

Terra Bella Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|-------------------------------|
| School Name | Terra Bella Elementary School |
| Street | 9364 Road 238 |
| City, State, Zip | Terra Bella, CA 93270 |
| Phone Number | (559) 535-4451 |
| Principal | Juan Flores |
| Email Address | jflores@tbuesd.org |
| Website | www.tbuesd.org |
| County-District-School (CDS) Code | 54-72199-6054415 |

| Entity | Contact Information |
|-----------------------|--|
| District Name | Terra Bella Union Elementary School District |
| Phone Number | 559.535.4451 |
| Superintendent | Guadalupe Roman |
| Email Address | groman@tbuesd.org |
| Website | www.tbuesd.org |

School Description and Mission Statement (School Year 2019-20)

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 promote a powerful, cohesive partnership that actively involves faculty, students, parents, and the community. The focus of teaching is to raise the oral language and comprehension levels of all students. The most effective way to increase your child's vocabulary and comprehension 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

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 central interest of the Terra Bella Union Elementary District learner, for who Terra Bella Elementary 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..."

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 108 |
| Grade 1 | 100 |
| Grade 2 | 89 |
| Grade 3 | 99 |
| Grade 4 | 99 |
| Grade 5 | 95 |
| Total Enrollment | 590 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Black or African American | 0.2 |
| Asian | 0.5 |
| Filipino | 0.3 |
| Hispanic or Latino | 95.8 |
| White | 3.1 |
| Socioeconomically Disadvantaged | 94.9 |
| English Learners | 79.5 |
| Students with Disabilities | 8.1 |
| Foster Youth | 0.5 |
| Homeless | |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 30 | 30 | 29.5 | 42.5 |
| Without Full Credential | 3 | 3 | 2 | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 27, 2019

Students at Terra Bella Elementary have access to a variety of instructional materials including: 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 are aligned with their pacing calendar and the California Common Core State Standards and frameworks. The school's library is stocked with many text, supplemental and recreational reading books that are available for students to check out. 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 one-on-one technology.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------|--|
| Reading/Language Arts | TK: World of Wonders 2017, McGraw Hill Education, Adopted 2019 K - 5th: California Wonders 2017, McGraw Hill Education, Adopted 2019 | Yes | 0% |
| Mathematics | Eureka Math (Supplemental) Harcourt Achieve Mathematics K-5 (2008) Saxon Math Replacement Kits - Kinder Saxon Math Replacement Kits - 1st Grade Saxon Math Replacement Kits - 2nd Grade Saxon Math Replacement Kits - 3rd Grade Saxon Math Vol. 1 & 2(Power Up) Text & Practice Books - 4th Grade Saxon Math Vol. 1 & 2 (Power Up)Text & Practice Books - 5th Grade | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Science | 3rd - 5th: California Inspire Science 2020, McGraw Hill Education, Pilot Year 2020 Scott Foresman Science K-5 (K-5th grade), 2006 California Science ~ K - Text & Practice Books California Science ~ 1st - Text & Practice Books California Science ~ 2nd - Text & Practice Books California Science ~ 3rd - Text & Practice Books California Science ~ 4th - Text & Practice Books California Science ~ 5th - Text & Practice Books | Yes | 0% |
| History-Social Science | Harcourt-Brace, Reflections K-5 (K-5th). 2005 K - Text & Practice Books 1st - Text & Practice Books 2nd - Text & Practice Books 3rd - Text & Practice Books 4th - Text & Practice Books 5th - Text & Practice Books | Yes | 0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

