

South Tahoe Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	South Tahoe 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
Grade Span	6-8
County-District-School (CDS) Code	09-61903-6005565

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Located along the shores of beautiful Lake Tahoe, South Tahoe Middle School (STMS) serves the South Lake Tahoe community and surrounding unincorporated areas of El Dorado county in California. The school educates approximately 720 students in grades six through eight. STMS's schedule and course offerings are aligned with the Common Core State Standards and Next Generation Science Standards. Students have access to a wide range of courses, a comprehensive athletics program, and wraparound counseling and intervention services designed to support every learner. The school's ethnically diverse student body, combined with strong community support, enriches all programs. Additionally, extracurricular opportunities such as Club LIVAT, Club Ally, Art Club, Mathletes, and Leadership are available to all students. As of October 2025, the STMS student body was comprised of:

- 44.5% Hispanic
- 0.3% American Indian
- 1.5% Filipino
- 1.7% Asian
- 0.3% Black/African American
- 0.4% Native Hawaiian/Other Pacific Islander
- 46.9% White
- 4.3% Two or More Races
- 13.0% English Learners (EL)
- 16.1% receiving special services
- 1.1% Homeless
- 58.4% socio-economically disadvantaged

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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	234
Grade 7	230
Grade 8	252
Total Enrollment	716

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.8
Male	49
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	0.4
Filipino	2.7
Hispanic or Latino	48
Two or More Races	3.1
White	44.3
English Learners	17.2
Foster Youth	0.1
Homeless	1.4
Socioeconomically Disadvantaged	50.3
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.4	81.35	160	82.11	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	5.88	3.8	1.97	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.6	6.66	14.1	7.26	11953.1	4.28
Unknown/Incomplete/NA	2.4	6.06	16.8	8.65	15831.9	5.67
Total Teaching Positions	39.9	100	194.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.7	75.55	161.3	82.26	231142.4	83.24
Intern Credential Holders Properly Assigned	0.8	2.16	0.8	0.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.72	9.1	4.65	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.1	10.65	13.2	6.74	11746.9	4.23
Unknown/Incomplete/NA	3.4	8.87	11.5	5.91	14303.8	5.15
Total Teaching Positions	39.3	100	196.1	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.7	71.03	156.8	81.51	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.7	12.07	13.8	7.19	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	3.9	7.8	4.1	12112.8	4.34
Unknown/Incomplete/NA	5	12.95	13.8	7.2	13705.8	4.91
Total Teaching Positions	39	100	192.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0.5	0
Misassignments	2.30	0.5	4.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.30	1	4.7

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.40	3.2	0.5
Local Assignment Options	0.10	0.9	0.9
Total Out-of-Field Teachers	2.60	4.1	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	0.8	11.6
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	0

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

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

INSTRUCTIONAL PROGRAMS AND MATERIALS

High-quality instructional programs aligned with the Common Core State Standards form the foundation of Language Arts and Mathematics courses at STMS.

Instructional materials include state-adopted textbooks, online curriculum, and supplemental resources for all core subjects. In science, STMS uses the FOSS curriculum, officially adopted on June 23, 2022. All science teachers have access to manipulative kits, practice books, and hands-on materials that support our commitment to engaging, inquiry-based science instruction. STMS integrates the following curriculum across departments:

- ELA: CommonLit, Membean, Learning Ally
- Mathematics: McGraw Hill Glencoe CA Math (2015)
- Science: School Specialty FOSS Next Generation (2022)
- Social Studies: Teacher's Curriculum Institute, History Alive! (2005)
- STEEL ELD (newcomer native Spanish-speaker): Inside, National Geographic
- Heritage Spanish (grade 8): Anecdotes, One Way Education
- TWBI Spanish Speaker I: Anecdotes, One Way Education
- Spanish I: Buen Viaje grades 6-8, Glencoe (2000)
- Spanish Language Arts (Two Way Bilingual Immersion): Anecdotes Inicial - grade 6 volume 1, grade 7 volume 2, grade 8 volume 3, One Way Education (2024)

Technology is integrated into all courses, as STMS is a one-to-one Chromebook school. Students check out a Chromebook loaded with or linked to adopted digital curriculum, take it home daily, and return it at the end of the year. All teachers participate in ongoing technology training. Student performance information is accessible through the Aeries Student Information System, where students and families can monitor academic progress electronically.

INSTRUCTION

All students take Language Arts, Math, Social Science, Physical Education, and Science which provides a rigorous and relevant standards-aligned core curriculum.

