Tara Hills Elementary

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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, 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 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).

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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Tara Hills Elementary
Street	2300 Dolan Way
City, State, Zip	San Pablo, Ca, 94806-1699
Phone Number	510-231-1428
Principal	Robert Mendoza
E-mail Address	robert.mendoza@wccusd.net
County-District-School (CDS) Code	07617966004998

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

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. 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. Staff members collaborate at and across grade levels weekly, teachers observe instruction in other teachers 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.

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.

Last updated: 1/10/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	48
Grade 1	60
Grade 2	48
Grade 3	72
Grade 4	68
Grade 5	72
Grade 6	96
Total Enrollment	464
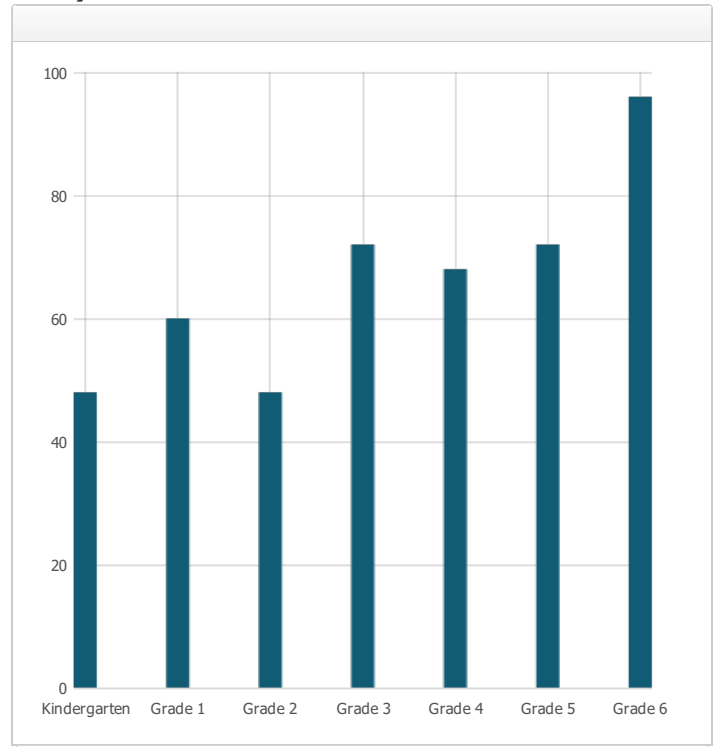
Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	21.8 %
American Indian or Alaska Native	0.2 %
Asian	9.3 %
Filipino	7.5 %
Hispanic or Latino	49.1 %
Native Hawaiian or Pacific Islander	0.6 %
White	9.5 %
Two or More Races	1.9 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.6 %
English Learners	30.0 %
Students with Disabilities	16.2 %
Foster Youth	0.2 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	23	20	22	1211
Without Full Credential	1	2	1	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10
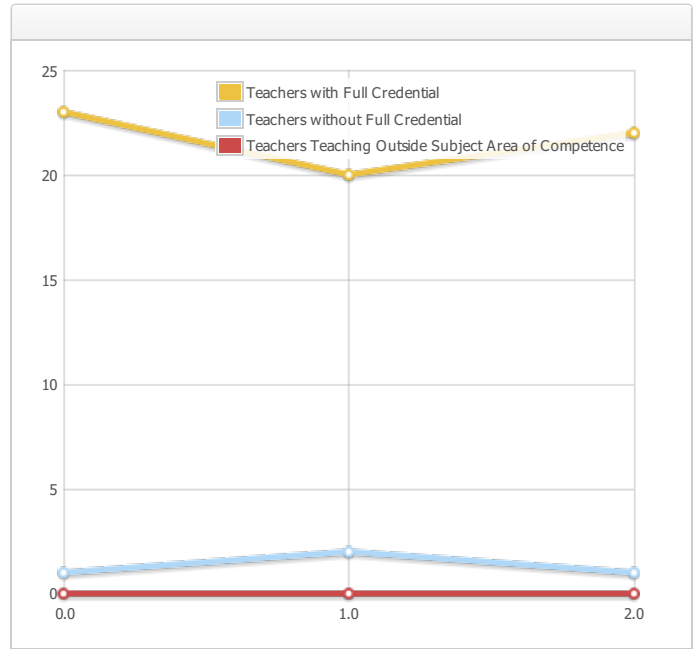
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
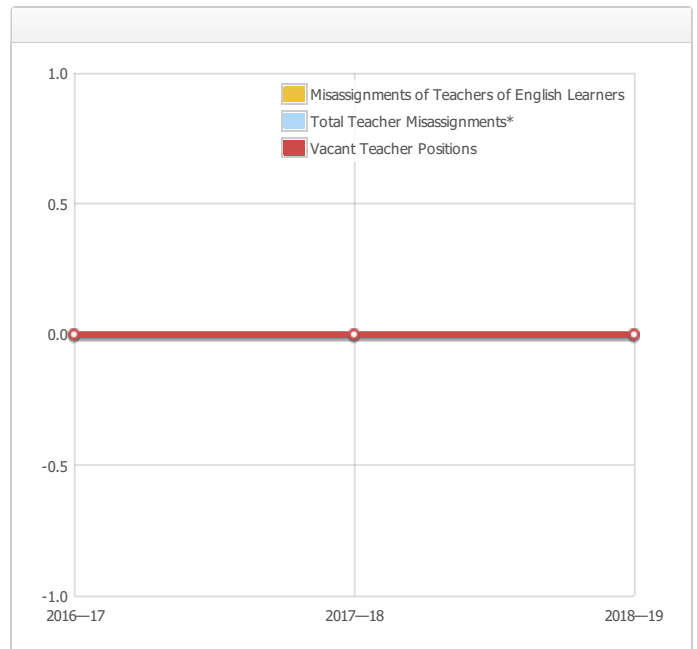
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

