

South Tahoe Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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.

2023-24 School Contact Information

School Name	South Tahoe Middle School
Street	2940 Lake Tahoe Boulevard
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 541-6404
Principal	Cindy Martinez
Email Address	cmartinez@ltusd.org
School Website	stms.ltusd.org
County-District-School (CDS) Code	09-61903-6005565

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Located along the shores of beautiful Lake Tahoe, South Tahoe Middle School (STMS) serves the entire South Lake Tahoe, California area. South Tahoe Middle School serves students in grades 6 through eight and enrollment as of October 2022 was 798. The school's schedule and course offerings focus on Common Core state standards and Next Generation Science Standards. The school provides a wide variety of courses, a comprehensive athletics programs, and wrap around counseling and intervention programs for all students. The ethnic diversity of our student body along with strong community support enhance all school programs. In addition, extracurricular activities including Club Live, Club Ally, Leadership, and competitive ski programs are available to all students. Jumpstart is available to incoming 6th graders; an academic program focused on early instruction, study skills, time management, expectations, campus orientation, socialization, and generally students gaining confidence and comfort with their new school, grade level, peers, and school staff.

VISION: Discover and foster the unique talents and potential of all students.

MISSION: Cultivating a collaborative nurturing environment which embraces diversity, promotes equity and develops confident lifelong learners resulting in academic excellence, civic responsibility, and emotional and physical wellness.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	262
Grade 7	275
Grade 8	261
Total Enrollment	798

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.6%
American Indian or Alaska Native	0.1%
Asian	0.6%
Black or African American	0.6%
Filipino	3%
Hispanic or Latino	49.2%
Two or More Races	2.5%
White	43.2%
English Learners	22.4%
Homeless	1.3%
Socioeconomically Disadvantaged	53.3%
Students with Disabilities	12.3%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.90	77.11	158.10	84.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.20	1.22	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	6.93	10.90	5.84	12115.80	4.41
Unknown	5.90	15.93	15.90	8.52	18854.30	6.86
Total Teaching Positions	37.50	100.00	187.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.40	81.35	160.00	82.11	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	5.88	3.80	1.97	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	6.66	14.10	7.26	11953.10	4.28
Unknown	2.40	6.06	16.80	8.65	15831.90	5.67
Total Teaching Positions	39.90	100.00	194.90	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.30

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.60	2.40
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	2.60	2.60

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.8
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	0

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

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

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

INSTRUCTIONAL PROGRAMS AND MATERIALS

High quality instructional programs aligned with Common Core state standards are the foundation of Language Arts and Mathematics courses at STMS.

Instructional materials are state-adopted textbooks, online curricular programs, and supplemental materials for all core subjects. In science, all teachers have manipulative kits and practice books. Technology is integral to all of our courses as we are a one-to-one computer to student school. All students check out a Chromebook on which adopted curriculum is loaded or linked. The Chromebooks go home with students and are checked back in at the end of the year. All teachers have participated in tech training and conferences. All teachers also make student performance information available online through the Aeries Student Information System. Students use their access to Aeries to monitor their grades electronically.

While sixth through eighth 8th grade state standards are rigorous, some students' skills are below and some are above state standards. Therefore, instructional programs are also available to improve or accelerate students' essential skills in language, reading, writing, and math. In addition, our school library contains a wealth of other resources. Honors classes are available in ELA (English Language Arts) grades 7-8 and Math grades 6-8.

INSTRUCTION

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

The STMS class schedule allows for an extra elective beyond the five core subjects and one traditional elective. These extra elective courses support language, reading, writing, or math skill development. Electives include Maker Space, Spanish, Leadership, Computers (Digital Media Arts), or Art. These courses support learning by broadening each students' experiences as a well rounded learner.

Year and month in which the data were collected

December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill CA Study Sync (2016)	Yes	0
Mathematics	McGraw-Hill Glencoe CA Math (2016)	Yes	0
Science	School Specialty FOSS Next Generation (2022)	Yes	0
History-Social Science	Teacher's Curriculum History Alive (2005)	Yes	0
Foreign Language	Glencoe Buen Viaje, grades 7-8. (2000)	No	0
Health	McGraw-Hill Food, Nutrition, and Wellness (2015)	No	0
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.	No	NA