The STMS schedule also provides an additional elective period beyond the five core subjects. These classes support language, reading, writing, and math development or offer enrichment. Elective options include Art, Baking, Digital Media, Leadership, Maker Space, Music and Spanish, These courses broaden students' experiences and help cultivate well-rounded learners.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CommonLit, Membean, Learning Ally	0
Mathematics	McGraw Hill Glencoe CA Math (2015)	0
Science	School Specialty FOSS Next Generation (2022)	0
History-Social Science	Teacher's Curriculum History Alive (2005)	0
Foreign Language	Glencoe Buen Viaje, grades 7-8. (2000)	0
Health	McGraw Hill Food, Nutrition, and Wellness (2015)	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	N/A
Science Laboratory Equipment (grades 9-12)		N/A

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

School Facility Conditions and Planned Improvements

STMS facilities have been upgraded over the past two decades including adding portable classrooms; existing classroom and administrative offices remodels; gym renovation; track and infield replacement; installation of updated technology, electrical systems, windows, paint, blinds, and flooring. The music room received a \$350,000 upgrade, and interior flooring and paint were updated throughout most of the building. Window replacements continued in 2017 along with the installation of three water-filtration stations.

The school is fully networked with wireless Internet access in all classrooms and outdoor learning areas. Building safety, cleanliness, and maintenance needs are regularly monitored through biannual campus walkthroughs and an online help desk for staff repair requests. 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 through our online help desk.

The recently passed Measure U Bond will allow for future facility renovations and continued campus modernization.

Year and month of the most recent FIT report	12/12/25
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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.
Interior: Interior Surfaces		X		MPR stage and activity room floors need to be repaired/replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Office mice droppings have been reported to custodial and are being addressed.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bathroom door malfunction has been reported to maintenance.

School Facility Conditions and Planned Improvements				
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 and track tears Hallway Windows: Outdated windows, air leaks, window blinds Facility Inspection Tool report has been shared with maintenance team.

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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). College and Career Ready The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	39	45	45	47	48
Mathematics (grades 3-8 and 11)	32	32	34	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	711	681	95.78	4.22	39.21
Female	357	338	94.68	5.32	41.12
Male	350	339	96.86	3.14	36.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	50.00
Hispanic or Latino	348	332	95.40	4.60	24.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	59.09

White	309	295	95.47	4.53	54.58
English Learners	111	102	91.89	8.11	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	356	337	94.66	5.34	25.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	91	93.81	6.19	14.29

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	712	682	95.79	4.21	32.40
Female	358	341	95.25	4.75	29.33
Male	350	337	96.29	3.71	35.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	38.89
Hispanic or Latino	349	337	96.56	3.44	14.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	22	100.00	0.00	45.45
White	309	291	94.17	5.83	51.20
English Learners	111	108	97.30	2.70	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	357	341	95.52	4.48	17.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	90	92.78	7.22	11.11

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25.28	29.17	28.57	31.42	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	244	96.83	3.17	29.51
Female	124	122	98.39	1.61	23.77
Male	127	121	95.28	4.72	34.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	130	96.30	3.70	12.31
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	101	98	97.03	2.97	54.08
English Learners	42	41	97.62	2.38	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	127	122	96.06	3.94	17.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	29	96.67	3.33	17.24

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	94%	90%	93%	90%	91%

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

2025-26 Opportunities for Parental Involvement

South Tahoe Middle School has an active Parent Teacher Association (PTA) that plays a crucial role in supporting the school community. The PTA assists with events and fundraising throughout the year to benefit STMS teachers and students. Each fall, the PTA organizes the annual STMS Color Run, a major fundraiser that supports grade-level trips, incentive programs, and end-of-year activities. Our PTA meets monthly to plan and discuss school events.

Parent volunteers are integral to the success of our school and often assist with supervision on campus. Parents are invited to participate in the parent-run PACK (Parents Always Care for Kids) program, which includes monthly volunteer trainings designed to recruit new volunteers. Parent volunteers work as part of PACK with support from a parent volunteer coordinator and the assistant principal.

STMS has two important committees where parental involvement is essential: the School Site Council and ELAC (English Learner Advisory Committee). The School Site Council advises on state and federally mandated items such as the School Plan for Student Achievement and School Safety Plan, and reviews the School Accountability Report Card. The ELAC committee is comprised of parents of English Learners (EL), who meet bi-monthly to discuss areas of concern, gather information about school happenings, and collaborate to support our EL students. Parents also provide input on programs impacting ELs and related funding.

