Tara Hills Elementary 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	Tara Hills Elementary School
Street	2300 Dolan Way
City, State, Zip	San Pablo, CA 94806-1699
Phone Number	(510) 231-1428
Principal	Robert Mendoza
Email Address	robert.mendoza@wccusd.net
Website	www.wccusd.net/tarahills
County-District-School (CDS) Code	07617966004998

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

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

Tara Hills: Committed to doing Whatever It Takes to ensure the success of every student. Tara Hills Elementary School provides a rigorous, engaging academic program, using the state-required curriculum, research-based teaching strategies, and implementation of the California Common Core Standards. Our teaching staff and support personnel work together to create a calm, safe, and supportive environment. Tara Hills strives to serve all of the students' academic, social and emotional needs.

Tara Hills is aligned with our shared district focus of increasing student and teacher discourse, using multiple methods to solve math problems, using frequent and authentic formative assessments, teaching academic vocabulary, daily informational reading and writing, citing text evidence, and providing daily ELD. Our staff has numerous opportunities to participate in a variety of workshops that include the district focus on a monthly basis.

Tara Hills has implemented the Response to Intervention ISP model, in which we support all students based on multiple measures of data. ISP provides intervention support and enrichment instruction within the classroom and in the learning center. Staff members collaborate at and across grade levels weekly, teachers observe instruction in other teacher's classrooms, and they meet three times a year for academic conferences to analyze student data and plan instruction to ensure the academic success of every student. Staff meets with the after-school personnel and with parents to make sure that all students are successful and prepared for the next grade, and to be college and career ready.

Tara Hills is committed to teaching Reader's and Writer's Workshop. Students read and write independently in multiple genres for purpose.

In addition to academics, our students enjoy participating daily in organized activities facilitated by a Play Works Coach. After-school students can participate in drama, and student leadership. Our students enjoy having the Lawrence Hall of Science on campus and conducting experiments, participating in movie nights, and family art nights. Tara Hills also serves 120 students in the YMCA after-school program.

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

Grade Level	Number of Students
Kindergarten	64
Grade 1	72
Grade 2	59
Grade 3	63
Grade 4	48
Grade 5	64
Grade 6	59
Total Enrollment	429

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

Student Group	Percent of Total Enrollment
Black or African American	19.1
American Indian or Alaska Native	0.5
Asian	7.7
Filipino	6.1
Hispanic or Latino	52.7
Native Hawaiian or Pacific Islander	0.5
White	8.6
Two or More Races	4.9
Socioeconomically Disadvantaged	66.4
English Learners	26.6
Students with Disabilities	11.4
Foster Youth	0.2
Homeless	1.4

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	23	21	1167
Without Full Credential	1	2	2	77
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10

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: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, grades K-5, c2008 - adopted 2008 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0%

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: February 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Paint the panels or refinish with varnish in the P-2 wing. Install a chair guard in the office.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Evidence of gophers in the front yard by the MPR.
Electrical: Electrical	Good	Repair the exit sign in the hallway by the restrooms.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Repair the bottom of the stall partition in the boy's restroom exterior by K-4. Paint the exterior wall of the boy's restroom by K-4. Paint the boy's I-wing restroom floor. Adjust door closer in the boy's I-wing restroom. Paint the exterior wall of the girl's restroom by K-4. Paint the rusted door vents in the girl's restroom exterior K-4, and in the boy's restroom exterior by K-4.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Replace the exterior plywood facing the play structure of portable 22. Replace the exterior plywood at the back window of portable 23. Repair the gutters and downspouts at room K4

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Remove the kitchen gooseneck doorstop facing the parking lot and replace it with a heavy-duty rubber one.
		Replace the kitchen door entrance from the parking lot.
		Install bumpers on metal poles pat both sets of double doors of the N-wing.
		Remove the door holders on the N-wing hallway doors, P-wing hallway doors, K-wing and I-wing.
		The exterior door by the speech room is rubbing at the bottom
		Paint exterior wall entrance to kitchen facing the parking lot
		Paint the P-wing panels or refinish with varnish.
		Replace all door sweeps in the MPR.
		Remove the kitchen gooseneck doorstops in the MPR.
		One MPR door looks like it's rotting at the bottom.
		Paint the MPR exterior wall entrance to the kitchen facing the parking lot.
		The door of portable 22 is coming off the hinges.
		Repair the broken door closer to portable 22.
		Paint the exterior wall of the boy's restroom by K-4.
		Paint the exterior wall of the girl's restroom by K-4.
		Paint the rusted door vents in the girl's restroom exterior K-4, and in the boy's restroom exterior by K-4.
		Repair the rubber mats at the kindergarten play structure and Primary play yard.