School Facility Conditions and Planned Improvements

Much of the South Tahoe Middle School facilities have been renovated. In the 1999-00 school year, the district added three new portable classrooms, five new science classrooms, and a home economics room (which currently serves as a classroom). In the summer of 2000, ten classrooms and the administration offices were remodeled. During the summer of 2007, the entire gym was renovated, and the 39-year old Olympic Trials track was replaced. The grass infield of the track was replaced with an artificial surface that enables local soccer teams to play on a safe surface with no time missed for field maintenance. The MPR (Multi-purpose Room) floor was replaced in December 2011. During the 2011-12 school year major renovations began at STMS thanks to a bond measure that was passed. Ten portable classrooms were removed that housed our sixth grade population. In its place, at the beginning of the 2012-13 school year a two-story, ten classroom building was built to house the sixth grade. Ten classrooms in our building were totally gutted and remodeled with updated technology, electric, windows, paint, blinds and flooring. Our music room received a \$350,000 makeover with top of the line storage, acoustics, and technology. Interior flooring and paint was provided for most of the building. Many of the windows in the main hallway were replaced with double pane windows. During the 2017 summer, single pane windows were replaced with modern, double pane windows and three additional water filtration stations were installed.

The school has been networked with all classes and outside learning areas having access to wireless Internet. These additions enable us to better meet the needs of the students we serve. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Biannual walkthroughs of the campus are done by site administration to identify needed repairs and all staff can report needed repairs to our online help desk. <https://secure.doc-tracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=169039&SectionId=2642073>

Year and month of the most recent FIT report

12/08/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC units in main hallway need to be replaced or repaired. Need has been reported to district's maintenance team via ticket system.
Interior: Interior Surfaces	X			MPR stage flooring needs to be repaired/replaced. Need has been reported to district's maintenance team via ticket system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom flooring and hole in wall need to be repaired. Need has been reported to district's maintenance team via ticket system.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Tennis Courts: Surface cracks Track and Field: Artificial field surface in need of repair. Hallway Windows: Outdated windows, air leaks, window cracks Doors: Door magnet in room 31 is broken. Need has been reported to district's maintenance team via ticket system.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	39	44	44	47	46
Mathematics (grades 3-8 and 11)	25	25	28	30	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	760	97.81	2.19	39.31
Female	386	374	96.89	3.11	40.75
Male	389	384	98.71	1.29	37.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	20	17	85.00	15.00	58.82
Hispanic or Latino	384	375	97.66	2.34	24.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	52.38
White	341	336	98.53	1.47	53.27
English Learners	164	156	95.12	4.88	5.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	438	428	97.72	2.28	26.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	94	98.95	1.05	10.64

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	777	761	97.94	2.06	25.00
Female	386	375	97.15	2.85	20.59
Male	389	384	98.71	1.29	29.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	20	17	85.00	15.00	35.29
Hispanic or Latino	384	376	97.92	2.08	9.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	21	100.00	0.00	28.57
White	341	336	98.53	1.47	41.79
English Learners	164	157	95.73	4.27	0.64
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	438	427	97.49	2.51	12.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	95	92	96.84	3.16	5.43

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.84	29.10	27.62	31.33	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	254	251	98.82	1.18	28.40
Female	121	120	99.17	0.83	27.50
Male	132	130	98.48	1.52	29.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	129	128	99.22	0.78	13.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	109	108	99.08	0.92	44.44
English Learners	49	48	97.96	2.04	2.13
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	135	134	99.26	0.74	17.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	2.86

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	87.31%	90.77%	96.54%	94.23%	95.77%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

South Tahoe Middle School has an active Parent Teacher Association (PTA). They assist at the school site with events and fundraising throughout the year to support STMS teachers and students. Each fall, the PTA organizes the annual STMS Color Run. This is a major fundraiser for the site and pays for all grade level trips, incentive programs, and end of the year activities. Our PTA meets monthly to plan and discuss school activities.

Parent volunteers often help with supervision at the school. They are invited to participate in the PACK (Parents Always Care for Kids) program which includes monthly volunteer trainings held at the site to continue recruiting new volunteers. Parent volunteers will operate as part of our parent run organization PACK with the assistance of a parent volunteer coordinator and the assistant principal.

STMS has two committees in which parental involvement is essential, School Site Council and ELAC (English Learner Advisory Committee). Our School Site Council advises on state and federally mandated items such as the School Plan for Student Achievement and the School Safety Plan, as well as reviews the School Accountability Report Card. Our ELAC committee is comprised of parents of English Learners (EL) who meet bi-monthly to discuss areas of concern, gather current information on what is happening at the school, and work together to support our English Learner (EL) students. Parents also provide input on programs that impact ELs and related funding.

