

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 (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 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 2010-11)

This section provides the school's contact information.

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 2009-10)

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."

Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

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. Michelle Sowers is our current President and be contacted at (530)-541-6404.

Our Parent Teacher Association meets to support student enrollment and parent participation within and around school activities. Lynn Norton 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 happen 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; Mannuel Scott of the Freedom Riders; Tyler Durhrum- 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 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	290
Grade 7	269
Grade 8	322
Total Enrollment	882

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	2	White	49
American Indian or Alaska Native	1	Two or More Races	
Asian	2.27	Socioeconomically Disadvantaged	58
Filipino	4	English Learners	24
Hispanic or Latino	41	Students with Disabilities	15
Native Hawaiian/Pacific Islander	0.11		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	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	23.8	31	33	14	23.6	29	27	7	26	3	15	1
Mathematics	27.4	13	29	15	24.8	16	24	7	25.46	2	26	1
Science	28.9	3	9	4	30.4	2	8	10	28.8	0	13	2
Social Science	29.6	1	12	5	32.8	0	6	12	27.5	0	16	2

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety 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 the plan better.

Adult noon aides, a campus supervisor, counselors and administrator 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 of 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	12.7	21.0	14.6	7.1	10.2	8.6
Expulsions	0.0	0.0	0.0	0.3	0.0	0.0

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 2005. It is anticipated to be replaced again in the summer of 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 Spring of 2012. Remove and reconstruct existing basketball courts to meet safety standards. With the passage of Measure G, we anticipate these being repaired and/or replaced beginning in 2011-2012.

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 supervisor, counselors, 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 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	42	42	38	216
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence				---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	2	0
Total Teacher Misassignments	0	2	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	429
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	.5	---
Social Worker	0	---
Nurse	.2	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	.09	---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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 current, high quality, 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. If 6th grade and AVID classes currently have net books. By Fall we anticipate that all 3 grade levels will have 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	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall (2002), grades 6-7; Holt, grades 7-8.	0	Yes
Mathematics	Wright Group/McGraw Hill, Everyday Math (2002), 6th grade; Prentice Hall (2004), pre-algebra, 7th grade; Prentice Hall (2004), algebra, 8th grade.	0	Yes
Science	Prentice Hall (2001), grades 6, 7, and 8.	0	Yes
History-Social Science	History Alive (2006), grades 6, 7, and 8.	0	Yes
Foreign Language	Glencoe (2000), Buen Viaje, grades 7-8.	0	Yes
Health	Included in Science	Included in Science	Yes
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	Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,531	\$2,591	\$5,940	\$66,277
District	---	---	\$6,319	\$64,624
Percent Difference: School Site and District	---	---	7	1
State	---	---	\$5,681	\$61,706
Percent Difference: School Site and State	---	---	23	8

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

South Tahoe Middle School provides the following services, catagorial 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 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$39,803	\$38,970
Mid-Range Teacher Salary	\$60,829	\$59,776
Highest Teacher Salary	\$84,772	\$78,072
Average Principal Salary (Elementary)	\$100,521	\$94,605
Average Principal Salary (Middle)	\$117,745	\$98,480
Average Principal Salary (High)	\$107,069	\$106,266
Superintendent Salary	\$159,973	\$144,721
Percent of Budget for Teacher Salaries	42.1	38.8
Percent of Budget for Administrative Salaries	5.1	6.0

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	46	54	54	45	51	51	46	50	52
Mathematics	40	51	51	42	51	51	43	46	48
Science	57	61	61	50	54	54	46	50	54
History-Social Science	26	46	46	26	32	32	36	41	44

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

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	51	50	55	44
Female	58	54	68	48
Black or African American	64	45	*	*
American Indian or Alaska Native	50	64	*	*
Asian	80	85	*	*
Filipino	54	63	82	41
Hispanic or Latino	35	33	40	23
Native Hawaiian/Pacific Islander	*	*	*	*
White	70	64	73	62
Two or More Races	*	*	*	*
Socioeconomically Disadvantaged	40	38	46	27
English Learners	14	17	21	7
Students with Disabilities	37	36	29	18
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	13.2	23.7	51.5

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2007	2008	2009
Statewide	7	6	7
Similar Schools	9	7	9

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-10	28	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-9	50	-6
Native Hawaiian/Pacific Islander			
White	-14	12	14
Two or More Races			
Socioeconomically Disadvantaged	-6	26	0
English Learners	13	39	-23
Students with Disabilities	-17		-44

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	792	781	767
Black or African American			686
American Indian or Alaska Native			728
Asian			890
Filipino		815	851
Hispanic or Latino	710	697	715
Native Hawaiian/Pacific Islander			753
White	852	843	838
Two or More Races			808
Socioeconomically Disadvantaged	731	727	712
English Learners	663	662	692
Students with Disabilities	647	670	580

Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	No

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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 annual number of school days dedicated to staff development for the most recent three-year period.

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 EL'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 off the hill 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 specials in English Language Learners, technology and PI coach has also been available to staff and administration.