

# Terrace 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 by February 1 of each year, 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., 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 (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.

### II. About This School

#### Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Terrace Middle School	<b>District Name</b>	Lakeport Unified School District
<b>Street</b>	250 Lange Street	<b>Phone Number</b>	707 262-3000
<b>City, State, Zip</b>	Lakeport, CA 95453	<b>Web Site</b>	<a href="http://www.lakeport.k12.ca.us">www.lakeport.k12.ca.us</a>
<b>Phone Number</b>	707 262-3007	<b>Superintendent</b>	Erin Smith-Hagberg
<b>Principal</b>	Jill Falconer	<b>E-mail Address</b>	<a href="mailto:esh@lakeport.k12.ca.us">esh@lakeport.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:jfalconer@lakeport.k12.ca.us">jfalconer@lakeport.k12.ca.us</a>	<b>CDS Code</b>	17-64030-6010649

#### School Description and Mission Statement (School Year 2009–10)

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

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

Terrace Middle School is comprised of approximately 600 students in grades 4-8. Grades 4-6 are housed on the "upper campus" and have separate recesses and lunch from the 7th and 8th grade. The lower campus, which is home to the 7th and 8th grade students also contains the cafeteria and library. Joining the two campuses together is the Marge Alaksay Center which is a gym and performing arts center that includes locker rooms, a band room and recording studio as well as the Title I classroom.

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

### Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

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

#### **Organizations**

School Site Council  
 PTO  
 Athletic Booster Club  
 English Learner Advisory Committee  
 District Budget, Calendar, and Wellness Committees  
 8th Grade Parent Club  
 Lakeport Enhanced Education Foundation  
 Student Led Conferences

#### **Activities**

Back to School Night  
 Open House  
 Title I Parent Night  
 Classroom Visitations/volunteering  
 Cookie Dough Fundraiser  
 Volunteer Athletic Coaching  
 Dance Chaperones

### 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	Grade Level	Number of Students
<b>Kindergarten</b>		<b>Grade 8</b>	115
<b>Grade 1</b>		<b>Ungraded Elementary</b>	
<b>Grade 2</b>		<b>Grade 9</b>	
<b>Grade 3</b>		<b>Grade 10</b>	
<b>Grade 4</b>	112	<b>Grade 11</b>	
<b>Grade 5</b>	113	<b>Grade 12</b>	
<b>Grade 6</b>	102	<b>Ungraded Secondary</b>	
<b>Grade 7</b>	149	<b>Total Enrollment</b>	591

### 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
<b>Black or African American</b>	2.02%	<b>White</b>	63%
<b>American Indian or Alaska Native</b>	9.1%	<b>Two or More Races</b>	1.01%
<b>Asian</b>	1.5%	<b>Socioeconomically Disadvantaged</b>	50.4%
<b>Filipino</b>	1.3%	<b>English Learners</b>	13.8%
<b>Hispanic or Latino</b>	20.4%	<b>Students with Disabilities</b>	15.4%
<b>Native Hawaiian/Pacific Islander</b>	.16%		

### 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+
<b>K</b>												
<b>1</b>												
<b>2</b>												
<b>3</b>												
<b>4</b>	30.3		4		27.7		4		26.4		4	
<b>5</b>	26.8		4		27.2		4		28.2		4	
<b>6</b>	32.3		5		28.6		4		26.4		4	
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

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

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

Subject	2007-08			2008-09			2009-10					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
<b>English</b>	20.8	2	10		20.2	2	10		24.6	2	11	
<b>Mathematics</b>	27.8	2	10		24.7	2	10		23.7	2	11	
<b>Science</b>	28.8		10		26.8		10		29.1		11	
<b>Social Science</b>	28.6		10		25.7		10		28.6		11	

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

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

#### 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
<b>Suspensions</b>	22%	32%	19.5%	N/A	N/A	20%
<b>Expulsions</b>	.01%	.06%	.05%	N/A	N/A	1%

## 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.

The District employs approximately two custodians at Terrace Middle School who strive to keep the facility clean and report any unsafe conditions. There is one district maintenance person to address maintenance and safety concerns. In the annual spring parent survey, 52% of the parents who responded felt the campus was satisfactorily clean and well-maintained. The Student Council and Interact Clubs routinely hold campus clean-up days to ensure a positive campus appearance.

### 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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			
<b>Overall Rating</b>	X				n/a

## 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
<b>With Full Credential</b>	32	31	30	82
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	3

## 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 Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a 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 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. More information on teacher qualifications required under the ESEA 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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	98%	2%
High-Poverty Schools in District	n/a	n/a
Low-Poverty Schools in District	n/a	n/a

## 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	1	591
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	.5	n/a
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	.3	n/a
Resource Specialist (non-teaching)	0	n/a
Other		n/a

## 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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Meets all state criteria	0%	Grades 4-8 Pearson Scott-Foresman and Prentice Hall
Mathematics	Meets all state criteria	0%	Grades 4-5 SRA McGraw Hill, 2009 Grades 6-8 McDougall Littell, 2008
Science	Meets all state criteria	0%	Grades 4-8 Pearson Scott-Foresman and Prentice Hall
History-Social Science	Meets all state criteria	0%	Grades 4-5 Pearson Scott Foresman Grades 6-8 McDougall-Littell
Foreign Language	n/a	n/a	n/a
Health	n/a	n/a	n/a
Visual and Performing Arts	n/a	n/a	n/a
Science Laboratory Equipment (grades 9-12)	n/a	n/a	n/a

## 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 / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5079	\$1476	\$3603	\$48,403
District	\$7999	\$2498	\$5501	\$51,462
Percent Difference – School Site and District	36%	41%	34%	6%
State	n/a	n/a	n/a	n/a
Percent Difference – School Site and State	n/a	n/a	n/a	n/a

