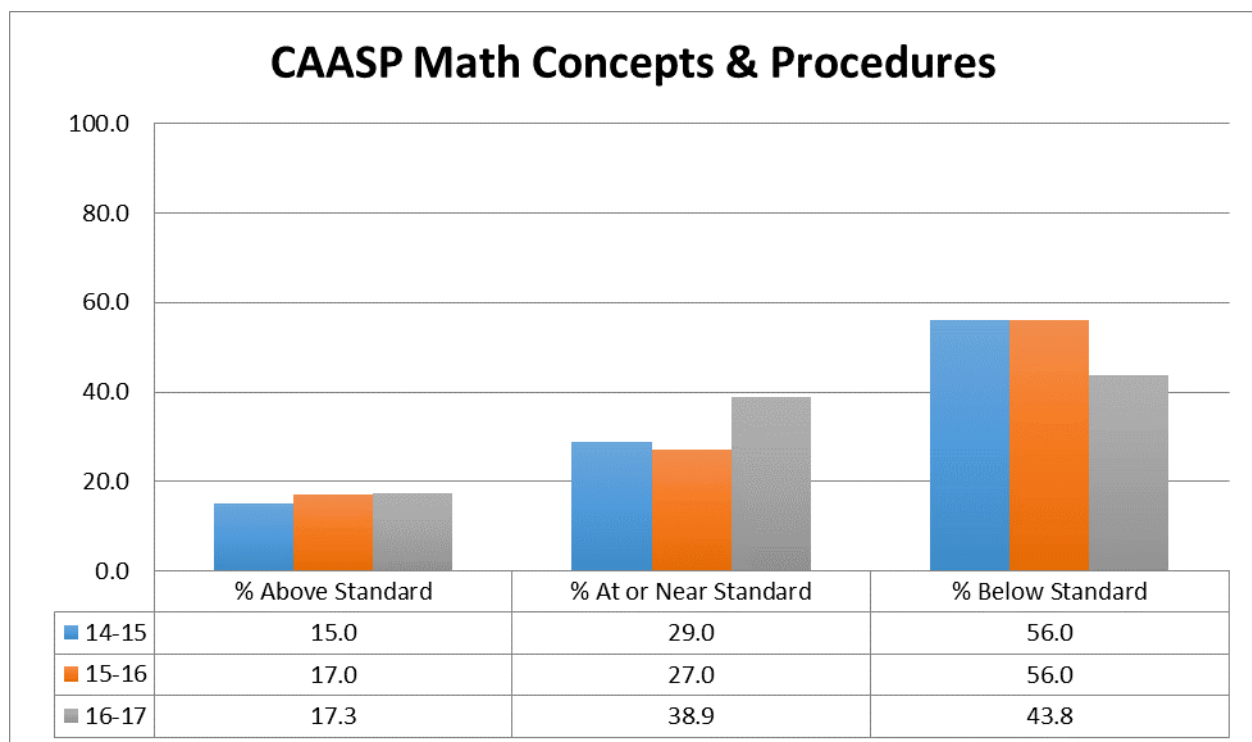
CAASPP ELA LISTENING SCORES: 2014-17



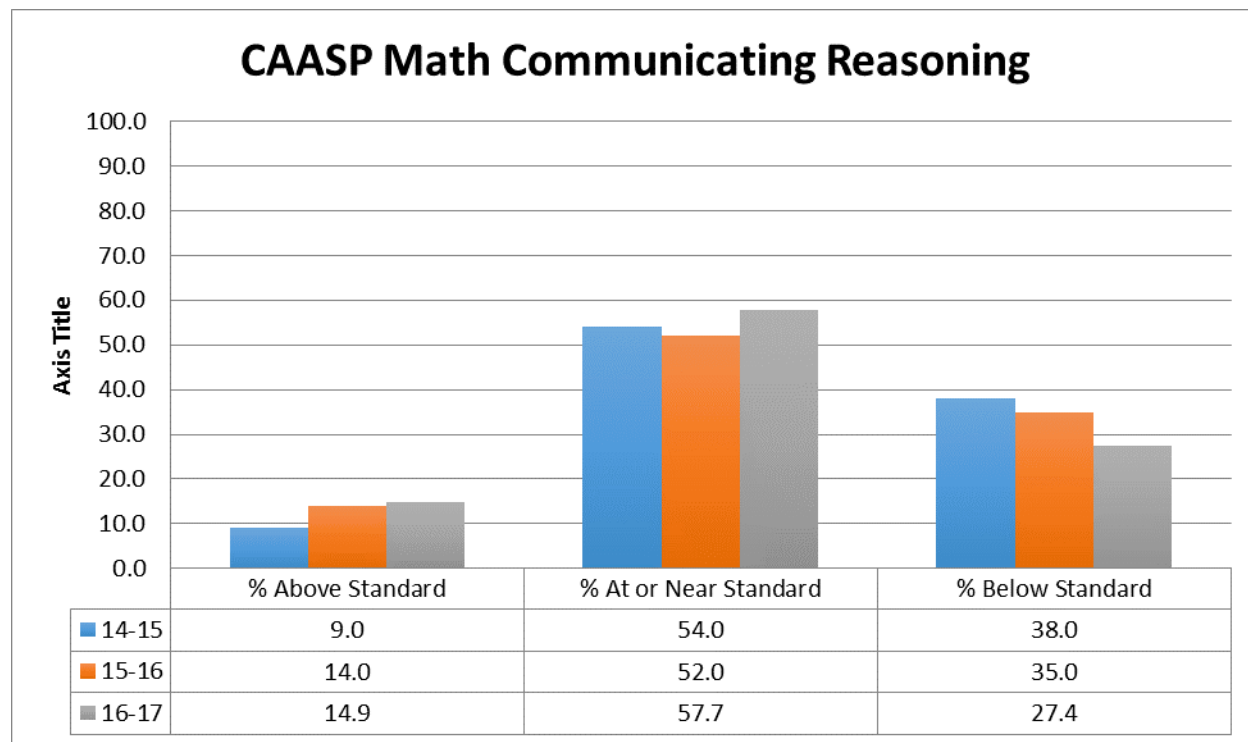
CAASPP OVERALL MATH ACHIEVEMENT: 2014-17



