

South Tahoe High School (STHS)

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	South Tahoe High School (STHS)
Street	1735 Lake Tahoe Boulevard
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 541-4111
Principal	Justin Zunino
Email Address	jzunino@ltusd.org
School Website	sths.ltusd.org
Grade Span	9-12
County-District-School (CDS) Code	09-61903-0937805

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Located high in the Sierra Nevada Mountains on the south shore of Lake Tahoe, South Tahoe High School (STHS) is the four-year comprehensive high school for Lake Tahoe Unified School District. As of September 2025, our enrollment was 1,049 students: White 51.5%, Hispanic 48.3%, Filipino 0.03%, and other races/ethnicities 0.17%. Our English Learner population is 12.5%, our Special Education population is 12.5%, 52.0% of our students are eligible for free meals is 52% and reduced priced meals is 10.2%, and 52.0% of STHS parents have a college degree (2024/25 self-reported data per student information system).

South Lake Tahoe is an isolated resort community that borders the Nevada state line. Traditionally, our community has had a small service-oriented business economy focused on recreation, ski, and casino/hotel industries. Several Nevada casino employees reside in our district. Transience rates are high due to the seasonal nature of the local economy. According to the U.S. Census Bureau, the median household income of South Lake Tahoe residents in 2023 was \$73,940 and significantly lower than the state median household income of \$82,960. With a high level of unemployment, lower income, seasonal labor opportunities, and a 24-hour gaming lifestyle, our rural/remote community experiences many of the same issues as urban communities.

School Mission

Our educational community at South Tahoe High School promotes academic excellence through diverse learning opportunities, empowering students to become informed citizens who demonstrate integrity, kindness, and confidence.

STHS continues to focus on LCAP (Local Control and Accountability Plan) goals:

- Inspire lifelong learning by fostering curiosity, critical thinking, and problem-solving skills to increase achievement among all students
- Establish and maintain a positive climate and culture through an inclusive, connected school community ensuring engagement for all students and families
- Maintain a culture of continuous improvement and professional growth for all staff members, ensuring ongoing learning and development to support student success

2025-26 School Description and Mission Statement

STHS has also made progress on the 25 WASC (Western Association of Schools and Colleges) goals and is planning for a mid-cycle virtual visit on March 26, 2026. The 25 WASC goals are essentially split into three areas to allow staff to focus on specific areas for growth: teachers (by department), counselors, and school site administration.

Also noteworthy is our work with HRS (Marzano's High Reliability Schools) over the past two years. STHS was recognized in June 2024 for receiving Level 1 certification from High Reliability Schools (HRS). Level 1 areas of concentration include safe, collaborative and supportive attributes - attributes we continue to work on today. As we move into 2025-26, STHS will continue our focus around instruction, which is identified through HRS Level 2.

STHS also continues to take steps toward pathway planning with students and parents, to encourage A-G completion, completion of CTE (Career Technical Education) and VAPA (Visual and Performing Arts) capstone courses, and achievement of English Learner (EL) students in English Language Arts (LCAP Goal 1). Additionally, STHS is actively working to engage all students through a variety of extracurricular activities, clubs, and course offerings aimed at increasing student engagement and fostering a sense of connectedness within our school community (LCAP Goal 2). In the way of achievement, the "schoolwide grade point average" for STHS has increased consecutively since 2023-24 to 2.98. We hope to break the 3.0 threshold in 2025-26.

As part of our ongoing collaborative efforts, in 2025-26 teachers will continue to dedicate time during early out Wednesdays to develop curriculum, common summative and formative assessments (where possible), and learning scales to improve student learning. Furthermore, teachers participate in an annual professional development day each fall to ensure continued growth and support for student success (LCAP Goal 3).

Positive student attendance remains a top priority at STHS, with a focus on improving attendance through more data-driven interventions for the 2025-26 school year. The elimination of use of personal devices by students during class time is an ongoing focus for STHS in 2025-26. STHS made significant strides in improving both student attendance and cell phone compliance during the 2024-25 school year, and we are committed to making further progress in these areas.