There are several events throughout the year that encourage parent involvement including Back to School Night, Open House, and PTA events such as the Color Run. Our school will also coordinate a STEM (Science Technology Engineering Mathematics) Discovery Night and Family Engagement Nights, covering a variety of topics. Parents have the opportunity to participate in the Parent Institute for Quality Education (PIQE) modules starting in fall. PIQE offers valuable learning opportunities for parents to develop skills and techniques to better support the educational needs of their children. A new parent involvement addition this year at STMS is the Latino Literacy Program. This program provides Spanish-speaking families with resources to enhance their understanding of the educational system, improve literacy skills, and engage more effectively in their child's education.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	751	740	267	36.1
Female	378	373	137	36.7
Male	369	363	129	35.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	19	19	5	26.3
Hispanic or Latino	368	361	150	41.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	23	23	6	26.1
White	326	322	101	31.4
English Learners	140	135	55	40.7
Foster Youth	--	--	--	--
Homeless	19	18	12	66.7
Socioeconomically Disadvantaged	413	402	175	43.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	104	42	40.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9.23	10.25	12.38	4.34	4.37	5.32	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	12.38	0.00
Female	9.52	0.00
Male	15.45	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	5.26	0.00
Hispanic or Latino	14.40	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.70	0.00
White	9.82	0.00
English Learners	17.14	0.00
Foster Youth	0.00	0.00
Homeless	21.05	0.00
Socioeconomically Disadvantaged	16.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.70	0.00

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

2025-26 School Safety Plan

The South Tahoe Middle School Safety Plan is reviewed and updated annually, with the most recent update in October of 2025. The plan is discussed with our school faculty at the beginning of each school year and reviewed during staff meetings after drills to assess what went well and identify areas for improvement.

Fire, lockdown, and earthquake drills are conducted several times throughout the year. Evacuation plans and emergency binders are located in each classroom, and all staff members are familiar with emergency procedures. The school is well-maintained, clean, and safe, contributing to a positive learning environment. Monthly drills reinforce our safety preparedness procedures, which are reviewed and practiced with all students and staff. Campus supervision is provided by teachers, classified personnel, and administration.

In addition to general safety procedures, the Safety Committee meets monthly to ensure that all aspects of our school's safety protocols are up-to-date and effective. The Positive Behavioral Interventions and Supports (PBIS) Committee also meets monthly to address the school's behavioral expectations and create a supportive environment for students. Both committees play vital roles in maintaining a safe and positive school climate.

Staff actively monitor students' online behavior through programs designed to alert personnel of potentially dangerous online activities and situations, ensuring a secure online environment for all students.

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	30	15	2
Mathematics	25	6	11	6
Science	28	1	18	
Social Science	25	4	16	1

2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	14	12	2
Mathematics	22	6	16	
Science	26	1	17	
Social Science	25	1	18	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	765

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,588	6,697	10,891	117,194
District	N/A	N/A	11,820	94,465
Percent Difference - School Site and District	N/A	N/A	-8.2	21.5
State	N/A	N/A	11,146	92,686
Percent Difference - School Site and State	N/A	N/A	-2.3	23.4

Fiscal Year 2024-25 Types of Services Funded

South Tahoe Middle School provides wraparound services and special programs for students in special education, on 504 plans, English Learners, health-impaired students, foster youth, homeless youth, and students experiencing emotional crisis. Using Title I, Title III, and LCFF Supplemental funds, we provide a speech and language pathologist, mental health therapist, school counselors, school nurse, resource specialists, school psychologists, and a continuum of special education services. Students also have access to our on-site Wellness Center and McKinney-Vento resources to support social-emotional and basic needs.

We offer bilingual instructional assistants, math tutoring, and after-school Newcomer supports to meet the academic and language needs of our multilingual learners and recently arrived students. These programs help ensure that all students receive equitable access to instruction and individualized support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

Professional Development

Staff professional development at South Tahoe Middle School focuses on improving student learning, fostering a positive school climate and culture, maintaining a culture of continuous learning, and supporting educator wellness. This year, our team continues professional development with Marzano Research, focusing on High Reliability Schools Level 2 – Effective Teaching in Every Classroom.

The STMS team regularly evaluates our action plan and adjusts strategies to help students achieve academic and social-emotional success. Staff engage in schoolwide and grade-level collaboration; implement a focused set of critical concepts in Language Arts, Math, Science, and Social Studies; and integrate Positive Behavioral Interventions and Supports (PBIS) throughout the school. To further support students socially and emotionally, teachers participate in Restorative Practices and PBIS.

Our staff has participated in workshops covering Common Core Standards, RTI-Flex, ALEKS, Academic Language for English Learners, Aeries Student Information System and gradebook, Professional Learning Communities, Restorative Justice, Tools Not Rules, Project-Based Learning, instructional strategies for student engagement, differentiated instruction, critical reading, and Artificial Intelligence.

Teachers are supported through teacher-administration meetings, peer collaboration, and department and grade-level meetings. Additional support is available from district specialists for English Learners to ensure effective implementation.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	36