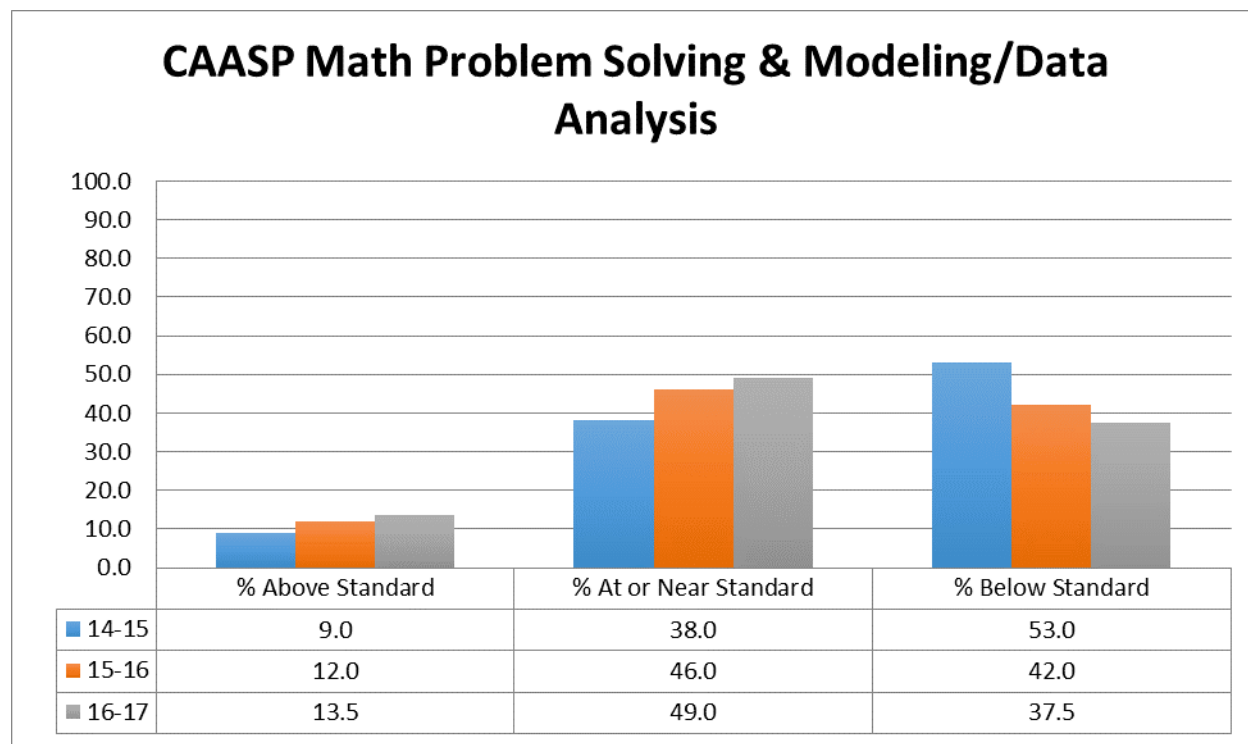
CAASPP MATH CONCEPTS AND PROCEDURES SCORES: 2014-17



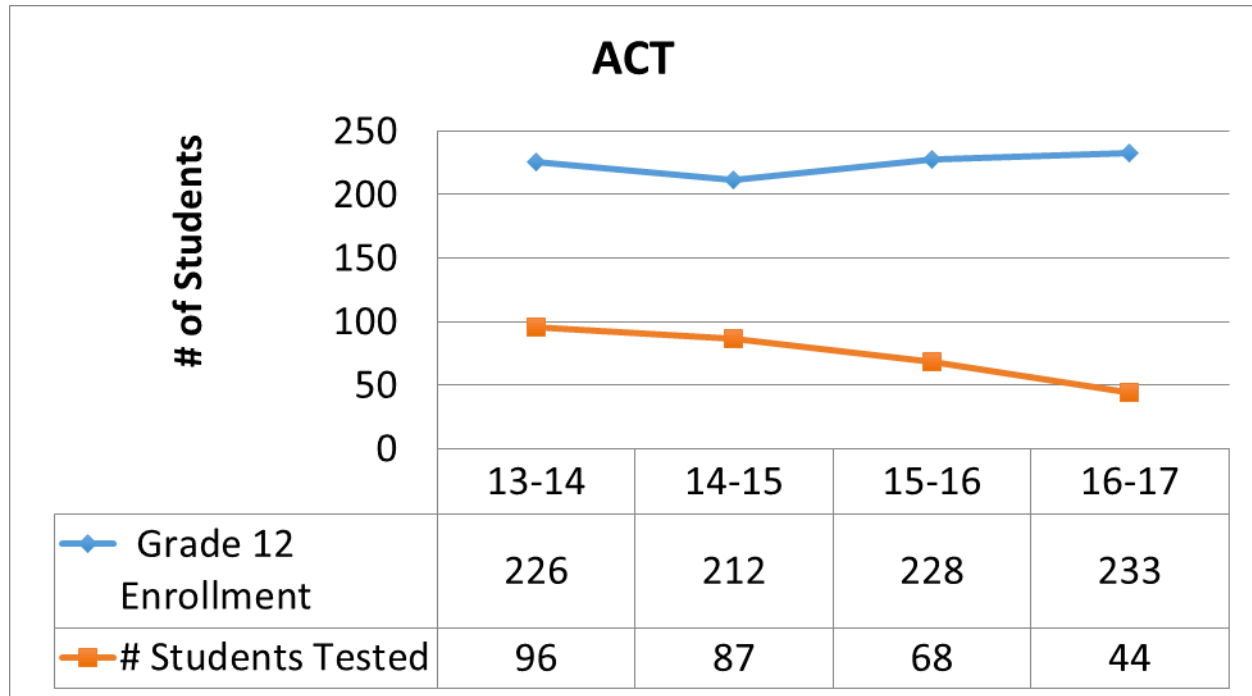
CAASPP MATH COMMUNICATING REASONING: 2014-17