The school maintains a designated Site Safety Lead Team that meets regularly. The school and District work in partnership with local and state law enforcement and fire agencies to ensure a safe and peaceful school. STHS regularly utilizes Parent Square, the Aeries communications platform, to communicate safety-related concerns to the school community. The District and this campus conduct specialized security trainings/drills. Each campus practices its procedures and identifies barriers or issues which might result in safety concerns during an actual event. In addition, all local law enforcement and fire/medical agencies are invited to each drill and exercise a joint task force approach to emergency responses.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	291
Grade 10	281
Grade 11	262
Grade 12	242
Total Enrollment	1,076

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51
Non-Binary	0.8
American Indian or Alaska Native	0.2
Asian	1.2
Black or African American	0.4
Filipino	3.2
Hispanic or Latino	48.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.3
White	43.1
English Learners	12.4
Foster Youth	0.1
Homeless	1.9
Socioeconomically Disadvantaged	46.7
Students with Disabilities	11.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.5	73.76	160	82.11	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	0.91	3.8	1.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.4	6.33	14.1	7.26	11953.1	4.28
Unknown/Incomplete/NA	10.4	18.98	16.8	8.65	15831.9	5.67
Total Teaching Positions	54.9	100	194.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.6	74.42	161.3	82.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	10.33	9.1	4.65	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	3.12	13.2	6.74	11746.9	4.23
Unknown/Incomplete/NA	7	12.1	11.5	5.91	14303.8	5.15
Total Teaching Positions	58.5	100	196.1	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.1	76.02	156.8	81.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.1	12.25	13.8	7.19	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	7.8	4.1	12112.8	4.34
Unknown/Incomplete/NA	6.8	11.72	13.8	7.2	13705.8	4.91
Total Teaching Positions	58	100	192.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2.5	1
Misassignments	0.50	3.4	6.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	6	7.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.50	1.8	0
Local Assignment Options	0.90	0	0
Total Out-of-Field Teachers	3.40	1.8	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5	8.4	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	5.7	2.4

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

STHS staff follows a systematic procedure for review of textbooks to ensure adequate supply and current materials of high quality. However, the renewal of textbooks has been impacted by recent budget constraints. We are currently working through the adoption of new state-adopted materials for mathematics and have replaced textbooks for Psychology courses. See Instructional Materials table for more information.

INSTRUCTION

The staff in each department will continue to work at ensuring STHS curricula meet the educational needs of all students and are aligned to California state frameworks and standards. Instruction and support are offered in all curricular areas. Counselors are currently developing processes and tools to help students engage in more robust course selection planning that aligns with their academic (including A-G completion) and career goals. The Special Education program provides many services such as individual tutoring, job placement, and mainstreaming students into the general program as much as possible. Our English Language Development (ELD) program provides targeted supports for students in academic classes through EL staff. Emotional, social, and academic counseling are available to students through site staff, on-site community programs, and the Wellness Center. Every effort is made to ensure students receive wraparound services to foster and promote student success.

CURRICULUM IMPROVEMENT

The focus of South Tahoe High School curriculum development covers all academic areas. All departments are revisiting and/or developing aligned scope and sequence documents and clear learning targets for every unit. This common framework is supported by a system of rigorous summative unit assessments and at least one common formative assessment per unit to track student progress. Departments are also collaborating on a common teaching strategy and exploring innovative ways to lower D/F rates. The Freshman Health Seminar class, which counts toward college credit, provides all incoming freshmen with strategies for successful transition from middle to high school and guidance on future planning. All departments continue to grow toward utilizing collaborative techniques and practices. Onsite tutoring and academic support is available for all students through multiple programs. STHS is learning to better utilize interim CAASPP assessment data to modify instruction based on assessment results, and school and district administrators can plan appropriate professional development and support.

Advanced Placement (AP) classes are offered in Calculus AB, Calculus BC, English Literature, Spanish Language, Spanish Literature, Chemistry, Physics, Biology, Environmental Science, and Studio Art. STHS participates in the AP Course Audit through College Board AP to ensure authorization of all AP courses, and all AP courses have met audit requirements. AP Chemistry was added in 2025-26 with the possibility of offering AP Physics for 2026-27. STHS also offers Honors English, Pre-Calculus, U.S. History, American Government, Spanish III, Spanish IV/College Spanish 202, Spanish Business and Careers, and Hispanic Cinema and Culture.

STHS currently offers 20 dual enrollment courses including: College English 101/103, College Psychology 101, Spanish Speakers II, College Spanish 202, Healthy Life Choices, College Chemistry 100, Environmental Science 101, College Physics 104, College Math 201, College Physics 104, College Art 111, CTE Culinary Arts I/II, Culinary Baking, CTE Dental I/II/III, and CTE Sports Medicine I/II/IV, CTE Exercise Science I/II, CTE Baking, and Viking Ambassadors.