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)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		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.

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)	19	N/A	18	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)

Tara Hills provides a number of opportunities for parents to be involved in the school environment and involved in their child's academic success.

PARENT INVOLVEMENT PROGRAMS: We have an established PTA and a garden club. We will also be working with the Bayside PTA on a series of educational classes for our parents.

PARENT VOLUNTEERS: Tara Hills' parents support teachers in their classrooms, in the cafeteria, in the yard, on study trips, and for special events. We put on two drama productions per year that many parents participate in helping our students. Parents can come to our Tara Hills office, sign in, receive a visitor's badge and volunteer in the areas they desire or where there is a need. Parents may also volunteer in the library, the office, the learning center, and the after school program. To become a volunteer at Tara Hills or within the district, please go to www.beamentor.com to begin the process for supporting the school of WCCUSD.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC Committee meets regularly to support English learners. ELAC represents students as second language learners in all aspects of their educational process. Discussions include matters of finance, social and academic progress, reclassification of second language learners, and materials and supplies to support English Learners and students' overall progress.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty, and staff more on-site decision-making ability by giving individuals the opportunity to work together in planning school program improvements. SSC is responsible for approving and monitoring the School Plan for Student Achievement (SPSA). Every elementary school must have a School Site Council composed of five voting parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The Tara Hills School site council meets regularly. SSC meetings are open to the public.

AAPAC- The AAPAC meets regularly to support African American Students. Discussions include matters of the school budget, social and academic progress, reclassification of second language learners, and materials and supplies to support African American students' overall progress.

Monthly, our parents meet with the principal for coffee and discuss upcoming events and student and school progress. Contact Information for Parental Involvement: School Community Outreach Worker- Ms. Marina Flores

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	7.6	5.3	5.8	5.6	3.5	3.5
Expulsions	0.0	0.0	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	1.7	3.5	2.5
Expulsions	0.0	.07	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 purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:
1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2021. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2021.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	25		2		22	2	2		21	1	2	
1	19	3			24		2		24		3	
2	24		2		20	3			20	3		
3	23		3		22	1	1		21	2	1	
4	33		1	1	27		3		24		2	
5	31		2		33		1	1	32		1	
6	21	2	3		33			2	29		2	
Other**	9	1							17	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	0

*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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

*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	$8,367.14	$3,048.73	$5,318.42	$79,781.80
District	N/A	N/A	$6,639.15	$74,094
Percent Difference - School Site and District	N/A	N/A	-22.1	7.4
State	N/A	N/A	$7,750	$83,052
Percent Difference - School Site and State	N/A	N/A	-37.2	-4.0

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

Types of Services Funded (Fiscal Year 2019-2020)

The following are programs/services available at the school that support and assist students:

AMAZON BUSINESS
BEAR CLAW BAKERY & CAFE
COMMUNICATIONS USA INC
DRYCO CONSTRUCTION INC
GOPHER SPORT
HEINEMANN COMPANY
LAKESHORE LEARNING MATERIALS
LEARNING A-Z
MARINA FLORES
MICHAELS TRANSPORTATION
NEWSELA, INC
PLAYWORKS EDUCATION ENERGIZED
PROJECT LEAD THE WAY INC
SINGAPORE MATH INC
SOUTHWEST SCHOOL & OFFICE SUPPLY
SYLVAN LEARNING CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSI

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$48,469	$50,029
Mid-Range Teacher Salary	$76,040	$77,680
Highest Teacher Salary	$98,800	$102,143
Average Principal Salary (Elementary)	$112,363	$128,526
Average Principal Salary (Middle)	$120,189	$133,574
Average Principal Salary (High)	$129,133	$147,006
Superintendent Salary	$265,200	$284,736
Percent of Budget for Teacher Salaries	30.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Tara Hills is Implementing our shared district focus of increasing student and teacher discourse, using multiple methods to solve math problems, using frequent and authentic formative assessments, teaching academic vocabulary, daily informational reading and writing and citing text evidence, and providing daily ELD and the posting EL instruction. Our staff is participating in a Teachers' College Workshop Model collaborative network that is providing training that includes our district focus. The staff has numerous opportunities to participate in a variety of workshops that include the district focus, and STAR on a monthly basis. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, weekly collaborative study and planning, academic conferencing, peer observations, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all CA Common Core Standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, educational technology, and data analysis to meet the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.