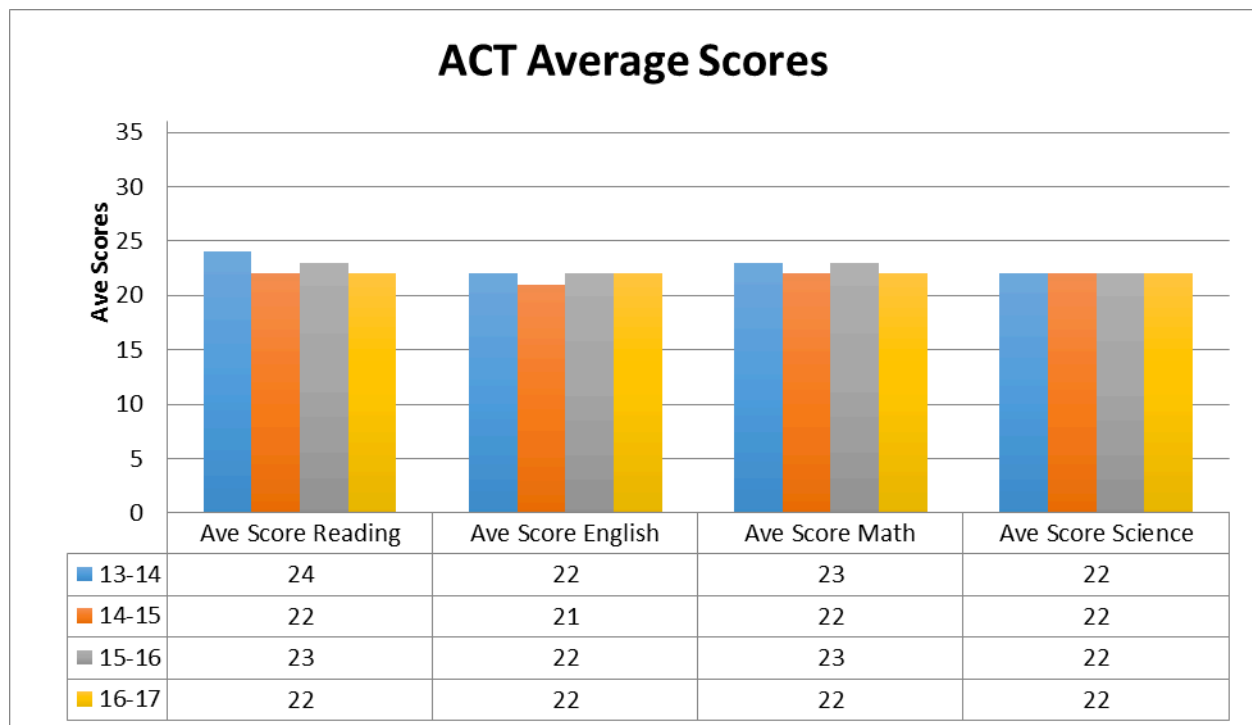
CAASPP MATH PROBLEM-SOLVING AND MODELING / DATA ANALYSIS: 2014-17



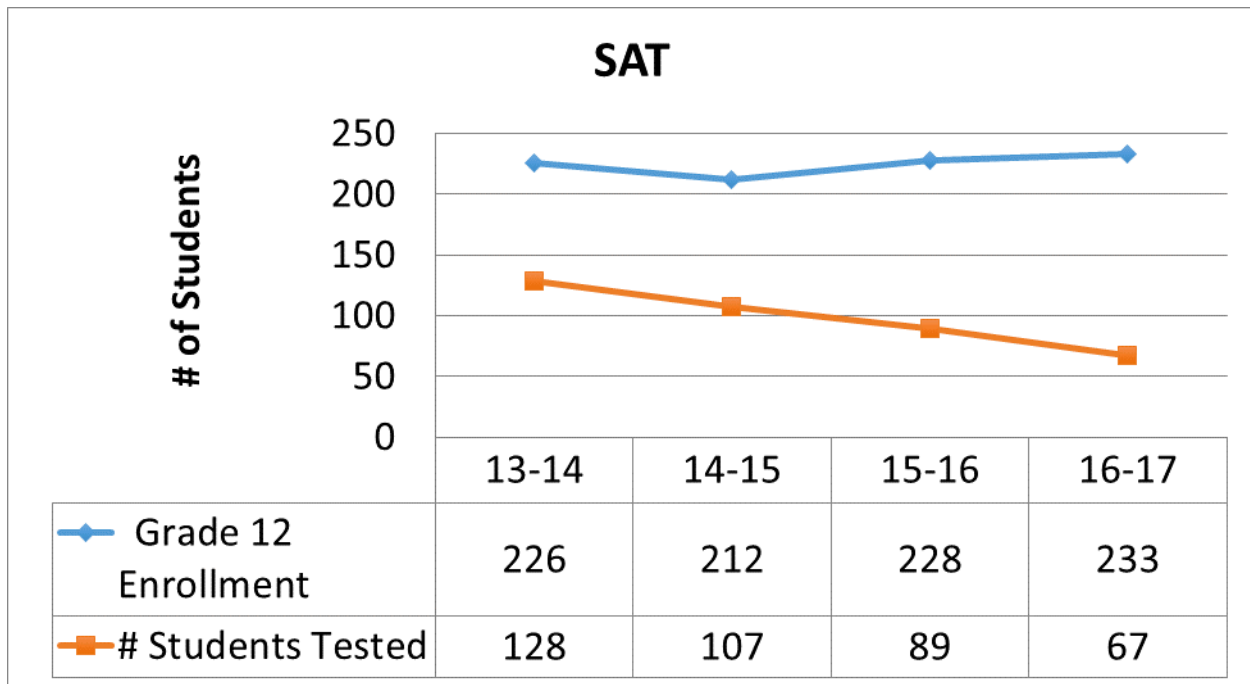
ACT TEST-TAKERS: 2013-2017



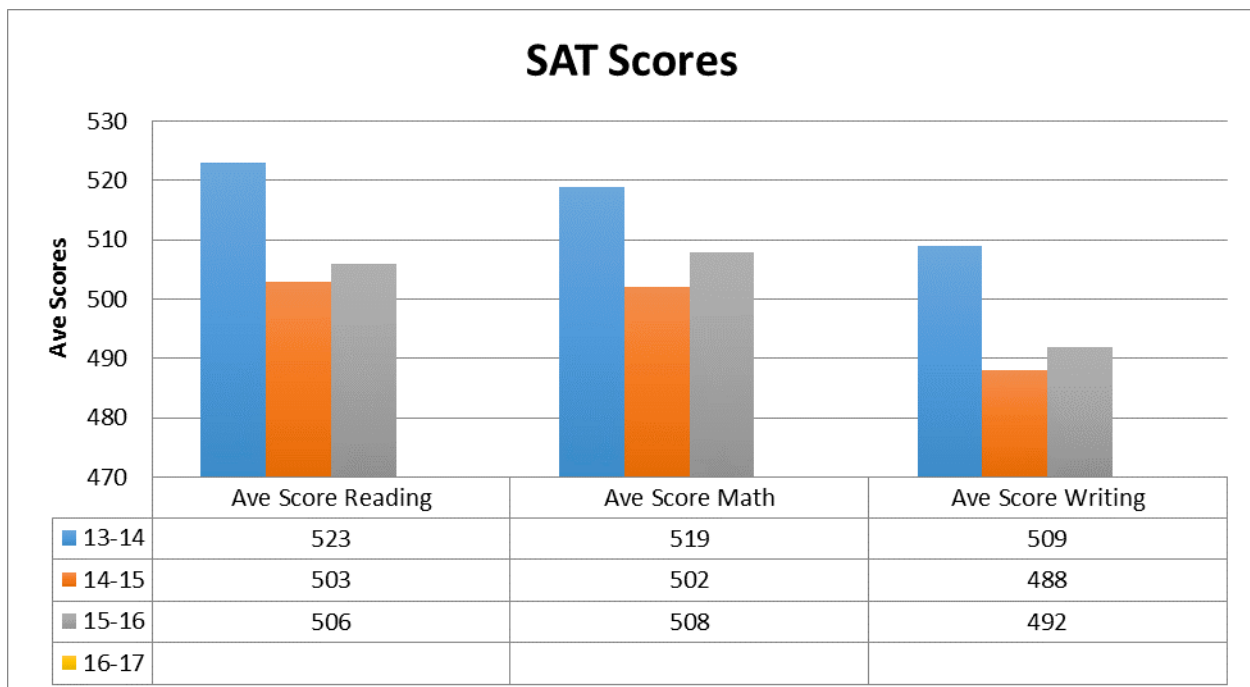
AVERAGE ACT SCORES: 2013-17



SAT TEST-TAKERS: 2013-17



AVERAGE SAT SCORES: 2013-16



ADVANCED PLACEMENT EXAMS: 2015-17

Year	Grades 10-12 Enrollment	Grade 12 Enrollment	Number Tested	AP Score=1	AP Score=2	AP Score=3	AP Score=4	AP Score=5	% Score= ≥ 3
2013-14	731	226	145	45	90	78	41	26	52
2014-15	743	212	170	40	80	62	46	17	51
