

# South Tahoe Middle School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	South Tahoe Middle School
Street	2940 Lake Tahoe Blvd.
City, State, Zip	South Lake Tahoe, CA 96150
Phone Number	(530) 541-6404
Principal	John Simons
Email Address	jsimons@ltusd.org
Website	stms.ltusd.org
County-District-School (CDS) Code	09-61903-6005565

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

Located along the shores of beautiful Lake Tahoe, South Tahoe Middle School (STMS) serves the entire South Lake Tahoe, California area. This is a sixth through eighth grade school with 743 students. 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 male and female 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, Junior S-Club, Leadership, competitive ski programs, hockey, and WEB are available to all students. Many of these extracurricular activities have been temporarily suspended due to COVID-19 during the 2020-2021 school year.

Motto: Ensuring Learning for All Students.

Mission: Through a partnership of students, families, staff, and community we are committed to setting the foundation for our students to be positive, productive, contributing citizens, and future leaders.

Vision: Our STMS community reflects a strong sense of pride, mutual respect, and commitment to success in every class, every day.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	308
Grade 7	322
Grade 8	294
Total Enrollment	924

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	1.5
Filipino	3.4
Hispanic or Latino	44.9
Native Hawaiian or Pacific Islander	0.1
White	46.2
Two or More Races	3.1
Socioeconomically Disadvantaged	60.9
English Learners	23.9
Students with Disabilities	13.6
Foster Youth	0.5
Homeless	4.8

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	40.9010	38.0670	36.867	184
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** November 2020

### INSTRUCTIONAL PROGRAMS AND MATERIALS

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

Instructional materials are state-adopted textbooks, on-line 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 Aeries Student Information System. Students use their access to Aeries to monitor their grades electronically.

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. 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, aligned 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 AVID, Maker Space, Spanish, Leadership, Computers (DMA), or Art. All of these courses support learning by broadening each students' experiences as a well rounded learner.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill CA Study Sync (2016)	Yes	0
<b>Mathematics</b>	McGraw-Hill Glencoe CA Math (2016)	Yes	0
<b>Science</b>	Holt, Rinehart & Winston (2007)	Yes	0
<b>History-Social Science</b>	Teacher's Curriculum History Alive (2005)	Yes	0
<b>Foreign Language</b>	Glencoe Buen Viaje, grades 7-8. (2000)	No	0
<b>Health</b>	McGraw-Hill Food, Nutrition, and Wellness (2015)	No	0
<b>Visual and Performing Arts</b>	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

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Much of South Tahoe Middle School 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. 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, a two-story ten classroom building was built to house the sixth grade at the beginning of the 2012-13 school year. Ten classrooms in our building were totally gutted and remodeled with updated technology, electrical, 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 and all classes, and outside learning areas have wireless Internet access. 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.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 12/11/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Administration: Blinds in front office need to be replaced for attendance and security.
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Poor	Tennis Courts: Surface cracks Timberwolf Plaza: Surface cracks

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	Good	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	44	N/A	50	N/A
Mathematics (grades 3-8 and 11)	31	N/A	33	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	27	N/A	26	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

South Tahoe Middle School has an active Parent Teacher Association (PTA). They help at the school site, with events, and fundraising throughout the year to support STMS teachers and students. In the Fall of 2018, the PTA organized and ran the first 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. The PTA President can be reached by placing a note in the STMS designated mailbox at school or by calling the school and leaving a message at (530) 541-6404.



Parent volunteers are welcome and often help with supervision at the school. Monthly volunteer trainings are held at the site to continue recruiting new volunteers. Parent volunteers operate as part of our parent run organization PACK (Parents Always Care for Kids) with the assistance of a parent volunteer coordinator and the assistant principal. In person volunteer activities are currently discontinued for the 2020-2021 school year due to COVID-19.

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 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, get current information on what is happening at the school, and work together to help support our English Learner students. Parents also provide input on programs that effect ELs and related funding.

Back to School Night, Open House, Parent Conference Week, and PTA events such as the Color Run are all additional opportunities for parents to become involved in our school campus. These events are being held remotely in the 2020-2021 school year due to the COVID-19 pandemic.

**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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.2	8.0	3.7	3.2	3.6	3.5
Expulsions	0.0	0.1	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.5	3.9	3.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**School Safety Plan (School Year 2020-2021)**

The South Tahoe Middle School Safety Plan is reviewed and updated annually and was last reviewed in September of 2020. It is updated and discussed with our school faculty at the beginning of each school year. It is reviewed at staff meetings as drills occur to review what went well and how to improve the plan.

