

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	South Tahoe Middle School	District Name	Lake Tahoe Unified School District
Street	2940 Lake Tahoe Blvd.	Phone Number	(530) 541-2850
City, State, Zip	South Lake Tahoe, CA 96150	Web Site	www.ltusd.org
Phone Number	(530) 541-6404	Superintendent	Dr. James Tarwater
Principal	Beth Delacour	E-mail Address	jtarwater@ltusd.org
E-mail Address	bdelacour@ltusd.org	CDS Code	09-61903-6005565

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Located along the shores of beautiful Lake Tahoe, South Tahoe Middle School (STMS) serves the entire South Lake Tahoe, California area. This sixth through eighth grade school maintains high standards for students. A wide variety of academic and elective courses are available in recognition of the very unique needs of youth at this level. The ethnic diversity of our 859 student body and strong community support enhance the school programs. In addition, extensive extracurricular activities including athletics, Club Live, and Leadership are available to all students. South Tahoe Middle School is a quality school for our community's youth, and is a national demonstration school for AVID as part of a national demonstration AVID district! Our motto is "The Choices I make today shape who I will become tomorrow. Middle School Matters." Our Mission is "to prepare students for high school".

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents can participate in a variety of ways at South Tahoe Middle School.

Our School Site Council oversees the budget and the academic goals of the school for the year. Millie Behar is our current President and can be contacted at (530)-541-6404.

Our Parent Teacher Association meets to support student enrollment and parent participation within and around school activities. Millie Behar is our President and can be reached at (530)-541-6404.

Cafecitos is a group of parents of English Learners who meet 1-2 times per month to discuss areas of concern, get current information on what is happening at the school and work together to help support their students be successful. Contact Beth Delacour - Principal for more information.

Annually we provide assemblies that apply to issues that often come up for students of this age. They have included Rachael's challenge; Teen Truth Live Bullying and School Violence; Teen Truth Live Drugs and Alcohol; Teen Truth Live Body Image; Manuel Scott of the Freedom Riders; Tyler Durhum- International Motivational Speaker, who all have a parent component or an assembly for parents in the evening to help parents tackle the difficult issues that face many of our teens today. Contact Judy Klingler at (530)-541-6404 for more information.

Back to School Night, Open House and Parent Conference Week are all additional opportunities for parents to become involved in our school campus. See our website at www.southtahoemiddleschool.org for current dates and time of these events.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 6	290
Grade 7	294
Grade 8	275
Total Enrollment	859

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.9	White	48.9
American Indian or Alaska Native	0.7	Two or More Races	0.8
Asian	1.9	Socioeconomically Disadvantaged	60.7
Filipino	3.7	English Learners	30
Hispanic or Latino	41.4	Students with Disabilities	15.1
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.6	29	27	7	26	3	15	1	22.9	16	16	4
Mathematics	24.8	16	24	7	25.46	2	26	1	31	1	13	8
Science	30.4	2	8	10	28.8	0	13	2	29.1	3	9	4
Social Science	32.8	0	6	12	27.5	0	16	2	31.6	0	8	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The South Tahoe Middle School Safety Plan is reviewed and updated annually and was last reviewed on January 25, 2011. It is updated and discussed with our school faculty at the beginning of each school year. It is reviewed at staff meetings as drills have occurred to review what went well and how to make and plan better.

Adult noon aides, a campus security supervisor, counselor and administrators supervise the lunch area.

Fire and Earthquake drills are held each trimester. Evacuation plans are posted in each room and all staff members are familiar with emergency procedures. The school is well maintained, clean and safe and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lock down drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers, classified personnel and administration.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	20.96	14.63	16.07	10.15	8.63	8.92
Expulsions	0	0	0.23	0.05	0	0.05

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected:

Much of South Tahoe Middle School, although older, has been renovated. In the 1999-00 school year, the district added three new portable classrooms, five new science classrooms, and a home economics room. In the summer of 2000, ten classrooms and the administration offices were remodeled. The MPR floor was replaced in December 2011. During the summer of 2007, the entire gym was renovated, and the 39-year old Olympic Trials track was replaced. The infield of the track became an artificial surface that have enable local soccer teams to play on a safe surface with no time missed for field maintenance.