2015-16	755	228	161	52	68	45	42	20	47

2017-2018 STAFF MEETINGS	DEPARTMENT CHAIR MEETINGS	SCHOOL SITE COUNCIL	COST MEETINGS
SU FALLEN LEAF 3RD THURS/3-4PM	SU ANGORA 1ST THURS/3-4PM	SU FALLEN LEAF 1ST WED/3-4PM	SU ANGORA EVERY OTHER THURS* 130-230PM
9/21/2017	8/31/2017	9/6/2017	11/9/2017
10/19/2017	*9/14/2017	10/4/2017	12/7/2017
11/16/2017	10/5/2017	11/1/2017	1/18/2018
12/21/2017	11/2/2017	12/6/2017	2/15/2018
1/18/2018	12/7/2017	*1/10/2018	3/15/2018
2/15/2018	*1/11/2018	2/7/2018	4/26/2018
3/15/2018	2/1/2018	3/7/2018	5/24/2018
4/19/2018	3/1/2018	4/4/2018	
5/17/2018	No April meeting	5/2/2018	
	5/3/2018		
	6/7/2017		
Department	*not 1st thurs of month		
1 hour per month			
TBD by Dept Chair			
AVID SITE TEAM	SAFETY	BOOSTERS	
SV 105 1ST MON / 3-4PM	SU FALLEN LEAF 3-4PM	SU 2ND MON	
Quarterly		5:30-6 PRINCIPAL CHAT	
10/2/2017		6-7PM MEETING	
12/4/2017		9/11/2017	
2/5/2018		10/9/2017	
4/2/2018		11/13/2017	
	CAFECITOS	12/11/2017	
	Staff Lounge B Hall	1/8/2018	
	8-930AM	2/12/2018	
		3/12/2018	
	9/13/2017	5/14/2018	
Classified	11/1/2017	6/11/2018	
Cafeteria	1/10/2018		