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.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Evidence of gophers at front lawn (Exterior)
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Repair stall door (I-wing girls restroom)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Replace exterior plywood and skirt (Portable 22) Paint MPR exterior walls and plywood wall (Exterior) Paint exterior wallf ot match at P7 (Exterior) Paint exterior wall by drinking fountain and restrooms in back of school (Exterior)
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Repair play structure mats by portable22 (Playground by Portable 22) Install door sweeps (Lobby by cafeteria, Kitchen, Hallway doors by office)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good

Last updated: 6/24/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	35.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	22.0%	21.0%	25.0%	24.0%	37.0%	38.0%

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.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	319	310	97.18%	35.48%
Male	168	166	98.81%	25.90%
Female	151	144	95.36%	46.53%
Black or African American	73	73	100.00%	20.55%
American Indian or Alaska Native	--	--	--	
Asian	31	31	100.00%	64.52%
Filipino	22	22	100.00%	72.73%
Hispanic or Latino	151	144	95.36%	29.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	32	31	96.88%	41.94%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	238	233	97.90%	33.05%
English Learners	133	128	96.24%	38.28%
Students with Disabilities	59	58	98.31%	6.90%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	320	317	99.06%	21.14%
Male	169	167	98.82%	22.16%
Female	151	150	99.34%	20.00%
Black or African American	73	73	100.00%	9.59%
American Indian or Alaska Native	--	--	--	
Asian	31	31	100.00%	45.16%
Filipino	22	22	100.00%	50.00%
Hispanic or Latino	152	151	99.34%	16.56%
Native Hawaiian or Pacific Islander	--	--	--	
White	32	31	96.88%	25.81%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	239	236	98.74%	21.19%
English Learners	136	135	99.26%	20.74%
Students with Disabilities	59	57	96.61%	7.02%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: 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.

Note: 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 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.

Last updated: 1/23/2019

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

California Physical Fitness Test Results (School Year 2017—18)

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	16.4%	34.2%	9.6%

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.