The boilers and pumps of Boiler Room #2 are past their life and need to be replaced with new, high efficiency systems. The main gas line to Boiler Room #1 requires replacement and upsized as needed. New heating and control systems are needed. Plumbing fixtures in most restrooms require ADA compliance. Electrical and lighting systems need to be upgraded for buildings that have not been modernized. Classroom Building D modernization wing needs to be modernized for 10 classrooms, which includes electrical and restrooms upgrades. Remove 10 of the 19 relocatable portables which most are over 20 years of age. Construct a new two-story building with ten additional classrooms for the 6th grade, which are located over the demolished 1949 building and student services office. This construction will begin spring of 2011 and the building is anticipated to be completed August of 2012. Next we will remove and reconstruct existing basketball courts to meet safety standards. With the passage of Measure G, we anticipate these being repaired and/or replaced in the 2011-2012 school year.

The school has been networked, and all classes have Internet access. Much of the school is wireless. These additions enable us to better meet the needs of the students we serve. Student rest rooms continue to be areas that are a prime factor for our custodial staff. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Adult noon aides, a campus security supervisor, counselor, and administrators supervise the lunch area. Fire and earthquake drills are held each trimester. Evacuation plans are posted in each room, and all staff members are familiar with emergency procedures. Our School Safety Plan has been updated. The school is maintained, clean and safe and provides a positive atmosphere for learning to take place. Regular school safety, evacuation, shelter-in-place, and lockdown drills reinforce our safety preparedness procedures that are reviewed with all students and staff. Campus supervision is provided by teachers and classified personnel.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[X]	[]	
Electrical: Electrical	[]	[]	[X]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[X]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	
Overall Rating	[]	[]	[X]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	42	38	40	203
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence			0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	2	0	0
Total Teacher Misassignments	2	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	99.68	0.32
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	93.75	6.25

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	1139
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.7	---
Psychologist	0.5	---
Social Worker	0	---
Nurse	.5	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	3	---
Other	0.09	---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

Instructional Programs And Materials

High quality instructional programs with state standards as the core are the priority at STMS. The staff is targeting which standards are taught each trimester. This results in a well-focused, comprehensive, standards-aligned curricular program for each student. In addition students are grouped for accelerated grade level and intervention skills needed to insure appropriate instruction for learning with strong, grade level and targeted needs.

Instructional materials are state-adopted textbooks and supplemented with additional resources. In science, all teachers have manipulative kits and practice books. Technology is integral to learning through a computer elective, Accelerated Reader Lab or beginning use of Academy of Reading/Math. Laptop carts have been purchased with school monies and are used by students. Netbooks have begun to arrive for students at STMS. As of 12/11 all students have netbooks or access to net books insuring access and equity for all. Many teachers have participated in tech training and conferences recently. All teachers also make grade book information available online.

While the 6th-8th grade state standards are rigorous, some students' skills are below and some are above standard levels. Therefore, instructional programs are also available to improve or accelerate students' essential skills in language, reading, writing, and math. To assist in this critical element of the instructional program, specialized courses including state-adopted intervention programs such as High Point, Read 180, and Math Transitions are being used. In addition, our school library contains a wealth of other resources.

Instruction

Students in all grades take Language Arts, Math, Social Science, Physical Education, and Science courses, aligned with state standards, and are STMS's solid well-rounded core.

The STMS class schedule usually allows beyond the five core subjects, a space for one to two additional courses for every student. These courses either support language, reading, writing, or math skill development or are an elective. Electives might include AVID, technology, Spanish, Home Economics, Leadership or Art. All of these courses will support learning by accelerating students toward or above grade level or broadening experiences through a variety of topics.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall (2002), grades 6-7; Holt, grades 7-8.		0
Mathematics	Wright Group/McGraw Hill, Everyday Math (2002), 6th grade; Prentice Hall (2004), pre-algebra, 7th grade; Prentice Hall (2004), algebra, 8th grade.		0
Science	Prentice Hall (2001), grades 6, 7, and 8.		0
History-Social Science	History Alive (2006), grades 6, 7, and 8.		0
Foreign Language	Glencoe (2000), Buen Viaje, grades 7-8.		0
Health	Included in Science		Included in Science
Visual and Performing Arts	Instrumental Music: Standards of Excellence, Comprehensive Band Method, Books 2 and 3; Essentials of Music Theory – Alfred, Books 1-3; Mueller Rausch String Method, Books 1-3; various and band orchestral arrangements of band and orchestra literature.		NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$8,171	\$3,019	\$5,152	\$70,697
District	---	---	\$5,850	\$65,898
Percent Difference: School Site and District	---	---	-12%	7%
State	---	---	\$5,455	\$63,062
Percent Difference: School Site and State	---	---		