Time TBD	3/7/2018	PABA		
October	5/2/2018	10/2		
February	At FRC			
May	10/4/2017			
	12/6			
	2/7			
	4/4			

Monthly Schedule - Most meetings in Student Union - Angora or Fallen Leaf

	Monday	Tuesday	Thursday	Friday
1st			Department Chairs - 3-4	
2nd	Boosters 6-7pm		COST Meetings 2-3	
3rd			Staff meetings 3-4	
4th			Cost Meetings 2-3	

SOUTH TAHOE HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2017-18

YEAR AT A GLANCE

DOMAINS	TEACHING PRACTICES & FRAMEWORKS	INQUIRY & LEARNING OUTCOMES	CURRICULUM DEVELOPMENT
CONTENT	<ul style="list-style-type: none"> • COMMON CORE & NEXT GEN PRACTICES • DEPTH OF KNOWLEDGE • 21ST CENTURY LEARNING (4Cs - COLLABORATION, COMMUNICATION, CRITICAL THINKING, CREATIVITY) • PBL (PROJECT BASED LEARNING) • WICOR -AVID STRATEGIES • RESTORATIVE PRACTICES • PROACTIVE CLASSROOM MANAGEMENT STRATEGIES • PEER VISITS &/OR VIDEO BASED PEER COACHING 	<p>MULTIPLE MEASURES DATA INQUIRY:</p> <ul style="list-style-type: none"> • COMMON ASSESSMENTS • GRADES • CLIMATE DATA (CHKS) • ATTENDANCE <p>STUDENT WORK</p> <ul style="list-style-type: none"> • CALIBRATING COMMON ASSESSMENTS • HIGH SCHOOL/MIDDLE SCHOOL ARTICULATION 	<p>CCSS - MATH & ELA; SOCIAL SCIENCE</p> <p>NGSS - SCIENCE</p> <p>HISTORY SS</p> <p>COURSE DEVELOPMENT</p> <p>COURSE ARTICULATION & PATHWAYS</p> <p>PBL (PROJECT BASED LEARNING)</p> <p>LOTE</p> <p>VAPA</p> <p>CTE</p> <p>PE</p>
PROCESSES	CONFERENCES; STAFF MEETINGS; DEPT. MEETS; SUB RELEASE &/OR EXTRA HRS.	COLLAB GROUPS- STAFF, DEPT. & FOCUS GROUPS	SUB RELEASE &/OR EXTRA HRS., CONFERENCES

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"> 1. SWBAT demonstrate agency to drive their learning through oral and written communication skills. 2. SWBAT participate in deeper learning through accomplishment based projects that are connected to and inspire college and career pathways. 3. SWBAT leverage technology tools to collaborate, communicate, demonstrate critical thinking and creativity. 	<ol style="list-style-type: none"> 1. Students will have a proactive voice in what and how they learn (in connection to standards). 2. Students engage in complex problems and demonstrate 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. 3. Students will use technology to collaborate, research and demonstrate understanding of core content. 	<p>PD Domains: Teaching Practices & Frameworks, Curriculum Development; Inquiry & Learning Outcomes</p> <ol style="list-style-type: none"> 1. Demonstrate voice, choice and differentiation in professional development structures as a model for developing agency and self directed learning. 2. 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. 3. Integrate technology to enhance learning through 4Cs and SAMR frameworks. We acknowledge that teachers are at a continuum of understanding.