Back to School Night, Open House, and PTA events such as the Color Run are all additional opportunities for parents to become involved in our school campus. Our team will coordinate a Career and Technology Education Night and three Family Engagement Nights to include a variety of topics. Parents will have the opportunity to participate in the Parent Institute for Quality Education (PIQE) modules starting in the fall. PIQE offers parents learning opportunities on developing skills and techniques to address the educational needs of their students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	815	310	38.0
Female	404	398	144	36.2
Male	417	415	164	39.5
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	5	5	2	40.0
Filipino	25	25	11	44.0
Hispanic or Latino	404	397	167	42.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	22	22	7	31.8
White	360	359	123	34.3
English Learners	181	178	67	37.6
Foster Youth	0	0	0	0.0
Homeless	18	17	11	64.7
Socioeconomically Disadvantaged	465	461	198	43.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	103	101	39	38.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	4.77	9.37	9.23	1.05	3.59	4.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.23	0
Female	9.9	0
Male	8.63	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	4	0
Hispanic or Latino	12.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	9.09	0
White	6.11	0
English Learners	14.36	0
Foster Youth	0	0
Homeless	16.67	0
Socioeconomically Disadvantaged	12.47	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.74	0

2023-24 School Safety Plan

The South Tahoe Middle School Safety Plan is reviewed and updated annually, most recently in October of 2023. It is updated and discussed with our school faculty at the beginning of each school year as well as reviewed during staff meetings as drills occur to determine what went well and how to improve the plan.

Fire, lock-down, and/or Earthquake drills are conducted several times throughout the year. Evacuation plans and emergency binders are located in each room and all staff members are familiar with emergency procedures. The school is well maintained, clean, and safe. This all contributes to a positive atmosphere for learning. The monthly drills reinforce our safety preparedness procedures that are reviewed and practiced with all students and staff. Campus supervision is provided by teachers, classified personnel, and administration.

Staff actively monitor students online behavior through programs designed to alert personnel of potentially dangerous online activities and situations.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	13	1
Mathematics	20	12	12	2
Science	27	1	16	1
Social Science	23	5	16	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	11	17	2
Mathematics	26	3	14	3
Science	27	2	16	1
Social Science	31		10	7

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	23	26	0
Mathematics	24	4	16	2
Science	28	1	17	1
Social Science	28	0	19	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	798

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15483	5219	10264	82608
District	N/A	N/A	10170	\$82,209
Percent Difference - School Site and District	N/A	N/A	0.9	0.5
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	29.7	0.8

Fiscal Year 2022-23 Types of Services Funded

South Tahoe Middle School provides wrap around services and special programs to students in special education, on 504 plans, English Learners, health impaired, foster youth, homeless, and/or in emotional crisis. Using Title I, Title III, and LCFF Supplemental funds we are able to provide a speech and language pathologist, mental health therapist, school nurse, two bilingual school secretaries, two special day classes, four resource specialists, and one school psychologist. In addition, our students can access the Wellness Center on site to support social emotional needs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

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

Professional Development

Staff Development at South Tahoe Middle School focuses on 1) learning, 2) collaboration, and 3) results. Our team will continue professional development with Marzano Research focusing on High Reliability Schools and Standards Based Reporting.

Our team at STMS evaluates our action plan and makes adjustments in order for our students to reach academic and social emotional success. Our staff engages in school wide and grade level collaboration, implementation of a focused set of Critical Concepts in the content areas of Language Arts, Math, Science, and Social Studies, and integration of Positive Behavioral Interventions and Supports across our site. To support our students socially and emotionally, our teachers will participate in Restorative Practices and Positive Behavioral Interventions and Supports. Over the last 4-year period we have provided staff development training in the following areas: Common Core Standards, Study Sync, Flex, ALEKS, Academic Language for language learners, Academic Language in a content specific area such as English Language Arts and Math, use of the Aeries Student Information System as a data system, Aeries gradebook, Professional Learning Communities, Restorative Justice, Tools Not Rules, Project Based Learning, Instructional Strategies for Student Engagement, Differentiated Instruction, and Critical Reading.

Teachers are supported during implementation through teacher-administration meetings, collaborating with each other, and department and grade level meetings. Support from district specialists for English Language Learners, Science and Technology, and Math has also been available to staff and administration.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	31	35	35