

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Terra Bella Elementary School	District Name	Terra Bella Union Elementary School District
Street	9364 Road 238	Phone Number	559.535.4451 ext. 1115
City, State, Zip	Terra Bella, CA 93270	Web Site	www.tbuesd.org
Phone Number	(559) 535-4451 ext. 1104	Superintendent	Frank H. Betry
Principal	Juan Flores	E-mail Address	fhbetry@tbuesd.org
E-mail Address	jflores@tbuesd.org	CDS Code	54-72199-6054415

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

The staff at Terra Bella Elementary is committed to providing a safe learning environment, that focuses on the California State Standards and Framework. Improvement of instruction is measured by regular assessment of all students. High standards in citizenship and academics are goals supported by students, parents, and staff. Together we will promote a powerful, cohesive partnership that actively involves faculty, students, parents, and the community. The focus of the teaching is to raise the oral language and comprehension levels of all students. The most effective way to increase your child's vocabulary and comprehensive is through reading. Encourage your child to read for pleasure at least twenty minutes a day. The school and county libraries are full of wonderful books for your use. READ, READ, READ!

The Vision

The Terra Bella Union Elementary School District shall provide a safe learning environment to promote an attitude of life long learning and prepare our students to be leaders and productive citizens of the 21st Century. We will raise levels of expectations in order to build resiliency and readiness in the students that will allow them to excel at the next academic level.

Mission Statement

Terra Bella Elementary Union School district is a "Safe Place to Learn and Grow, and Excel. The Terra Bella Union Elementary District whom is committed to creating a safe, supportive environment which promotes the acquisition of skills and knowledge for life long personal growth. To this end we recognize that learning is a process that requires strong instructional leadership, quality instruction and active participation of the students and parent. While maintaining high expectation we recognize the needs of the individual and the effect that success has on the students self esteem.

"Terra Bella Elementary, a safe place to learn and grow..."

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

We are involved in regular and very popular informational parent meetings that occur about every six weeks on the Carl Smith Middle School campus.

We encourage our parents to become involved in the life of their student and our school by participating in parent organizations, parent meetings, or volunteering for different events, dances, graduation, etc. If you have any questions on our parent meetings, please contact Mr. Roman or Mrs. Ninfa Berrones at 535-4451, ext. 1101.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	106
Grade 1	116
Grade 2	87
Grade 3	108
Grade 4	106
Grade 5	99
Total Enrollment	622

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	2.4
American Indian or Alaska Native	0.2	Two or More Races	0
Asian	0.2	Socioeconomically Disadvantaged	69.3
Filipino	0.5	English Learners	86.8
Hispanic or Latino	95.8	Students with Disabilities	2.3
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	8	0	0	18.7	6	0	0	21.2	0	7	0
1	19.3	6	0	0	22.8	0	5	0	23.2	0	5	0
2	18.3	6	0	0	17.8	5	0	0	17.4	5	0	0
3	17.8	6	0	0	22.2	0	5	0	21.7	0	4	0
4	25.8	0	4	0	26	0	4	0	26.3	0	4	0
5	27.5	0	2	0	25	0	4	0	24.8	0	4	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Terra Bella Elementary Safety Plan is revised annually each fall by the Site Safety Committee, which is comprised of the principal, head custodian, cafeteria manager and staff. Key elements of the plan focus on student and staff safety and emergency preparedness. Emergency drills are held on a regular basis; fire drills are held once a month earthquake and secure campus drills are held four times a year. The last School Safety Plan update was revised on March 30, 2009. Teachers and classified staff supervise students on campus before and after school and during recess, and noon duty supervisors monitor students during lunchtime.

Discipline and Climate for Learning

At Terra Bella Elementary, we believe that meaningful learning must occur in a safe disciplined, and positive environment. Students are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance to others. The goal of Terra Bella Elementary discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through the school's and district's parent/student handbook, a beginning of the year assembly, classroom orientation and school newsletters.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	8.1	7.29	4.33	13.93	12.96	10.68
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 2011/September

Terra Bella Elementary strives to maintain a safe, healthy, nurturing, and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff helps keep the campus clean and litter-free. The custodial/grounds staff of 4 maintains clean and safe facilities. Teachers and classified staff supervise students on campus before and after school and during recess. At noon, duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. The chart displays the results of the most recent school facilities inspection, provided by the district during the last inspection, in Aug 26, 2010. The facilities were found in good condition with no deficiencies found.

