

Terrace Middle

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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.



Rachel Paarsch, Principal

Principal, Terrace Middle

About Our School

Terrace School is a unique 4th through 8th grade school where all staff and students work together to maximize academic achievement and personal growth. The staff at Terrace - together with students and their parents/guardians - strive to maintain a productive learning environment where all students feel safe. We are proud of our programs and the relationships that we have built with our students. It is our desire that every student feels successful and that we can create lifelong learners.

Contact

Terrace Middle
250 Lange Street
Lakeport, CA 95453-3297

Phone: 707-262-3007
E-mail: rpaarsch@lakeport.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Lakeport Unified
Phone Number	(707) 262-3000
Superintendent	April Leiferman
E-mail Address	aleiferman@lakeport.k12.ca.us
Web Site	www.lakeport.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Terrace Middle
Street	250 Lange Street
City, State, Zip	Lakeport, Ca, 95453-3297
Phone Number	707-262-3007
Principal	Rachel Paarsch, Principal
E-mail Address	rpaarsch@lakeport.k12.ca.us
Web Site	http://terrace.lake.k12.ca.us/
County-District-School (CDS) Code	17640306010649

Last updated: 1/3/2018

School Description and Mission Statement (School Year 2017-18)

Terrace Middle School is located in Lakeport, California on the shore of Clear Lake, one of the largest freshwater lakes in California. About 90 miles north of San Francisco, Lakeport is the county seat of small, rural Lake County. The Lakeport Unified School District is comprised of one large campus that houses one elementary school, Terrace Middle School, and one comprehensive high school. The district also includes one continuation high school and an alternative education program that includes a home school program, a community day school for students in grades 6-9, and an independent study program, as well.

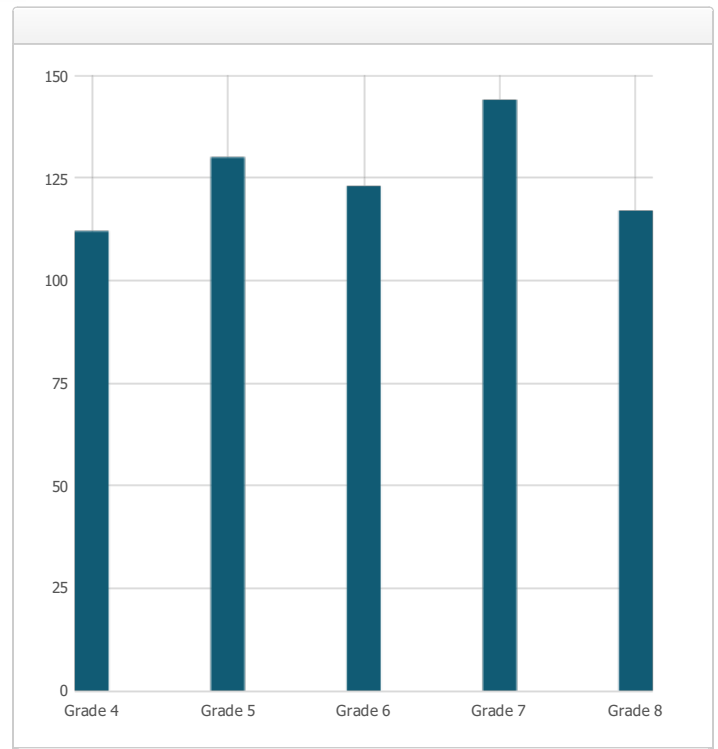
Terrace School is comprised of just over 600 students in grades four through eight. Grades 4-6 are, for the most part, self-contained classrooms and have recesses and lunch times that are separate from the site's 7th and 8th grade students. The lower campus, which is home to the 7th and 8th grade students, is home to the cafeteria and administration office. Joining the two campuses together is the Marge Alakszay Center which doubles as a gymnasium and a performing arts center that includes locker rooms, a band room, and a recording studio.

At Terrace, our mission is to build a community of lifelong learners. We strive to provide a nurturing environment where all students, staff and parents/guardians feel valued and challenged to reach their personal and academic goals. We continue to promote mutual respect, personal responsibility, and self-control. We are always 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.

Last updated: 1/3/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 4	112
Grade 5	130
Grade 6	123
Grade 7	144
Grade 8	117
Total Enrollment	626



Last updated: 1/3/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	11.1 %
Asian	1.2 %
Filipino	1.2 %
Hispanic or Latino	32.6 %
Native Hawaiian or Pacific Islander	0.2 %
White	50.3 %
Two or More Races	1.8 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.3 %
English Learners	7.4 %
Students with Disabilities	12.6 %
Foster Youth	0.3 %