SOUTH TAHOE HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN 2017-18

YEAR AT A GLANCE

DOMAIN	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
TEACHING PRACTICES & FRAMEWORKS	West Ed - Engagement Strategies Student centered Learning: CCSS, DOK, 4Cs	DOK check Best practices; WASC areas Math PD	4Cs check Graduate Profile - teaching practices that advance	CCSS Math & English - Articulation Science NGSS implementation	Project Based Learning - February - larger cohort spring or summer 2018 AVID workshops; essential questions Science implementation & Science Curriculum Committee, STEAM conference Department release time for Vision plan - Companion plans Math & English continue course and assessment development; CCSS; Ind. Teacher Conferences: Museum of Tolerance, STEAM, Get Focused Stay Focused; CA HS; need to fill in Social Studies Dept. - HSS Framework training - Feb. English Dept. -National teachers of English Conference Departments develop Viking Vision Companion Plans - mirror Schoolwide action plans				ID strategic learning objectives for 2018-19; add to School site plans Summer conferences - Jayme - Spanish Summer - AVID Summer - PBL	Reflections ; growth and feedback
INQUIRY & LEARNING OUTCOMES	Develop PLCs for Data Inquiry around specific topics: <ul style="list-style-type: none"> ● COMMON ASSESSMENTS - DEPARTMENTS AND TEAMS, (RELEASE/EXTRA HOURS) ● GRADES (STAFF MEETING) ● CLIMATE DATA (CHKS) (STAFF MEETING) ● ATTENDANCE (ATTENDANCE TEAM / COST) ● STUDENT WORK PROTOCOLS ● CALIBRATING COMMON ASSESSMENTS ● HIGH SCHOOL/MIDDLE SCHOOL ARTICULATION 									
CURRICULUM DEVELOPMENT	ELA - Scope & Sequence; Assessment Math - Integrated development - Math 2; begin work on 3 ; Intervention; placement and assessment Science - NGSS & 9/10 course development Social Science - HSS Framework Project Based Learning - conferences and planning									Reflect on the year, suggest next steps for

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.

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.

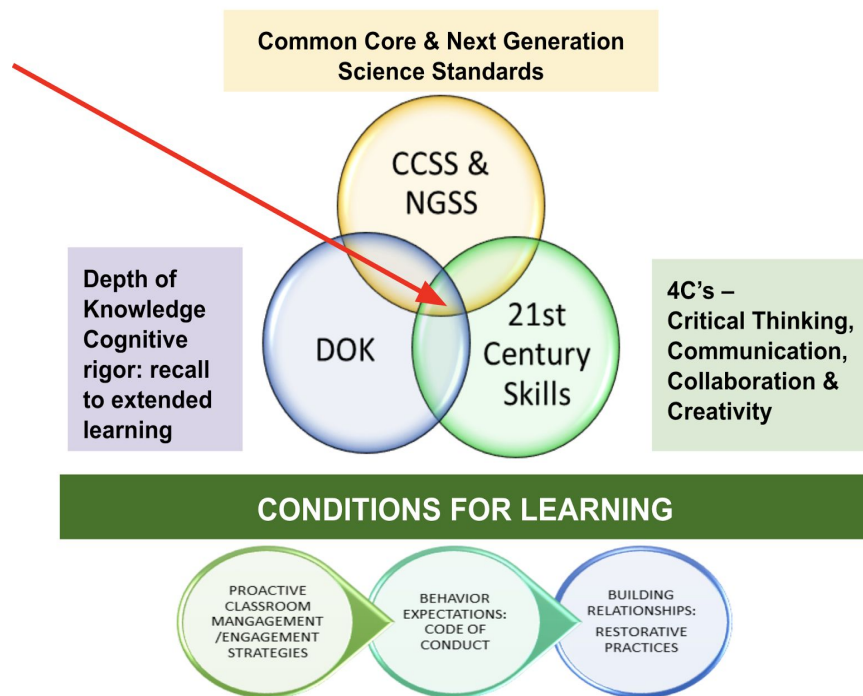
South Tahoe High School has much to build upon as we embark on Viking Vision 2020. As a community, there is a desire to paint a clear picture of student-centered learning and a portrait of our graduates that will ensure our students' readiness for their future. We also believe that all of our students deserve to aspire to their individual choices for college and career. The Viking Vision 2020 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 and;
- three-year plan with initial actions, milestones and a forecast to steps beyond 2020.