Year and month in which the data were collected

November 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELD Edge Fundamentals, Levels A-C NATIONAL GEOGRAPHIC LEARNING 2014 Online English: Edgenuity Online Course English 9, English 9 (ILA), English 9 Honors (Pre-AP): A Long Way Gone; Farrar, Straus and Giroux The Alchemist; Harper One I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban; Back Bay Books A Lesson Before Dying; Vintage Romeo and Juliet; Dell Contemporary Short Stories; McDougal Littell Who Do You Think You Are? Stories of Friends & Enemies; Little Brown Books The Jungle; Millennium Publications A Long Way Gone: Memoirs of a Boy Soldier; Sarah Crichton Books Ender's Game; Tom Doherty Associates Mythology; Mass Market Paperback A Midsummer Night's Dream; Washington Square Press Life of Pi; Harcourt, Inc. The Omnivore's Dilemma; Penguin Group English 10, English 10 (ILA), English 10 Honors (Pre-AP): Of Mice and Men; Penguin The Other Wes Moore; Spiegel and Grau My Friend Dahmer; Harry N. Abram Two Badges; Arte Publico Press The Merchant of Venice Barons 50 Essays: A High School Edition; Bedford/St. Martin's A Raisin in the Sun; Vintage Books The Glass Castle; Scribner The Things They Carried; Mariner Books 1984; Signet Classics Lord of the Flies; Perigee Books Julius Caesar; Simon and Schuster The Prince; CreateSpace Independent Publishing Animal Farm; Rupa English 11, College English 101 (dual enrollment), AP English Literature: Beowulf; W. Norton and Company Grendel; Vintage A Mercy; Vintage The Great Gatsby; Scribner One Flew Over the Cuckoo's Nest; Signet On the Road; Penguin Fear and Loathing in Las Vegas; Vintage The Things They Carried; Mariner English 12, College English 103 (dual enrollment), AP English Literature: Are Teenagers Necessary?: The Rise and Fall of the American Teenager; HarperCollins The Hero with a Thousand Faces; New World Library Into the Wild; Anchor Books	0

	The Rise and Fall of the American Teenager; HarperCollins Heart of Darkness and the Secret Sharer; New American Library College English Language (CLG English 101 DE, dual enrollment): The Language of Composition; Bedford, Freeman, Worth 2018 College English Language (CLG English 103 DE, dual enrollment): The Language of Composition; Bedford, Freeman, Worth 2018 AP English Literature/Composition; Story and Structure; Thomson Learn./ Wadsworth, 2006 English Language Development: I: Edge Fundamentals; National Geographic Learning 2014 II: Edge Level A; National Geographic Learning 2014 III: Edge Level B; National Geographic Learning 2014	
Mathematics	HS Math 1: Integrated Math Course 1; McGraw-Hill 2012 HS Math 1 (ILA): Integrated Math Course 1; McGraw-Hill 2012 HS Math 2: Integrated Math Course 2; McGraw-Hill 2012 HS Math 3: Integrated Math Course 3; Glencoe McGraw-Hill 2012 Pre-Calculus Honors: Precalculus; Prentice Hall 2016 STATS C1000 - College Math 201 Elementary Statistics; teacher-generated materials Advanced Algebra and Data Analysis; teacher-generated materials AP Calculus (AB/BC): AP Calculus Graphical, Numerical, Algebraic Fifth Edition; Prentice Hall 2016 Financial Literacy: teacher-generated materials	0
Science	Bio Living Earth: Experience Biology The Living Earth, Kenneth R. Miller, Joseph S. Levine Experience Biology The Living Earth Foundations Reading and Study Guide CTE Tahoe Science I, II, III: Introduction to Forestry and Natural Resources; Academic Press 2021 Physics - Principles and Problems; McGraw Hill Glencoe 2005 Chemistry I: World of Chemistry; Brooks - Cole 2013 World of Chemistry 10th Edition; Steven S. Zumdahl, Susan A Zumdahl, and Donald J. DeCoste 2021 College Chemistry 100 Dual Enrollment: World of Chemistry 10th Edition AP Edition; Steven S. Zumdahl, Susan A. Sumdahl, and Donald J. DeCoste 2018 World of Chemistry; National Geographic 2021	0

