

# Terrace Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 <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 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 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Terrace Middle School
<b>Street</b>	250 Lange St.
<b>City, State, Zip</b>	Lakeport, CA 95453-3230
<b>Phone Number</b>	707-262-3007
<b>Principal</b>	Rachel Paarsch
<b>E-mail Address</b>	<a href="mailto:rpaarsch@lakeport.k12.ca.us">rpaarsch@lakeport.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.terrace.lake.k12.ca.us">http://www.terrace.lake.k12.ca.us</a>
<b>CDS Code</b>	17640306010649

<b>District Contact Information</b>	
<b>District Name</b>	Lakeport Unified School District
<b>Phone Number</b>	707-262-3000
<b>Superintendent</b>	Erin Smith-Hagberg
<b>E-mail Address</b>	esh@lakeport.k12.ca.us
<b>Web Site</b>	<a href="http://www.lakeport.k12.ca.us/">http://www.lakeport.k12.ca.us/</a>

### **School Description and Mission Statement (School Year 2016-17)**

Terrace School is located in Lakeport, California on the shore of Clear Lake, one of the largest freshwater lakes in the state. About 90 miles north of San Francisco, Lakeport is the county seat of the small rural Lake County. The Lakeport Unified School District boasts one large campus that houses one elementary school, one middle school, and one comprehensive high school. The district also includes one continuation high school and an alternative program that includes a home school program, a community day school and an independent study program.

Terrace School is comprised of approximately 600 students in grades four through eight. Grades 4 and 5 are housed on the "upper campus" and have separate recesses and lunch time. The lower campus, which is home to the 6th-8th grade students, contains the cafeteria and a ongoing construction site as part of the Measure T Bond that was passed by voters in 2015. Joining the two campuses together is the Marge Alakszay Center which is a gym and performing arts center that includes locker rooms, a band room and recording studio as well as the Title I classroom.

At Terrace our mission is to be a community of lifelong learners. We strive to provide a nurturing environment where all students, staff and parents are valued and challenged to reach their goals. We continue to promote mutual respect, personal responsibility and self-control. We are working to build student integrity and self esteem. The staff and students work together to ensure a safe learning environment that values hard work and academic excellence.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 4</b>	138
<b>Grade 5</b>	126
<b>Grade 6</b>	117
<b>Grade 7</b>	124
<b>Grade 8</b>	90
<b>Total Enrollment</b>	595

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	11.6
Asian	1
Filipino	1
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	0.3
White	52.8
Two or More Races	3.2
Socioeconomically Disadvantaged	66.7
English Learners	7.6
Students with Disabilities	14.6
Foster Youth	0.7

## 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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	29	28	26	
Without Full Credential	0	1	3.5	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.2	3.9
All Schools in District	93.8	6.3
High-Poverty Schools in District	93.7	6.3
Low-Poverty Schools in District	100.0	0.0

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 2016-17)**

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt Grades 4-8	Yes	0
Mathematics	SRA/McGraw Hill Grades 4-5 McDougall-Littell Grades 6-8	No	0
Science	Pearson Scott Foresman Grades 4-5 Pearson Prentice Hall Grades 6-8	Yes	0
History-Social Science	Pearson Scott-Foresman Grades 4-5 McDougall-Littell Grades 6-8	Yes	0

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

The campus has adequate space to support teaching and learning. In November 2014, our community passed a \$17 million bond measure that will allow LUSD to modernize its schools and facilities and enhance the learning environment in every school. Plans have been developed to construct a new learning center/library and quad area in the center of the campus. The facility will also include a computer lab. Construction is expected to begin in the summer of 2016.