Fire, lock-down, or Earthquake drills are conducted several times throughout the year. Evacuation plans and emergency binders are 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 remote classroom visits and programs designed to alert personnel of potentially dangerous online activities and situations.

**SPECIAL NOTE FOR LAKE TAHOE UNIFIED SCHOOL DISTRICT RESPONSE TO THE COVID-19 PANDEMIC IN THE 2020-2021 SCHOOL YEAR**

Lake Tahoe Unified School District (LTUSD) schools will open under distance learning for the start of the 2020-21 school year in response to the COVID-19 pandemic. On July 30, 2020, LTUSD Board of Education approved the COVID-19 Pandemic Plan for 2020-21 School Year, here forward referred to as the Pandemic Plan. The focus areas for planning were governance and operations, health and safety, school instructional models and schedules, academic success, special education and special populations, social-emotional and mental health supports, and family and community engagement. The plan defines a 4-phase approach to reopening schools in order to maximize in-person instruction while mitigating the risk of exposure to COVID-19 for students and staff. The phases move from distance learning to hybrid (distance/traditional) to modified traditional with the ultimate goal of returning to a traditional school model. With safety being top priority, each Pandemic Plan phase uses state and local guidelines to address risk assessment, rationale, safety protocols, food service, and transportation. The Pandemic Plan addresses student academic success, social-emotional support, health and safety, governance, and special student populations in response to the impact of the pandemic on the District and school community. Each instructional model ensures in-person and distance learning is robust and offers equal educational access, opportunity, and continuity.

For the 2020-21 school year, all sites will follow the Pandemic Plan health and safety protocols and procedures for each phase to ensure the safety of students and staff consistent with public health guidance. A separate Health and Safety Protocols document, along with student and self-screening information, has been distributed to staff, students, and families further defining the Pandemic Plan protocols and procedures. Both documents are available on the District website at [www.ltusd.org](http://www.ltusd.org). A print copy of the Pandemic Plan is available at the Education Center located at 1021 Al Tahoe Boulevard, South Lake Tahoe, CA 96150.

Should LTUSD return to traditional school during the 2020-21 school year, all actions in the Safe School Plan altered in response to the COVID-19 pandemic will revert to pre-COVID conditions.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	26	7	8	11	19	13	20	2	21	12	15	6
Mathematics	24	7	17	4	20	17	17	1	24	9	5	12
Science	31	1	6	10	29	2	12	6	28	4	3	14
Social Science	32	2	3	11	27	4	9	7	27	4	8	10

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	924

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	0.8
Nurse	0.5
Speech/Language/Hearing Specialist	1
Other	0.9

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12045	3699	8346	\$71,421
District	N/A	N/A	\$9,641	\$76,991
Percent Difference - School Site and District	N/A	N/A	-14.4	-7.5
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	7.4	-5.8

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

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 are in emotional crisis. Using funds from lottery, Title I and Title III, and LCFF Supplemental funds, we are able to provide two special day classes, four resource specialists, a school psychologist, a school nurse, an intervention counselor, and a bilingual school secretary.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,425	\$47,145
Mid-Range Teacher Salary	\$74,006	\$74,952
Highest Teacher Salary	\$103,152	\$96,092
Average Principal Salary (Elementary)	\$119,361	\$116,716
Average Principal Salary (Middle)	\$130,271	\$120,813
Average Principal Salary (High)	\$139,855	\$131,905
Superintendent Salary	\$198,156	\$192,565
Percent of Budget for Teacher Salaries	37.0	31.0

Category	District Amount	State Average For Districts In Same Category
<b>Percent of Budget for Administrative Salaries</b>	5.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	30	30	31

Staff Development at South Tahoe Middle School is focused on 1) learning, 2) collaboration, and 3) results. In 2020-21 STMS continued professional development with Marzano Research focusing on High Reliability Schools and Standards Based Reporting. Over the last 4-year period we have had staff development training in the following areas: Common Core Standards, AVID, Study Sync, Flex, ALEKS, Academic Language for ELs, Academic Language in a content specific area such as English Language Arts and Math, use of the Illuminate data system, Aeries gradebook, Professional Learning Communities, Restorative Justice, Project Based Learning, Instructional Strategies for Student Engagement, Differentiated Instruction, and Critical Reading. These trainings occur on and off campus and through remote platforms in response to the COVID-19 pandemic.

Due to remote learning through synchronous and asynchronous instruction for the 2020-2021 school year, Lake Tahoe Unified has provided training for all teachers on the Canvas Learning Management System. Canvas was introduced to organize and streamline distance learning.

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, and technology has also been available to staff and administration.