	AP Chemistry: Chemistry; Cengage 2018 Physics: College Physics; McGraw Hill 2005 https://openstax.org for College Physics Physics: Principals and Problems; Glencoe 2012 College Physics 104 Dual Enrollment: College Physics 2, 2e, OpenStax Human Anatomy: Hole's Essentials of Human Anatomy; David Shier, Jackie Butler, Ricki Lewis AP Environmental Science: Environmental Science 6th Edition, Earth as a Living Planet, Botkin, Keller Environmental Science for AP, Friedland, Relyea AP Biology: Biology for the AP Course; Morris, Castignetti, Lepri, Relyea 2022	
History-Social Science	Cultural Geography: Geography Alive!; Teacher's Curriculum Institute 2007 Cultural Geography Spanish: Geography Alive!; Teacher's Curriculum Institute 2007 World History: Impact - World History, Culture and Geography; McGraw Hill 2019 World History Spanish: History Alive!; Teacher's Curriculum Institute 2007 World History, Culture, and Geography: Modern World; McGraw-Hill, 2019 Geography Alive!: Regions and People; Teacher's Curriculum Institute, 2006 Modern World History; McDougal-Littell, 2006 U.S. History: History Alive!; Teacher's Curriculum Institute 2007 U.S. History Honors: History Alive! Pursuing American Ideals; Teacher's Curriculum Institute 2007 U.S. History and Geography: Continuity and Change; McGraw Hill 2019 America - A Narrative History; W.W. Norton 2004 AMSCO Advanced Placement Edition: United States History; Perfection Learning 2020 Civics: Government Alive! Power, Politics, and You; Teacher's Curriculum Institute 2014 Government (Civics) and Economics: Econ Alive!: The Power to Choose; Teacher's Curriculum Institute 2015 Economics: Economics; Holt, Rinehart, and Winston 2003 National Geographic Learning/Cengage Learning 2019	0
Foreign Language	Spanish I: teacher-generated materials Spanish II: teacher-generated materials Spanish III Honors: teacher-generated materials	0

	Spanish IV Honors/College Spanish 202: Imagina, Espanol sin barreras 4th Edition; Blanco, Tocaimaza-Hatch; Vista Higher Learning 2018 Spanish Speakers I: Imagina, Espanol sin barreras 4th Edition; Blanco, Tocaimaza-Hatch; Vista Higher Learning 2018 Spanish Speakers II: Imagina, Espanol sin barreras 4th Edition; Blanco, Tocaimaza-Hatch; Vista Higher Learning 2018 AP Spanish Language and Culture: Temas AP Spanish Language and Culture 1st Edition; Draggett, Conlin, Ehram, Millan; Vista Higher Learning 2014 Temas AP Spanish Language and Culture Exam Preparation; Frisancho, Diaz, Paolicchi; Vista Higher Learning 2014 AP Spanish Literature and Culture: Azulejo Anthology and Guide to the AP Spanish Literature and Culture Course 2nd Edition; Colbert, Kanter, Ryan, Sugano; Wayside Publishing 2012 Spanish for Business and Careers Honors: teacher-generated materials Hispanic Cinema and Culture Honors: teacher-generated materials	
Health	Healthy Life Choices (dual enrollment): Glencoe Health, Glencoe McGraw Hill 2007 Positive Prevention Plus 2016 (sexual health) Decision Education Foundation workbook	0
Visual and Performing Arts	Band: Teacher-generated and arranged materials; Exercises for Ensemble Drill, Raymond C. Fussell, Warner Brothers; Warm-ups That Work, ABC (American Band College); age and skill appropriate symphonic band, wind ensemble, and other band literature, from various arrangers, composers, and publishers. Guitar: Teacher-generated worksheets, study guides, and exercises/lessons; Ernie Ball Phase 1 and 2 How to Play Guitar, Ronald S. Ball; Mastering the Guitar, Class Method, beginning 9th grade plus, William Bay and Mike Christensen, Mel Bay; various supplemental methods, song collections, and studies from a wide range of composers/arrangers, and publishers. Strings: Teacher-generated and arranged materials; Muller Rusch String Method, J. Frederick Muller, J. Harold W. Rusch, Neil A. Kjos Music Co., books 1-5; Essentials for Strings, Gerald Anderson, Kjos Music Co.; age and skill appropriate literature for strings and string orchestra from various arrangers, composers, and publishers.	0
Science Laboratory Equipment (grades 9-12)	Sufficient lab equipment (i.e., microscopes, beakers, test tubes, scales, centrifuges, etc.) is provided.	0
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Maintenance addressed leaks in heating steam lines during the fall of 2025, including the Science and Technology (ST), A/B/C, and Stadium View (SV) buildings.