The District employs three custodians at Terrace Middle School who strive to keep the facility clean and report any unsafe conditions. In addition, there is one district maintenance worker to address maintenance and safety concerns. In September 2016, the Lakeport Unified School District Director of Maintenance, Operations, and Transportation conducted an inspection of the facility conditions at Terrace Middle School. The results of this inspection indicated that there were no major repairs needed and the overall rating was "exemplary" on the Facility Inspection Tool.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<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			

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

Year and month of the most recent FIT report: September 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	40	33	43	37	44	48
<b>Mathematics</b>	31	25	32	29	34	36

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 Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	4	139	135	97.1	20.7
	5	132	120	90.9	34.5
	6	118	113	95.8	38.9
	7	124	121	97.6	38.8
	8	87	80	92.0	35.0
<b>Male</b>	4	71	70	98.6	15.7
	5	73	68	93.2	30.9
	6	71	67	94.4	37.3
	7	63	61	96.8	39.3
	8	45	41	91.1	34.1
<b>Female</b>	4	68	65	95.6	26.1
	5	59	52	88.1	39.2
	6	47	46	97.9	41.3
	7	61	60	98.4	38.3
	8	42	39	92.9	35.9
<b>Black or African American</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>American Indian or Alaska Native</b>	4	22	22	100.0	13.6
	5	--	--	--	--
	6	13	13	100.0	30.8
	7	15	15	100.0	13.3
	8	--	--	--	--
<b>Asian</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Filipino</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>Hispanic or Latino</b>	4	38	37	97.4	10.8
	5	50	49	98.0	42.9
	6	36	36	100.0	38.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	33	33	100.0	24.2
	8	20	18	90.0	16.7
<b>Native Hawaiian or Pacific Islander</b>	6	--	--	--	--
<b>White</b>	4	71	68	95.8	26.5
	5	70	59	84.3	32.2
	6	59	54	91.5	37.0
	7	68	65	95.6	49.2
	8	47	43	91.5	46.5
<b>Two or More Races</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	4	101	98	97.0	11.2
	5	95	90	94.7	30.3
	6	76	73	96.0	35.6
	7	82	81	98.8	30.9
	8	50	46	92.0	19.6
<b>English Learners</b>	4	22	22	100.0	9.1
	5	14	13	92.9	7.7
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Students with Disabilities</b>	4	19	17	89.5	5.9
	5	17	16	94.1	6.3
	6	21	18	85.7	
	7	12	11	91.7	
	8	13	12	92.3	16.7
<b>Students Receiving Migrant Education Services</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
<b>Foster Youth</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--

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

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.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	4	139	135	97.1	19.3
	5	132	120	90.9	18.5
	6	118	113	95.8	26.6
	7	124	121	97.6	36.4
	8	87	80	92.0	27.5
<b>Male</b>	4	71	70	98.6	15.7
	5	73	68	93.2	20.9
	6	71	67	94.4	25.4
	7	63	61	96.8	41.0
	8	45	41	91.1	26.8
<b>Female</b>	4	68	65	95.6	23.1
	5	59	52	88.1	15.4
	6	47	46	97.9	28.3
	7	61	60	98.4	31.7
	8	42	39	92.9	28.2
<b>Black or African American</b>	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
<b>American Indian or Alaska Native</b>	4	22	22	100.0	9.1
	5	--	--	--	--
	6	13	13	100.0	15.4
	7	15	15	100.0	13.3
	8	--	--	--	--
<b>Asian</b>	4	--	--	--	--
	5	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Hispanic or Latino	4	38	37	97.4	10.8
	5	50	49	98.0	20.4
	6	36	36	100.0	16.7
	7	33	33	100.0	24.2
	8	20	18	90.0	
Native Hawaiian or Pacific Islander	6	--	--	--	--
White	4	71	68	95.8	25.0
	5	70	59	84.3	20.7
	6	59	54	91.5	33.3
	7	68	65	95.6	47.7
	8	47	43	91.5	39.5
Two or More Races	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	4	101	98	97.0	12.2
	5	95	90	94.7	15.7
	6	76	73	96.0	23.3
	7	82	81	98.8	29.6
	8	50	46	92.0	13.0
English Learners	4	22	22	100.0	4.5
	5	14	13	92.9	
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	4	19	17	89.5	5.9
	5	17	16	94.1	6.3
	6	21	18	85.7	
	7	12	11	91.7	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	13	12	92.3	16.7
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Foster Youth	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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

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.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	64	66	65	64	62	59	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	219	201	91.8	64.7
Male	118	109	92.4	65.1
Female	101	92	91.1	64.1
American Indian or Alaska Native	17	16	94.1	43.8
Hispanic or Latino	70	65	92.9	58.5
White	117	106	90.6	68.9
Two or More Races	11	10	90.9	90.0
Socioeconomically Disadvantaged	145	134	92.4	58.2
English Learners	17	15	88.2	26.7
Students with Disabilities	30	28	93.3	53.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