District administration and the Terra Bella Board of Trustees have placed a great emphasis on campus safety and security. Teachers, and classified staff, supervise students on campus before, after school, and during recess, and noon duty supervisors monitor students during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times. Terra Bella Elementary School's Plan is revised annually, each fall, by the Site Safety Committee which is comprised of the vice-principal, head custodian, cafeteria manager and staff. Emergency drills are held on a regular basis, fire drills are held once a month, earthquake and secure campus drills are held four times a year. The Current facilities were built in the 1930's.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	[]	
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 Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	31	29	29	41.5
Without Full Credential	4	0	1	1.5
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/D
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0.25	---
Psychologist	0.4	---
Social Worker	0.2	---
Nurse	0.6	---
Speech/Language/Hearing Specialist	0.3	---
Resource Specialist (non-teaching)	0	---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 2012 / September

Students at Terra Bella Elementary have access to a variety of instructional materials including: classroom computers, music and art equipment, comprehensive library and classroom literature collections, reference materials, social studies materials, math manipulative and instructional materials for skill re-teaching and acceleration. Terra Bella Elementary sets a high priority on ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide student with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and frameworks as well as the District's Curriculum standards. The school's library is stocked with many text, supplemental and recreational reading books that are available for students to check out. The library is staffed by a part time clerk and is completely automated. Computer resources within the library are connected to the Internet so students are able to access resources and information online to improve their research skills. Each classroom has an average of four computers, with four Internet drops. Each of the two computer laboratories contain 24 computers which are internet accessible.

Below you will find a list of textbooks per grade level, number of textbooks available, and number of students. All curriculum development at Terra Bella Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to target student learning and to meet or exceed state standards. The chart displays data collected in September 2011 in regards to the textbooks in use at the school during the current school year (2011-12).

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Books, Currency Quantity Student Numbers Houghton Mifflin Reading A Legacy, 2003 K-6 6 Kits; one per classroom 25 per Kit; 150 Total</p> <p>Saxon Phonics Replacement K Class Kit</p> <p>Houghton Mifflin, Into English Super 16 Class Kits A</p> <p>Hampton Brown, Into English Super Kits B 9 Class Kits</p> <p>Hampton Brown, Into English Super Kit C 5 Kits one per classroom</p> <p>Houghton Mifflin, Into English Super Kit D 5 Kits one per classroom</p> <p>Houghton Mifflin, Into English Super Kit E 4 Kits one per classroom</p> <p>Houghton Mifflin, Into English Super Kit F 4 Kits one per classroom</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 125 texts per grade level 1st = 25 per class</p> <p>Saxon Phonics Replacement K Class Kit</p> <p>Houghton Mifflin Reading : A Legacy, 125 texts per grade level 2nd = 25 per class</p> <p>Saxon Phonics Replacement K Class Kit</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 100 texts per grade level 3rd = 25 per class</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 120 texts per grade level 4th = 30 per class</p> <p>Houghton Mifflin Reading A Legacy,2003 K-6 120 texts per grade level 5th = 30 per class</p> <p>Hampton Brown, High Point Basic 2003 4th-5th 99 texts</p> <p>Hampton Brown, High Point Level A 2003 4th-5th 80 texts</p> <p>Macmillan/McGraw-Hill Treasures ELD Wonders (3rd Grade) 30 texts</p> <p>Macmillan/McGraw-Hill Treasures - Triumphs EL Reading Intervention (4th Grade) 30 texts</p> <p>Macmillan/McGraw-Hill Treasures - Wonders(5th Grade) 30 texts</p>	Yes	0%
Mathematics	<p>Saxon Math vol. 2, K-3, 2008 19 Kits one per classroom</p> <p>Saxon Math vol.2, 4rd-5th Grade, 2008 120 texts per grade level</p> <p>30 texts per class</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt-Brace, Harcourt Science K-5 (K-5th grade),2006 K - 150 texts & workbooks per grade level 1st - 125 texts & workbooks per grade level 2nd - 125 texts & workbooks per grade level 3rd - 100 texts & workbooks per grade level 4th - 120 texts & workbooks per grade level 5th - 120 texts & workbooks per grade level	Yes	0%
History-Social Science	Harcourt-Brace, Reflections K-5 (K-5th). 2005 K - 150 texts & workbooks per grade level 1st - 125 texts & workbooks per grade level 2nd - 125 texts & workbooks per grade level 3rd - 100 texts & workbooks per grade level 4th - 120 texts & workbooks per grade level 5th - 120 texts & workbooks per grade level	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$9,960	\$4,176	\$5,784	\$60,887
District	---	---	\$5,784	\$61,156
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	---	1.8%	-10.3%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Terra Bella Unified School District spent an average of \$9,959.83. to educate each student (based on 2009-10 average pupil expense for the district). The figures show in the table below reflect the current cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