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school’s federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

<b>Economic Impact Aid/ English Learner Program (7091)</b>	Amount: \$37,154
Purpose: To develop fluency in English and academic proficiency of English learners.	
<b>Lottery Instructional Materials (6405)</b>	Amount: \$7017
Purpose: To purchase instructional materials	
<b>Tier III Categorical Funding (0040)</b>	Amount: \$65,000
Purpose: To raise academic achievement for all students	
<b>After School Education and Safety Program (6500)</b>	Amount: \$77,570
Purpose: To provide students with homework assistance after school as well as other enrichment and safety instruction.	
<b>Title I: Schoolwide Program (3010)</b>	Amount: \$164,433
Purpose: To raise the academic achievement of all students and upgrade the entire educational program of the school.	
<b>Title II, Part D: Technology (4045)</b>	Amount: \$2,190
Purpose: To support using technology to enhance education in a manner consistent with the application.	
<b>Rural Education (REAP) (4126)</b>	Amount: \$3,804
Purpose: To improve instruction and achievement for children in rural and low income schools.	
Total amount of state and federal categorical funds allocated to this school: \$357,168	

### 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
<b>Beginning Teacher Salary</b>	\$36,093	\$38,941
<b>Mid-Range Teacher Salary</b>	\$51,486	\$59,686
<b>Highest Teacher Salary</b>	\$62,631	\$77,828
<b>Average Principal Salary (Elementary)</b>	\$80,781	\$94,258
<b>Average Principal Salary (Middle)</b>	\$83,488	\$98,271
<b>Average Principal Salary (High)</b>	\$89,783	\$104,869
<b>Superintendent Salary</b>	\$116,687	\$142,247
<b>Percent of Budget for Teacher Salaries</b>	35.41%	38.2%
<b>Percent of Budget for Administrative Salaries</b>	4.75%	5.9%

\*Data is 2007/08 because current data is not available from State.

## 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 assessments under the STAR program 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 nine through eleven. The 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 CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and 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. On each of these assessments, 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	49%	52%	53%	46%	50%	53%	46%	50%	52%
Mathematics	41%	47%	52%	38%	41%	44%	43%	46%	48%
Science	59%	62%	54%	54%	58%	58%	46%	50%	54%
History-Social Science	39%	35%	50%	35%	40%	46%	36%	41%	44%

### Standardized Testing and Reporting Results by Student Group – Most Recent Year (2009-10)

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	52%	48%	54%	44%
All Students at the School	50%	49%	54%	67%
Male	48.4%	54%	56%	56%
Female	57.4%	51%	51%	42%
Black or African American	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*

<b>Hispanic or Latino</b>	37.4%	44%	41.5%	53%
<b>Native Hawaiian or Pacific Islander</b>				
<b>White</b>	62%	58.4%	61%	56%
<b>Two or More Races</b>	*	*	*	*
<b>Socioeconomically Disadvantaged</b>	38.2%	43%	39%	43%
<b>English Learners</b>	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*
<b>Students Receiving Migrant Education Services</b>	*	*	*	*

*Note: Scores are not shown when the number of students tested is 10 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.*

### California Physical Fitness Test Results (School Year 2008-09)

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	29.8%	30.8%	18.3%
7	37%	33%	10%

\* 2009-10 data not available when SARC published.

## 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. Detailed information about the API can be found on 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	6	6	7
Similar Schools	4	7	6

## Academic Performance Index Growth by Student Group – Three-Year Comparison and 2010 Growth Comparison

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

Group	Actual API Change			2010 Growth API Score		
	2007–08	2008–09	2009–10	School	LEA	State
<b>All Students at the School</b>	25	30	-18	774	779	767
<b>Black or African American</b>	*	*	*	*	*	*
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	*	*	*	*	*	*
<b>Filipino</b>	*	*	*	*	*	*
<b>Hispanic or Latino</b>	21	60	-9	714	733	715
<b>Native Hawaiian/Pacific Islander</b>	*	*	*	*	*	*
<b>White</b>	25	27	-15	810	805	838
<b>Two or More Races</b>	*	*	*	*	*	*
<b>Socioeconomically Disadvantaged</b>	13	36	-28	702	725	712
<b>English Learners</b>	*	*	*	*	*	*
<b>Students with Disabilities</b>	*	*	*	*	*	*

### Adequate Yearly Progress

The federal Elementary and Secondary Education 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 on 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 six AYP criteria described above.

AYP Criteria	School	District
<b>Overall</b>	no	no
<b>Participation Rate - English-Language Arts</b>	yes	yes
<b>Participation Rate - Mathematics</b>	yes	yes
<b>Percent Proficient - English-Language Arts</b>	no	no
<b>Percent Proficient - Mathematics</b>	no	no
<b>API</b>	no	yes
<b>Graduation Rate</b>	n/a	yes

### 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 on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	n/a	n/a
<b>First Year of Program Improvement</b>	n/a	n/a
<b>Year in Program Improvement</b>	n/a	n/a
<b>Number of Schools Currently in Program Improvement</b>	n/a	n/a
<b>Percent of Schools Currently in Program Improvement</b>	n/a	n/a

## **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.

The Terrace Staff participated in various professional development activities during the 2009-10 school year. There were more than five staff development days dedicated to evaluation of assessment data and development of benchmark assessments. Our staff development on early release days focused on increasing student achievement. In addition, appropriate staff continued to participate in the Beginning Teacher Support and Advisory (BTSA) program. Four teachers attended the California League of Middle Schools conference.