**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 physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	3.4		

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 (School Year 2016-17)**

Terrace School provides many opportunities for parents to participate in their children’s education. We encourage parents to participate in any of the following activities and organizations:

Organizations:

School Site Council

PTO

District English Learner Advisory Committee

8th Grade Parent Committee

District Wellness Committee

Lakeport Enhanced Education Foundation

District Calendar Committee

LCAP Parent Committee

Activities:

- Back to School Night
- Open House
- Chaperone Field Trips
- Volunteer in Classrooms
- Chaperone 7th and 8th Grade Dances
- Assist with Science Labs
- Participate in Classroom Projects/Activities
- Volunteer as Athletic Coaches
- Participate in Student Led Conferences

**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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	10.1	6.3	8.3	5.2	4.2	6.2	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.2	0.5	0.0	0.2	0.4	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

Because all of the district schools can be found in one location, all schools have participated in the development of the District Safety Plan. The plan is updated annually. The plan includes all disaster procedures and policies. The plan outlines the responsibilities of all employees and is reviewed by the Terrace School staff and School Site Council at the start of each school year. District wide safety drills have been conducted for fire, earthquake, and lockdown procedures. The school also conducts its own drills. Each classroom is equipped with an emergency backpack and with appropriate supplies as well as with evacuation maps and plans.

**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.

**Federal Intervention Program (School Year 2016-17)**

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2011-2012	2011-2012
<b>Year in Program Improvement*</b>	Year 3	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16	12	6		14	15	2		14	15	2	
Mathematics	20	6	8		12	9	2		12	9	2	
Science	29		7		26	2	5	1	26	2	5	1
Social Science	29		7		32		6		32		6	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	0	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,946	\$1,313	\$4,633	\$57,513
District	N/A	N/A	\$7,165	\$58,975
Percent Difference: School Site and District	N/A	N/A	-35.3	-2.5
State	N/A	N/A	\$5,677	\$60,705
Percent Difference: School Site and State	N/A	N/A	-18.4	-5.3

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

### Types of Services Funded (Fiscal Year 2015-16)

During the 2015-16 school year we funded one full-time Title I teacher to provide interventions to students who were not meeting grade level standards on local assessments. This teacher provided instruction in standards that were not mastered.

Our After School Program served over 50 students and focused on homework support and enrichment activities. This grant funded program worked in conjunction with the classroom teachers to help students complete assignments and to be better prepared for class.

Group programs such as Check In Check Out, Why Try, and boys and girls groups were used to assist students. The counselor also worked with the special education staff to create and implement behavior plans when they were requested during IEPs.

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,149	\$40,430
Mid-Range Teacher Salary	\$58,226	\$58,909
Highest Teacher Salary	\$70,831	\$77,358
Average Principal Salary (Elementary)	\$89,116	\$94,634
Average Principal Salary (Middle)	\$94,681	\$97,839
Average Principal Salary (High)	\$98,002	\$100,453
Superintendent Salary	\$150,228	\$123,728
Percent of Budget for Teacher Salaries	36%	32%
Percent of Budget for Administrative Salaries	7%	6%

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)**

All training and curriculum development activities at Terrace School revolve mostly around the new California State Standards. During the 2015-16 school year, Terrace School staff held or attended staff development devoted to:

- Math State Standards and Curriculum Development
- English Language Arts State Standards and Curriculum Development
- National Science Standards
- Special Education IEP development and writing
- Integrating technology into the classroom
- Implementation of Google Classroom
- MAP (Measures of Academic Progress)

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input, benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Terrace School supports ongoing professional growth throughout the year on Mondays when student are released early to allow teachers an hour and forty-five minutes of collaboration time. Teachers meet in grade level teams to conduct data analysis to identify areas of need.

Terrace School offers support to new and veteran teachers through peer assistance and review (PAR) program and the BTSA (Beginning Teacher Support and Assessment) program. Para-educators were also provided training focused on teaching strategies and behavior management. Classified clerical staff were provided job-related training from district office personnel.