In addition to general fund state funding, Terra Bella Unified School District receives state and federal categorical funding for the following categorical, special education, and support programs:

- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Professional Development
- Title I (Low Income)
- Title II (Teacher Quality)
- Title IV (Safe and Drug Free Schools and Communities)
- Title VI (Innovative & Class Size Reduction)
- Peer Assistance Review
- Tobacco Use Prevention Education (TUPE)
- Con App Program
- Migrant Program
- Special Education
- First Five
- E Rate
- Gifted and Talented Education (GATE)
- CBET

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,000	\$38,744
Mid-Range Teacher Salary	\$58,505	\$55,509
Highest Teacher Salary	\$70,453	\$70,567
Average Principal Salary (Elementary)	\$101,087	\$92,338
Average Principal Salary (Middle)	\$92,011	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$110,726	\$109,381
Percent of Budget for Teacher Salaries	33%	37%
Percent of Budget for Administrative Salaries	5%	7%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	32	32	39	32	33	39	49	52	54
Mathematics	46	49	61	43	51	57	46	48	50
Science	23	17	19	32	26	26	50	54	57
History-Social Science	N/A	N/A	N/A	26	13	8	41	44	48

- 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 by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	39	57	26	8
All Student at the School	39	61	19	N/A
Male	32	55	20	N/A
Female	45	67	17	N/A
Black or African American	0	0	0	N/A
American Indian or Alaska Native				N/A
Asian	0	0	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	39	63	18	N/A
Native Hawaiian/Pacific Islander				N/A
White	33	38	0	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	39	61	19	N/A
English Learners	28	55	7	N/A
Students with Disabilities	26	37	0	N/A
Students Receiving Migrant Education Services	35	41	0	N/A

- 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 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.3	22.3	9.6

- 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	1
Similar Schools	6	6	4

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	22	0	37
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	-1	38
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	21	0	37
English Learners	35	-4	37
Students with Disabilities			

- "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.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	382	746	656	723	4,683,676	778
Black or African American	3		4		317,856	696
American Indian or Alaska Native	0		0		33,774	733
Asian	1		2		398,869	898
Filipino	2		3		123,245	859
Hispanic or Latino	367	745	622	722	2,406,749	729
Native Hawaiian/Pacific Islander	0		0		26,953	764
White	9		23	691	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	382	746	656	723	2,731,843	726
English Learners	330	742	488	698	1,521,844	707
Students with Disabilities	19	548	45	555	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	50

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Professional development is viewed as a key component in providing an excellent education to the students at Terra Elementary. Areas of focus are determined through a collaborative process with input from the teaching staff, School Site Council, DAIT Committee, Terra Bella School Board and the administration. Decisions as to the areas of need are data driven with a focus on alignment to the standards. Staff development is provided both on and off site. Staff is encouraged to pursue in-service that is aligned with the California State Standards and Frameworks.

To facilitate implementation of the curriculum, by new and non-tenured teachers, the district established a Mentor Program that actively supports the new teachers. Each teacher is assigned a grade level coach, the coach acts as a resource person of their mentor for the school year. Release time, counseling, materials development or overviews on budget expenditures are a few of their responsibilities. Monthly inservices on pertinent topics allow a venue for discussion and support of the new staff. Monthly staff meetings are held with the teachers and the instructional aides to facilitate communication and improve the quality of instruction in the classroom. Instructional aides are encouraged to participate in the district in-service opportunities.