

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page 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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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 2010-11)

This section provides the school's contact information.

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
City, State, Zip	Terra Bella, CA 93270	Web Site	www.tcoe.net/districts/terrabella.shtm
Phone Number	(559) 535-4451	Superintendent	Frank H. Betry
Principal	Debby Tupper	E-mail Address	fhbetry@tbuesd.org
E-mail Address	dtupper@tbuesd.org	CDS Code	54-72199-6054415

School Description and Mission Statement (School Year 2009-10)

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 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

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 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	126
Grade 1	94
Grade 2	110
Grade 3	104
Grade 4	98
Grade 5	99
Total Enrollment	631

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.11	White	3.33
American Indian or Alaska Native	0.16	Two or More Races	
Asian	0.16	Socioeconomically Disadvantaged	
Filipino	0.63	English Learners	
Hispanic or Latino	94.61	Students with Disabilities	
Native Hawaiian/Pacific Islander	0		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	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	18.1	9	0	0	18.3	8	0	0	18.7	6	0	0
1	18.7	6	0	0	19.3	6	0	0	22.8	0	5	0
2	18.8	5	0	0	18.3	6	0	0	17.8	5	0	0
3	18.4	5	0	0	17.8	6	0	0	22.2	0	5	0
4	25.3	1	2	0	25.8	0	4	0	26.0	0	4	0
5	27.5	0	2	0	27.5	0	2	0	25	0	4	0
K-3	0.0	0	0	0	0.0	0	0	0	0	0	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0	0	0	0
4-8	29.0	0	1	0	0.0	0	0	0	0	0	0	0
Other	0	1	2	0	24.0	0	1	0	0	0	0	0

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety 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

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	6.9	8.1	7.3	10.3	13.9	13.0
Expulsions	0.0	0.0	0.0	0.0	0.1	0.3

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

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 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	30	31	29	46
Without Full Credential	5	4	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist	.40	---
Social Worker	0	---
Nurse	.60	---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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 2009 in regards to the textbooks in use at the school during the current school year (2008-09).

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	<p>Books, Currency Quantity Student Numbers Houghton Mifflin Reading A Legacy, 2003 K-6 7 Kits one per classroom K = 111 Houghton Mifflin, Into English Super Kit A</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 125 texts per grade level 1st = 117 Hampton Brown, Into English Super Kits B 5 Kits one per classroom</p> <p>Houghton Mifflin Reading : A Legacy, 120 texts per grade level 2nd = 90 Hampton Brown, Into English Super Kit C 5 Kits one per classroom</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 120 texts per grade level 3rd = 112 Houghton Mifflin, Into English Super Kit D 5 Kits one per classroom</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 120 texts per grade level 4th = 105 Houghton Mifflin, Into English Super Kit E 4 Kits one per classroom</p> <p>Houghton Mifflin Reading A Legacy, 2003 K-6 120 texts per grade level 5th = 99 Houghton Mifflin, Into English Super Kit F 4 Kits one per classroom Hampton Brown, High Point Basic 2003 4th-5th 99 texts Hampton Brown, High Point Level A 2003 4th-5th 80 texts</p>	0%	Yes
Mathematics	<p>Saxon Math, K-3, 2008 22 Kits one per classroom</p> <p>Saxon Math, 4rd-5th Grade, 2008 120 texts per grade level</p>	0%	Yes

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Science	Harcourt-Brace, Harcourt Science K-5 (K-5th grade), 2006 120 texts per grade level	0%	Yes
History-Social Science	Harcourt-Brace, Reflections K-5 (K-5th). 2005 120 texts per grade level	0%	Yes
Foreign Language			Yes
Health			Yes
Visual and Performing Arts			Yes

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,960	\$4,176	\$5,784	\$61,156
District	---	---	\$5,784	\$61,156
Percent Difference: School Site and District	---	---	0%	0%
State	---	---	\$5,681	\$68,179
Percent Difference: School Site and State	---	---	1.8%	-10.3%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

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:

- School Improvement Program (SIP)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Professional Development
- Title I (Low Income)
- Title II (Eisenhower)
- 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)

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	40,000.00	38,905.00
Mid-Range Teacher Salary	58,505.00	56,504.00
Highest Teacher Salary	70,453.00	71,750.00
Average Principal Salary (Elementary)	100,537.00	92,053.00
Average Principal Salary (Middle)	91,332.00	95,666.00
Superintendent Salary	110,726.00	111,055.00
Percent of Budget for Teacher Salaries	0.00	0.00
Percent of Budget for Administrative Salaries	0.00	0.00

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	23	32	32	25	32	33	46	50	52
Mathematics	40	46	49	41	43	51	43	46	48
Science	29	23	17	28	31	26	46	50	54
History-Social Science	0	0	0	17	26	13	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Student at the School				
Male	24	43	19	
Female	38	54	16	
Black or African American	*	*	*	
American Indian or Alaska Native				
Asian				
Filipino	*	*		
Hispanic or Latino	31	48	17	
Native Hawaiian/Pacific Islander				
White	42	33	*	
Two or More Races				
Socioeconomically Disadvantaged	32	49	17	
English Learners	23	44	8	
Students with Disabilities	5	27	*	
Students Receiving Migrant Education Services	25	50	*	

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2	17.2	12.1

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page 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	2007	2008	2009
Statewide	3	2	2
Similar Schools	9	6	6

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	-16	22	-3
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-13	23	-4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-15	21	-3
English Learners	-20	35	-8
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	706	713	767
Black or African American			685
American Indian or Alaska Native			728
Asian			889
Filipino			851
Hispanic or Latino	704	709	715
Native Hawaiian/Pacific Islander			753
White			838
Two or More Races			807
Socioeconomically Disadvantaged	706	713	712
English Learners	701	706	691
Students with Disabilities			580

Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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 annual number of school days dedicated to staff development for the most recent three-year period.

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 in-services 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.