

# Tara Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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., test data, enrollment, high school 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 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Tara Hills Elementary School
<b>Street</b>	2300 Dolan Way
<b>City, State, Zip</b>	San Pablo, CA 94806-1699
<b>Phone Number</b>	(510) 231-1428
<b>Principal</b>	Linda Wilkinson
<b>E-mail Address</b>	lwilkinson@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=1239">http://www.wccusd.net/site/Default.aspx?PageID=1239</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	07-61796-6004998

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

### School Description and Mission Statement (Most Recent Year)

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 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. To help us increase our effective instruction, our staff has been working with educational consultant Sara Buckerfield, since 2014. Sara provides PD and coaching on strategies that enhance our student engagement, student-teacher collaboration (discourse), and Bell to Bell instruction. Our staff is participating in a STEM collaborative network that is providing training that includes our district focus. 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 (RTI) model, whereby we support all students based on multiple measures of data. RTI provides intervention support and enrichment instruction within the classroom and in the learning center. Tara Hills' staff members collaborate at and across grade levels weekly, teachers observe instruction in other teacher's classrooms, and they meet monthly 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.

In addition to academics, our students enjoy participating daily in organized activities facilitated by a PlayWorks Coach. After-school students can participate in track and field, 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 an after-school program.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	68
Grade 1	54
Grade 2	68
Grade 3	89
Grade 4	92
Grade 5	88
Grade 6	86
<b>Total Enrollment</b>	<b>545</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	16.3
American Indian or Alaska Native	0.2
Asian	12.5
Filipino	10.8
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.6
White	12.1
Two or More Races	1.5
Socioeconomically Disadvantaged	73.4
English Learners	33.2
Students with Disabilities	13.2
Foster Youth	0.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	25	27	27
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	96.9	3.2
<b>High-Poverty Schools in District</b>	96.8	3.2
<b>Low-Poverty Schools in District</b>	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
<b>Mathematics</b>	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
<b>Science</b>	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
<b>History-Social Science</b>	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Tara Hills was constructed in 1958. Portable classrooms were added in 1997 and 1998. Tara Hills has received a \$12 million modern, safer makeover to include new floors, ceilings, windows, heating, ventilation, plumbing, restrooms and technology.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Paint lobby
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Replace ballast-prt 23; Replace plug plate by restrooms
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Urinal coming off wall-upper playground; Repair partitions-upper playground

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair mats on play structure; Paint exterior door of kitchen; Paint walls facing the playground; Adjust doors; Veneer coming off cabinet doors; Install door holder; Install door sweep; Install door holder-library

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	31	32	44
Mathematics	21	22	33

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.

### CAASPP Assessment Results - English Language Arts (ELA)

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	91	98.9	46	31	14	8
	4	98	96	98.0	51	25	17	7
	5	87	86	98.9	38	26	28	8
	6	88	87	98.9	30	25	34	10
Male	3		46	50.0	50	37	11	2
	4		51	52.0	57	24	18	2
	5		46	52.9	54	22	22	2

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	47	53.4	36	26	32	6	
Female	3	45	48.9	42	24	18	13	
	4	45	45.9	44	27	16	13	
	5	40	46.0	20	30	35	15	
	6	40	45.5	23	25	38	15	
Black or African American	3	23	25.0	57	35	0	9	
	4	15	15.3	67	20	7	7	
	5	17	19.5	53	18	24	6	
	6	18	20.5	39	22	28	11	
Asian	3	8	8.7	--	--	--	--	
	4	14	14.3	29	21	43	7	
	5	9	10.3	--	--	--	--	
	6	12	13.6	33	8	50	8	
Filipino	3	5	5.4	--	--	--	--	
	4	13	13.3	46	23	15	15	
	5	9	10.3	--	--	--	--	
	6	9	10.2	--	--	--	--	
Hispanic or Latino	3	39	42.4	51	26	18	3	
	4	44	44.9	61	23	11	5	
	5	40	46.0	48	23	20	10	
	6	35	39.8	26	43	23	9	
White	3	15	16.3	47	33	13	7	
	4	8	8.2	--	--	--	--	
	5	10	11.5	--	--	--	--	
	6	12	13.6	33	17	33	17	
Two or More Races	3	1	1.1	--	--	--	--	
	4	2	2.0	--	--	--	--	
	5	1	1.1	--	--	--	--	
	6	1	1.1	--	--	--	--	
Socioeconomically Disadvantaged	3	67	72.8	46	31	13	7	
	4	76	77.6	58	22	14	5	
	5	67	77.0	39	27	25	9	
	6	63	71.6	41	24	25	10	
English Learners	3	35	38.0	46	29	17	6	
	4	34	34.7	76	12	12	0	
	5	28	32.2	57	32	7	4	
	6	13	14.8	62	31	8	0	

