

Tara Hills Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Tara Hills Elementary School
Street	2300 Dolan Way
City, State, Zip	San Pablo, CA 94806
Phone Number	(510) 231-1428
Principal	Linda Wilkinson
E-mail Address	lwilkinson@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1239
CDS Code	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 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 teachers 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 after-school personnel and with parents to make sure that all students are successful. We are preparing all students for the next grade, and to be college and career ready. In addition to academics, our students enjoy participating in after-school activities such as; track and field, drama, student leadership, basketball, and volleyball. Our students enjoy having Lawrence Hall of Science on campus and conducting experiments, participating in movie nights, the Fall Fun Fest, a statewide performing arts contest, and the district d Spelling Bee. Tara Hills also serves 120 students in an after-school program. We have a PTA Board of 8 and over 100 PTA members.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	56
Grade 1	81
Grade 2	93
Grade 3	84
Grade 4	84
Grade 5	84
Grade 6	74
Total Enrollment	556

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	18.3
American Indian or Alaska Native	0.4
Asian	11.5
Filipino	8.8
Hispanic or Latino	45.0
Native Hawaiian or Pacific Islander	0.4
White	15.3
Two or More Races	0.4
Socioeconomically Disadvantaged	75.2
English Learners	34.2
Students with Disabilities	12.4

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	23	25	25
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	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 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Check the veneer at the storage cabinets, raw wood needs to be painted, repair floor tiles (work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Check emergency lights and put diffusers and protective covers back on (work complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[])

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	56	58	59	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	59
Male	64
Female	54
Black or African American	46
American Indian or Alaska Native	
Asian	64
Filipino	
Hispanic or Latino	53
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	53
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	38	49	43	41	43	42	54	56	55
Mathematics	41	51	48	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	3	3
Similar Schools	2	2	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	3	34	0
Black or African American		25	8
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	26	-10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	5	36	-3
English Learners	28	35	-3
Students with Disabilities	-34	36	57

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0	24.7	9.4

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.

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, materials and supplies to support ELs 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.

This year our parents will participate in an evening event that reviews the California Common Core Standards, the schools progress, and they will be asked for their input on continuing the schools positive culture and meeting the needs of all students.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.0	3.7	3.0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.2	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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 super shamrocks 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	21.8	3	1	0	20	1	3		19	1	2	
1	21	4	0	0	23	1	3		20	1	3	
2	18.5	4	0	0	18	2	3		19	1	4	
3	27.3	0	3	0	19	2	2		21	1	3	
4	30.5	0	2	0	16	3	2		14	4	2	
5	33	0	0	2	15	3	2		17	3	2	
6	32	0	1	1	15	3	2		15	3	2	
Other												

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.40	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.80	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,605.39	\$3,200.00	\$4,405.39	\$59,572.03
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-20.6	8.1
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-20.4	-14.5

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Tara Hills School include:

- ESEA Title I
- Economic Impact Aid
- Special Ed-E
- Parent Involvement (Title I)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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

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 2014-2015 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, Gifted and Talented Education (GATE), differentiated instruction and 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.