Last updated: 1/23/2019

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 2018—19)

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 third 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 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 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.

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 or School Community Outreach Worker- Ms. Marina Flores

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	2.9%	4.8%	7.6%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
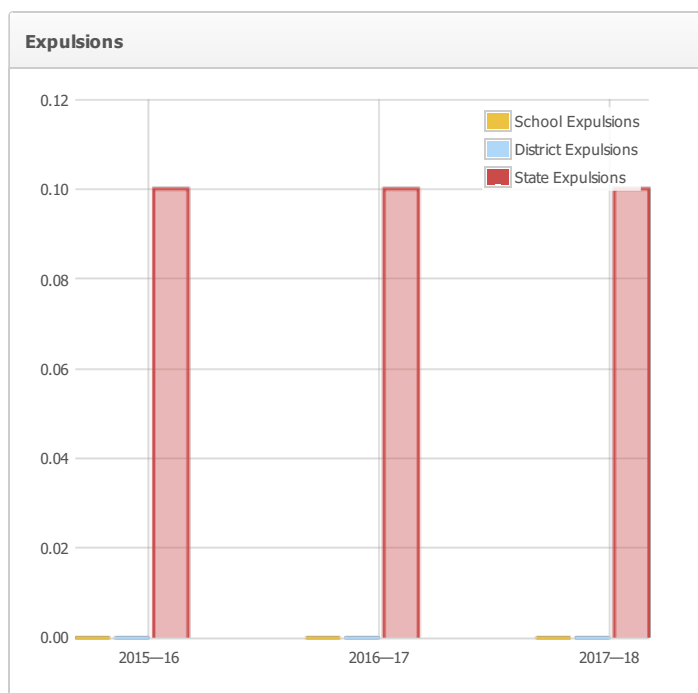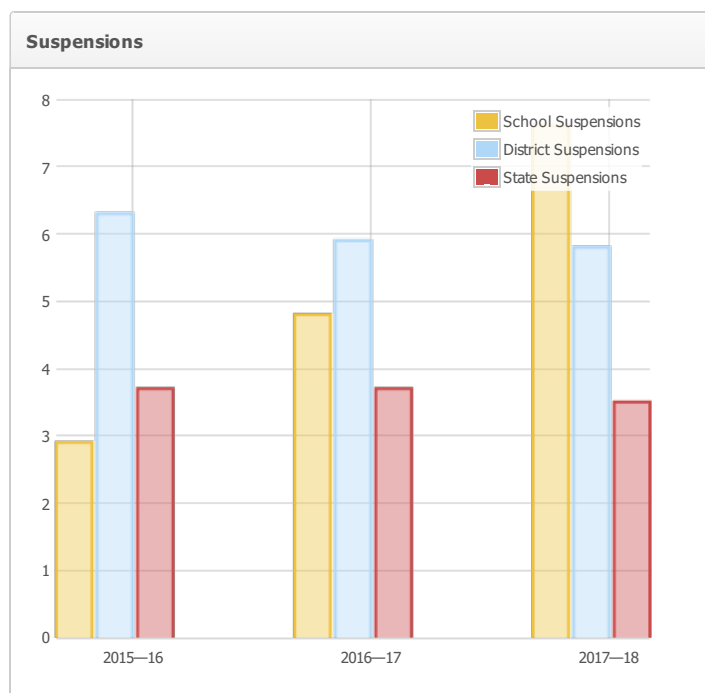
Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	16.0	3		
1	21.0	1	2	
2	20.0	2	1	
3	18.0	1		
4	27.0		3	
5	27.0		3	
6	20.0	2	3	
Other**	21.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	21.0	1	1	
2	23.0		3	
3	23.0		3	
4	31.0		2	
5	29.0		3	
6	19.0	2	3	
Other**	9.0	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		2	
1	19.0	3		
2	24.0		2	
3	23.0		3	
4	33.0		1	1
5	31.0		2	
6	21.0	2	3	
Other**	9.0	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.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6378.0	$1529.3	$4848.7	$70323.1
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-45.7%	3.8%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-30.2%	-13.8%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

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

- YMCA OF THE EAST BAY
- DOVETAIL LEARNING INC
- STUDY TRIPS
- SUPER ACHIEVEMENT INC

Last updated: 1/10/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
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/ .