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		8	8.7	--	--	--	--
	4		16	16.3	81	13	0	6
	5		12	13.8	75	25	0	0
	6		16	18.2	81	13	6	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	92	91	98.9	44	37	15	3
	4	98	97	99.0	52	35	10	3
	5	87	86	98.9	53	27	12	8
	6	88	87	98.9	40	28	20	13
Male	3		46	50.0	46	41	11	2
	4		52	53.1	54	38	8	0
	5		46	52.9	63	22	7	9
	6		46	52.3	43	30	11	15
Female	3		45	48.9	42	33	20	4
	4		45	45.9	49	31	13	7
	5		40	46.0	43	33	18	8
	6		41	46.6	37	24	29	10
Black or African American	3		23	25.0	48	43	4	4
	4		15	15.3	53	40	7	0
	5		17	19.5	65	24	12	0
	6		17	19.3	53	24	18	6
Asian	3		8	8.7	--	--	--	--
	4		14	14.3	29	50	14	7
	5		9	10.3	--	--	--	--
	6		12	13.6	25	25	33	17
Filipino	3		5	5.4	--	--	--	--
	4		13	13.3	46	38	8	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		9	10.3	--	--	--	--
	6		9	10.2	--	--	--	--
<b>Hispanic or Latino</b>	3		39	42.4	51	36	13	0
	4		45	45.9	62	31	4	2
	5		40	46.0	58	25	15	3
	6		36	40.9	44	28	14	14
<b>White</b>	3		15	16.3	53	33	13	0
	4		8	8.2	--	--	--	--
	5		10	11.5	--	--	--	--
	6		12	13.6	42	25	25	8
<b>Two or More Races</b>	3		1	1.1	--	--	--	--
	4		2	2.0	--	--	--	--
	5		1	1.1	--	--	--	--
	6		1	1.1	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		67	72.8	42	40	15	3
	4		77	78.6	57	31	10	1
	5		67	77.0	55	27	12	6
	6		64	72.7	48	25	16	11
<b>English Learners</b>	3		35	38.0	43	34	23	0
	4		35	35.7	77	23	0	0
	5		28	32.2	68	32	0	0
	6		14	15.9	71	21	7	0
<b>Students with Disabilities</b>	3		8	8.7	--	--	--	--
	4		17	17.3	76	24	0	0
	5		12	13.8	100	0	0	0
	6		16	18.2	88	6	0	6
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.



### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	58	60	47	46	48	46	59	60	56

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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	47
Male	47
Female	47
Black or African American	35
Asian	--
Filipino	--
Hispanic or Latino	36
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	24
Students with Disabilities	45
Foster Youth	--

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.60	24.40	16.30

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

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 a newly formed PTA, and a garden club. We will also be working with the West Contra Costa PTA on a series of educational classes for our parents. This year we will have our second round of Parent University Graduates.

**PARENT VOLUNTEERS:** Tara Hills' parents support teachers in their classrooms, in the cafeteria, on 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 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](http://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 the English learner population. 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, materials and supplies to support EL's 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. SCC meetings are open to the public.

Monthly, our parents meet with the principal for coffee and discuss upcoming events and student and school progress.

Contact Information for Parental Involvement  
 Staff Community Engagement Office - 510-307-4526

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	3.73	2.96	2.01	10.15	6.59	6.16	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

**School Safety Plan (Most Recent Year)**

Tara Hills is using the BEST practice of supervision for the students. We use positive redirection to help support students to make good choices. Teachers are assigned yard supervision positions daily. There is always under the 100:1 student to adult ratio in all common areas of the school. Tara Hills has hired additional safety personnel to support the parking lot after school. Tara Hills' Code of Conduct is: Be Safe, Be Responsible, Be Respectful; Be Ready to Learn!

Teachers and support staff regularly pass out C2BK (Cool 2 Be Kind) tickets to students for good behaviors, being caught helping out a peer, picking up trash, opening a door, sharing a snack, etc.

Tara Hills has a Safety committee that is updating safety practices that include, restocking emergency bags, developing safety grade level leads, purchasing additional communication radios, and designating an alternate student pick up location. We have monthly fire and disaster drills. We have specially trained staff that can support all students with special needs. There is a specific posted route in each hallway and each classroom and location for meeting in the case of an emergency.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3		21	1	2		23		3	
1	30		3		26		3		26		2	
2	29		3		23		4		22		3	
3	29		2		27		3		22	1	3	
4	31		3		30		2		28		3	
5	32		2		32		3		27		3	
6	22	2	2		27	1	2		23	1	3	
Other					5	1			8	2		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.65	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7942.70	\$4948.56	\$2994.14	\$53236.72
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-68.9	-5.6
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-44.0	-27.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

Programs and services available at Tara Hills School include:

- Play Works
- YMCA After-School Program
- Community Outreach
- Spanish Translation
- Special Programs to serve students with special needs

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

### **Professional Development (Most Recent Three Years)**

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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 language objectives.

To help us increase our effective instruction, our staff is working with educational consultant Sara Buckerfield, for the 2014-2016 school year. Sara will be providing PD and executing educational rounds to provide us with strategies that enhance our student engagement, student-teacher collaboration (discourse), and Bell to Bell instruction. Our staff is participating in a STEM collaborative network that is providing training that includes our district focus. Our staff has numerous opportunities to participate in a variety of workshops that include the district focus 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.