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Staff and students intermittently experience low temperatures due to failing heating system and high temperatures due to lack of air conditioning. Repair in progress for ST.
Interior: Interior Surfaces		X		Torn wallpaper in TADA
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Restrooms are now being cleaned mid-day; pest issues in all but two buildings, but being managed; graffiti very minor
Electrical			X	Lighting replacement in few indoor areas and outdoor needed. Covers for electrical outlets needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom sinks in A/B/C need to be repaired, 1 toilet, 2 urinals
Safety: Fire Safety, Hazardous Materials	X			Paint needed in B-hall ceiling
Structural: Structural Damage, Roofs	X			2 roof leaks, both in boys locker room office
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Several bear-proof containers were added to the quad area by a local donor (coordinated by Boosters); more are needed along the perimeter of campus and in the parking lot. The fencing along "Freshman Hill" needs repair.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	42	45	45	47	48
Mathematics (grades 3-8 and 11)	27	27	34	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.
ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	238	95.20	4.80	41.60
Female	119	113	94.96	5.04	49.56
Male	130	124	95.38	4.62	33.87
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	125	119	95.20	4.80	31.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	101	96	95.05	4.95	50.00
English Learners	42	39	92.86	7.14	2.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	113	97.41	2.59	38.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	30	88.24	11.76	16.67

2024-25 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	238	95.20	4.80	27.43
Female	119	114	95.80	4.20	27.43
Male	130	123	94.62	5.38	26.83
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	125	121	96.80	3.20	11.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	101	94	93.07	6.93	43.62
English Learners	42	39	92.86	7.14	2.63
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	112	96.55	3.45	18.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	6.25

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.98	27.52	28.57	31.42	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	535	519	97.01	2.99	27.36
Female	246	240	97.56	2.44	25.42
Male	285	275	96.49	3.51	28.36
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	26.67
Hispanic or Latino	261	251	96.17	3.83	13.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	21	95.45	4.55	28.57
White	226	221	97.79	2.21	43.44
English Learners	52	49	94.23	5.77	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	239	232	97.07	2.93	15.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	60	93.75	6.25	3.33

2024-25 Career Technical Education Programs

All STHS students are encouraged to participate in CTE courses/pathways, dual enrollment courses through Lake Tahoe Community College, and primary coursework to meet a-g college entrance requirements. CTE courses/pathways include:

- Allied Health pathway: Exercise Science, Sports Medicine, Dental Assisting
- Engineering pathway: Automotive, Construction, Environmental
- Hospitality and Tourism pathway: Culinary Arts, Resort Management, Event Planning
- Arts, Media, and Entertainment pathway: Digital Photography, Graphic Design, Broadcast and Video Production

The CTE programs are conducted directly by South Tahoe High School and fully articulated with local and regional post-secondary institutions, and all students participate in the high school capstone Senior Project as a graduation requirement. Each pathway provides college preparation and career opportunities in the respective fields. The primary representative of the District's CTE Advisory Committee is a local medical doctor.

2024-25 percent of students who graduated with a high school diploma and completed at least one CTE pathway: 44%
Formula: Number of student who completed at least one CTE pathway divided by total number of students in the combined four- and five- year graduation rate

2024-25 Career Technical Education Programs

Source: California School Dashboard, Additional Reports, Met UC/CSU Requirements and CTE Pathway Completion Report

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	839
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	37.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	95.99
Graduates Who Completed All Courses Required for UC/CSU Admission	40.87

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94%	94%	84%	94%	89%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Families at South Tahoe High School support students by participating in community events such as Winter Festival; School Site Council (SSC); English Learner Advisory Committee (ELAC and District ELAC); a Latino parent group (Cafecitos); Viking Boosters Club that supports classrooms, sports teams, and other school-related initiatives; Performing Arts Boosters Association (PABA); Career Technical Education (CTE) Advisory Committees; Community Advisory Committee for Special Education; Parent Advisory Committee for LCAP development; Goal Club; STHS Tahoe Blue Volleyball; Quarterback Club and other sports clubs; as well as attending school-sponsored events. Families receive weekly communication via the Parent Square (AERIES) communication system to include the Viking Newsletter, daily postings, and other timely announcements. Comprehensive information is found on the school website at www.sths.ltusd.org. STHS continues to offer all students and families online access from school and home through the District 1:1 Chromebook program.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.3	4.4	4.9	6.7	5.6	5.4	8.2	8.9	8
Graduation Rate	91.7	95.2	93.5	89	92.1	88.9	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	245	229	93.5
Female	120	113	94.2
Male	122	113	92.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	113	103	91.2
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	12	12	100.0
White	104	100	96.2
English Learners	56	47	83.9
Foster Youth	0.0	0.0	0.0
Homeless	11	7	63.6
Socioeconomically Disadvantaged	142	130	91.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	28	26	92.9