Teacher Salary Chart

Principal Salary Chart
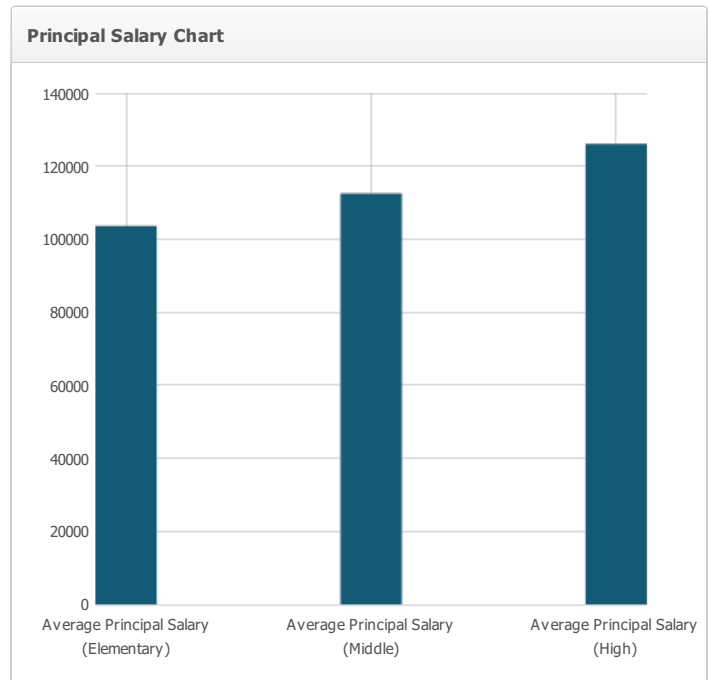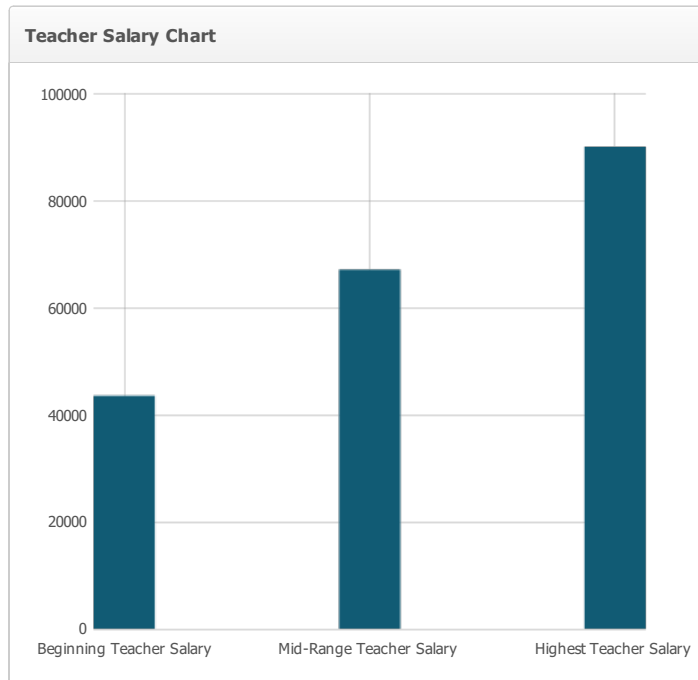
Last updated: 1/23/2019

Professional Development

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 Workshop Model collaborative network that is providing training that includes our district focus. Staff has numerous opportunities to participate in a variety of workshops that include the district focus, and AR 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.

Last updated: 1/10/2019