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 5 maintains clean and safe facilities. 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 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 August 27, 2019. The facilities were found in good condition with an overall rating of 100.00%.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 27, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 29 | 34 | 30 | 31 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 27 | 33 | 27 | 27 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 286 | 285 | 99.65 | 0.35 | 33.68 |
| Male | 149 | 149 | 100.00 | 0.00 | 30.20 |
| Female | 137 | 136 | 99.27 | 0.73 | 37.50 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 268 | 268 | 100.00 | 0.00 | 31.72 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 274 | 273 | 99.64 | 0.36 | 32.60 |
| English Learners | 247 | 247 | 100.00 | 0.00 | 32.39 |
| Students with Disabilities | 36 | 36 | 100.00 | 0.00 | 8.33 |
| Students Receiving Migrant Education Services | 23 | 23 | 100.00 | 0.00 | 43.48 |
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 286 | 285 | 99.65 | 0.35 | 33.33 |
| Male | 149 | 149 | 100.00 | 0.00 | 33.56 |
| Female | 137 | 136 | 99.27 | 0.73 | 33.09 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 268 | 268 | 100.00 | 0.00 | 33.21 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 274 | 273 | 99.64 | 0.36 | 32.97 |
| English Learners | 247 | 247 | 100.00 | 0.00 | 32.79 |
| Students with Disabilities | 36 | 36 | 100.00 | 0.00 | 2.78 |
| Students Receiving Migrant Education Services | 23 | 23 | 100.00 | 0.00 | 47.83 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | | | | | |
| Homeless | | | | | |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 20.4 | 16.1 | 9.7 |

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

We are involved in regular and very popular informational District parent meetings that occur about every four-five 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. We also have School Site Council and ELAC/DELAC meetings that meet once in the months of September, November, February, and June every year. If you have any questions on our parent meetings, please contact Mr. Ruiz or Mr. Flores at 535-4451.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 1.0 | 0.0 | 0.2 | 4.2 | 1.7 | 0.9 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Terra Bella Elementary Safety Plan is revised annually by the Site Safety Committee, which is comprised of the all administrators, principal, lead custodian, cafeteria manager and staff. Key elements of the plan focus on student and staff safety and emergency preparedness. Emergency and earthquake drills are held on a regular basis; fire drills are held once a month and secure campus drills are held various times a year. The last School Safety Plan was reviewed, updated, and discussed on January 21, 2019. The current facilities were built in the 1930's. 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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 20 | 7 | 8 | | 24 | | 15 | | 19 | 15 | | |
| 1 | 19 | 10 | | | 17 | 10 | | | 20 | 8 | 2 | |
| 2 | 22 | 1 | 4 | | 20 | 4 | 1 | | 18 | 5 | | |
| 3 | 21 | 2 | 8 | | 21 | 4 | 6 | | 20 | 8 | 2 | |
| 4 | 24 | | 8 | | 26 | | 8 | | 25 | | 8 | |
| 5 | 25 | | 8 | | 23 | | 8 | | 24 | | 8 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.0 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,996.91 | \$1,804.07 | \$7,192.84 | \$72,534.31 |
| District | N/A | N/A | \$7,192.84 | \$70,787.30 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | 2.4 |
| State | N/A | N/A | \$7,506.64 | \$64,941.00 |
| Percent Difference - School Site and State | N/A | N/A | -4.3 | 11.0 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

In addition to personnel costs for teachers, support staff, classified staff, and administrators, the District budget funds purchase of instructional materials, office supplies, transportation, and equipment. Local Control Accountability Plan funds may provide certificated tutors, instructional assistants, instructional supplies, and translations of school newsletters and meetings.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,755 | \$45,252 |
| Mid-Range Teacher Salary | \$75,500 | \$65,210 |
| Highest Teacher Salary | \$106,848 | \$84,472 |
| Average Principal Salary (Elementary) | \$126,114 | \$107,614 |
| Average Principal Salary (Middle) | \$0 | \$112,242 |
| Average Principal Salary (High) | \$0 | \$ |
| Superintendent Salary | \$140,080 | \$124,686 |
| Percent of Budget for Teacher Salaries | 33% | 31% |
| Percent of Budget for Administrative Salaries | 5% | 7% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 5 | 3 |

Professional development is viewed as a key component in providing an excellent education to the students at Terra Bella Elementary. Areas of focus are determined through a collaborative process with input from the teaching staff, School Site Council, ELAC/DELAC 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 Common Core Standards and Frameworks.

To facilitate implementation of the curriculum, by new and non-tenured teachers, the district established a Coaching Program that actively supports the new teachers. Each teacher is assigned a grade level instructional leader, the instructional leader acts as a resource person or their mentor for the school year. Release time, counseling, materials development or overviews on budget expenditures are a few of their responsibilities. Grade level meetings are held twice a month on pertinent topics to 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.