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1115	1102	358	32.5
Female	537	532	185	34.8
Male	570	562	169	30.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	2	15.4
Black or African American	--	--	--	--
Filipino	35	35	8	22.9
Hispanic or Latino	538	532	188	35.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	35	15	42.9
White	481	476	139	29.2
English Learners	150	145	61	42.1
Foster Youth	--	--	--	--
Homeless	29	27	16	59.3
Socioeconomically Disadvantaged	555	547	215	39.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	136	133	59	44.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.18	3.53	4.3	4.34	4.37	5.32	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.30	0.00
Female	2.23	0.00
Male	6.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.16	0.00
English Learners	4.00	0.00
Foster Youth	0.00	0.00
Homeless	3.45	0.00
Socioeconomically Disadvantaged	5.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.88	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The School Safety Plan was updated and approved in September 9, 2025 by the School Site Council. The school maintains a designated School Safety and Climate Team that meets four times per year, a trained Critical Incident Response Team, and practices emergency response per the requirements for high schools in California each school year. The Lake Tahoe Unified School District Emergency Operational Plan was updated in 2022-23 in collaboration with several local agencies. The school and District work in partnership with local and state law enforcement and fire agencies, in addition to other public agencies, to ensure a safe and peaceful school.

The District and this campus conduct annual specialized security trainings, such as Crisis Prevention Institute (CPI) de-escalation strategies annually. Each campus practices its procedures and identifies any barriers or issues which might result in safety concerns during an actual event. In addition, all local law enforcement and emergency services respond to many of the drills and exercise a joint task force approach to emergency responses. Real-time practice scenarios are essential to the STHS comprehensive school safety plan. The ongoing focus and goal is to bring school and law enforcement/emergency services closer in sync and continue monitoring and modifying processes based on a real time lessons' learned approach. Lastly, at least once annually, a staff training is delivered to address and refresh each employee's knowledge of general safety issues, and provide a refresher on crisis response drills (shelter-in-place, earthquake, lockdown and fire/evacuation). This is typically conducted as part of the first staff meeting each school year.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	41	14	4
Mathematics	23	8	18	2
Science	21	4	10	
Social Science	13	41	16	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	25	15	2
Mathematics	21	11	18	2
Science	26	2	10	2
Social Science	17	22	18	5

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	503.64

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	7.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	20,302	7,083	13,219	117,194
District	N/A	N/A	11,820	94,465
Percent Difference - School Site and District	N/A	N/A	11.2	21.5
State	N/A	N/A	11,146	92,686
Percent Difference - School Site and State	N/A	N/A	17.0	23.4

Fiscal Year 2024-25 Types of Services Funded

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,575	\$57,978
Mid-Range Teacher Salary	\$91,046	\$89,612
Highest Teacher Salary	\$126,894	\$117,194
Average Principal Salary (Elementary)	\$146,226	\$143,632
Average Principal Salary (Middle)	\$160,406	\$149,447
Average Principal Salary (High)	\$147,409	\$162,334
Superintendent Salary	\$248,225	\$234,076
Percent of Budget for Teacher Salaries	34.62%	27.81%
Percent of Budget for Administrative Salaries	4.91%	5.47%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	3
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	15

Professional Development

South Tahoe High School staff participate in ongoing professional development targeting student-centered collaborative practices and content-specific training. Professional learning and collaboration are focused on instructional practices to support student learning in all subjects. Staff access professional development nearly every Wednesday as a department or in teams to collaborate about student learning and progress. Additionally, staff meets monthly as a whole and by department, utilizing early release time for deeper work. Professional learning for staff is coordinated and supported by STHS administration and the District's Educational Services department, peer mentoring, and teacher leadership. At present, budget cuts for 2025-2026 have significantly limited STHS's ability to continue professional development in certain areas that fell under and were funded through the Single Focus Plan.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	41	41	34