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

South Tahoe Middle School provides the following services, categorical and special programs. Economic Impact Aid, lottery, Title I and Title III, two special day classes, three resource specialists, and a part time school psychologist.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,803	\$39,074
Mid-Range Teacher Salary	\$60,829	\$60,172
Highest Teacher Salary	\$84,772	\$78,468
Average Principal Salary (Elementary)	\$102,262	\$95,926
Average Principal Salary (Middle)	\$124,304	\$99,356
Average Principal Salary (High)	\$107,069	\$107,041
Superintendent Salary	\$159,973	\$148,555
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	5%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	52	54	53	50	51	54	49	52	54
Mathematics	46	51	49	49	51	52	46	48	50
Science	64	61	65	55	54	60	50	54	57
History-Social Science	42	46	48	34	32	38	41	44	48

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	54	52	60	38
All Student at the School	53	49	65	48
Male	49	48	63	47
Female	58	50	66	47
Black or African American	44	38	0	0
American Indian or Alaska Native	0	0	0	0
Asian	71	64	0	0
Filipino	52	48	0	0
Hispanic or Latino	35	30	44	29
Native Hawaiian/Pacific Islander				
White	69	65	80	62
Two or More Races	50	60	0	0
Socioeconomically Disadvantaged	42	36	52	32
English Learners	16	13	14	6
Students with Disabilities	30	29	39	20
Students Receiving Migrant Education Services				

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	23.6	23.2	30.6

* Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	7	6
Similar Schools	7	9	10

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	28	-1	-14
Black or African American			
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	50	-6	-26
Native Hawaiian/Pacific Islander			
White	12	14	3
Two or More Races	N/D		
Socioeconomically Disadvantaged	26	0	-17
English Learners	39	-23	-42
Students with Disabilities		-44	-21

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	814	778	2,675	780	4,683,676	778
Black or African American	14	690	28	708	317,856	696
American Indian or Alaska Native	5		25	823	33,774	733
Asian	13	873	48	821	398,869	898
Filipino	31	794	113	801	123,245	859
Hispanic or Latino	339	684	1,072	692	2,406,749	729
Native Hawaiian/Pacific Islander	0		8		26,953	764
White	397	855	1,340	845	1,258,831	845
Two or More Races	7		29	820	76,766	836
Socioeconomically Disadvantaged	489	714	1,583	722	2,731,843	726
English Learners	247	621	782	648	1,521,844	707
Students with Disabilities	136	627	420	659	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	62.5

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Staff Development at South Tahoe Middle School is based on looking at student data in areas of need for the middle school. Staff is then surveyed to see what areas they need coordination or additional staff development in. Over the most recent 3 year period we have had staff development training in the following areas: climate and culture, excellent instruction- active participation, Sharon Bowman Strategies, TRIBES training, AVID training, technology, Step Up To Writing, Summit to Sand, Academic Language for ELI's, Academic language in a content specific area such as English Language Arts and Math, Use of the OARS data system and Aeries gradebook, Professional Learning Communities, and Critical reading to name a few. These trainings are then used to help close the gaps in student achievement.

Professional development is delivered through 3 staff development days at the start of the school year, 26 collaboration sessions of one hour throughout the year on collaboration Wednesdays when students are dismissed an hour early and staff remains to strengthen the teachers as professionals and make decisions about teaching and learning. Sub time is also provided for staff to attend workshops both in and out of district and brought to the school as new content or follow up reinforcement.

Teachers are supported during implementation through teacher-administration meetings, collaborating with each other and administrative staff in collective problem solving and implementation. Support from district specialists in English Language Learners, technology and PI coach has also been available to staff and administration.