Vision of Student-Centered Learning Experiences

Students develop a sense of purpose through authentic collaboration and real-world learning. Our vision is grounded in the nexus between content standards*, challenging, deep learning and cultivation of 21st Century Skills. Conditions for learning are essential to success and include positive relationships, proactive student engagement and clear expectations for behavior*. The South Tahoe High School community shares a vision of student-centered learning and experiences that develop a sense of purpose through authentic collaboration and real-world learning. We are focused on student outcomes that promote six enduring qualities identified in the **Viking Graduate Profile: Critical Thinking, Collaboration, Curiosity, Communication, Character, and Healthy Independence.**

Framework for student-centered learning

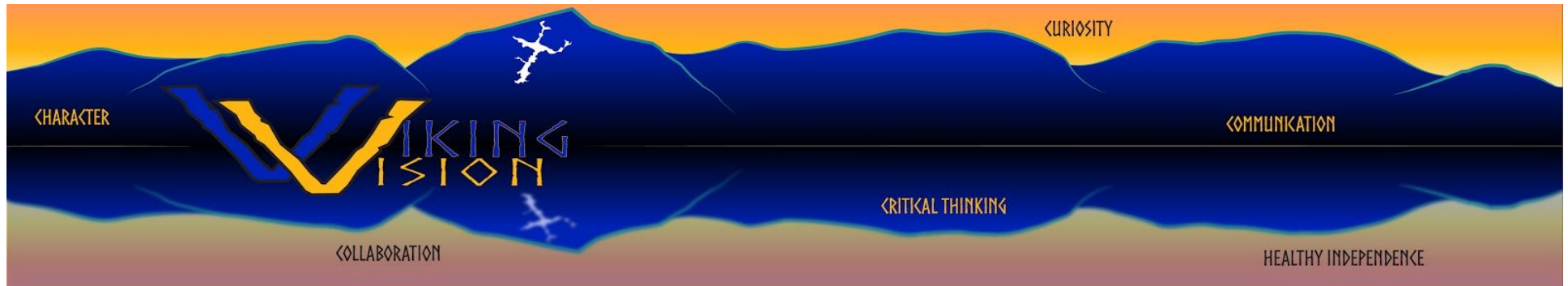


Community description of student-centered learning



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 - December 2017
<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:</p> <p>Projects, responses, question, inquiry, self evaluation, problem solves and find answers independently, reflection and thinking about learning process.</p>

Viking Graduate Profile: Qualities & Skills	Community Input - December 2017
<p>Collaboration</p> <ul style="list-style-type: none"> ➤ Knows how to work with others to reach a goal — puts talent, expertise, and smarts to work. ➤ Values teamwork to solve problems and create solutions. ➤ Demonstrates an appreciation for a variety of learning styles and has the ability to work with others with different life experiences and cultures. 	<p>Students say: “putting our heads together to come out with a solution.”</p> <p>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.”</p> <p>“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. “</p> <p>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.”</p> <p>Community says: “Class environment supports curiosity through project based learning, student-driven, goal-oriented tasks, maker space environment (tinker space). Support teacher training.”</p> <p>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.”</p> <p>Community says: “Need to consider ways to teach nonverbal cues.”</p> <p>Demonstrated through: common assessments across all</p>

	disciplines from freshman to senior year (essays, public speaking, business communication through email, letters, resumes, interview skills).
Viking Graduate Profile: Qualities & Skills	Community Input - December 2017
Character <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 find character traits, empathy through leadership, attendance, use of planners, follow-through.</p>
Healthy Independence (Financial & Physical Fitness) <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.</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 2020, 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 2020, 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, 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.)
- 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/career indicators](#). (Including [A-G college entrance](#) course completion, dual enrollment, Advanced Placement exams, [CAASPP](#) state testing in English and Math). (Science - 2019)
- 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 2020: Three Year Action Plan - *DRAFT - December, 2017*

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?		
Year 1 2017-2018 Planning & Doing	Year 2 2018-2019 Milestones & Making Progress	Year 3 2019-2020 Reflect, refresh & forecast
<p>Refine and implement key actions:</p> <ol style="list-style-type: none"> 1. Enhance professional learning 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. <p>Departments develop companion plans with measures, resources needed.</p> <p>Get the word out: Viking TV; student leadership; websites; graphics; activities; Grad Profile sessions with students.</p>	<p>Measure quantity and quality of authentic, real-world learning in classrooms and in the community. (Develop observation and accountability tool.)</p> <p>Train first cohort of Project Based Learning (PBL) teachers.</p> <p>Implement Response to Intervention and Instruction (RTI) - Behavioral & academic support</p> <p>Student Leadership - Link Crew/Peer Resources</p> <p>Plans are reviewed and updated via community meetings - living document!</p>	<p>Community Input - Forecast ahead to January, 2020.</p> <p>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> <ul style="list-style-type: none"> • What are we doing in classrooms, the community? • What kinds of experiences are students engaged in?