Last updated: 1/8/2018

A. Conditions of Learning

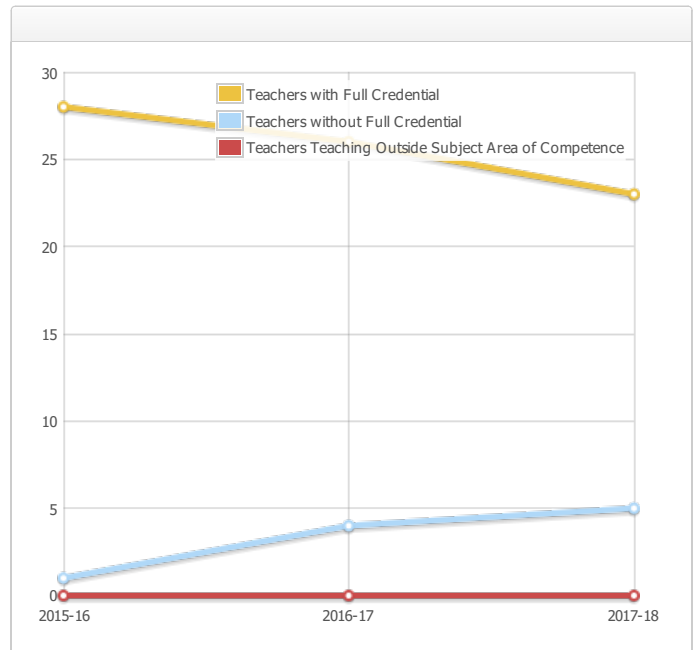
State Priority: Basic

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

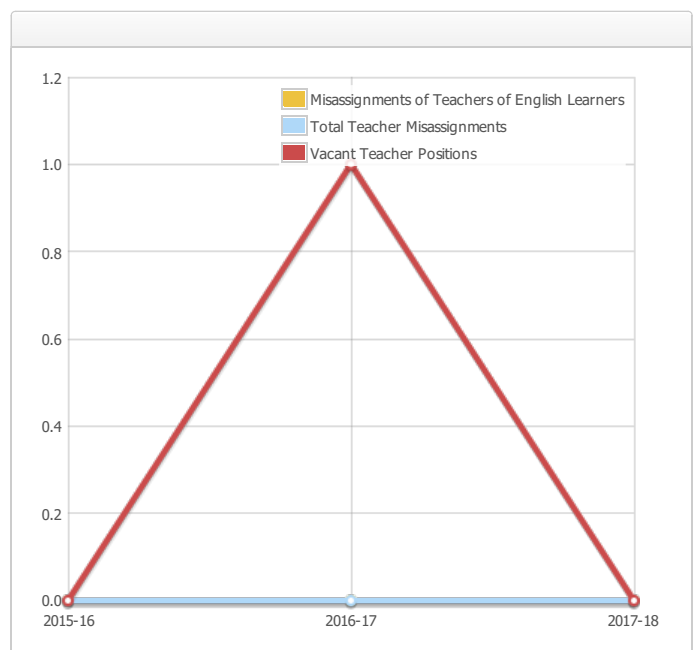
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	26	23	72
Without Full Credential	1	4	5	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/3/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	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.

Last updated: 1/3/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: August 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Journeys 2017 Grades 4 and 5 Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Collections 2017 Grades 6-8 Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Escalate English 2017 Grades 4-8	Yes	0.0 %
Mathematics	Pearson Scott Foresman, enVision Math , 2014, Grades 4-6 Pearson Scott Foresman, enVision Math , 2017, Grades 7-8	Yes	0.0 %
Science	Pearson Scott Foresman, Scott Foresman California Science , 2008, Grades 4-5 Pearson Prentice Hall, Prentice Hall California Science Explorer, Focus on Earth, Life, and Physical Science , 2008, Grades 6-8	Yes	0.0 %
History-Social Science	Pearson Scott Foresman, Scott Foresman History-Social Science for California , 2006, Grades 4-5 McDougal Littell, McDougal Littell California Middle School Social Studies Series , 2006, Grades 6-8	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/3/2018

School Facility Conditions and Planned Improvements

The District employs three 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, 64% of the parents who responded felt the campus was satisfactorily clean and well-maintained. The Leadership Class and various other campus clubs and organizations host frequent campus clean-up days to ensure a positive campus appearance.

Last updated: 1/3/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

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 Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary
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Last updated: 1/3/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	33%	33%	37%	38%	48%	48%
Mathematics (grades 3-8 and 11)	25%	26%	29%	27%	36%	37%

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.

Last updated: 1/3/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	569	97.10%	33.45%
Male	314	303	96.50%	28.15%
Female	272	266	97.79%	39.47%
Black or African American	--	--	90.91%	50.00%
American Indian or Alaska Native	66	64	96.97%	14.06%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	186	97.38%	28.65%
Native Hawaiian or Pacific Islander	--	--	--	--
White	294	286	97.28%	38.81%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	399	388	97.24%	27.06%
English Learners	95	92	96.84%	22.83%
Students with Disabilities	76	71	93.42%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 1/3/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	586	570	97.27%	25.79%
Male	314	303	96.50%	26.40%
Female	272	267	98.16%	25.09%
Black or African American	--	--	100%	18.18%
American Indian or Alaska Native	66	63	95.45%	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	188	98.43%	22.87%
Native Hawaiian or Pacific Islander	--	--	--	--
White	294	285	96.94%	30.88%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	399	388	97.24%	19.59%
English Learners	95	93	97.89%	18.28%
Students with Disabilities	76	70	92.11%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

Last updated: 1/3/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	66.0%	65.0%	62.0%	59.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/3/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/3/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards

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.

Last updated: 1/3/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

For information about becoming involved at Terrace Middle School, please contact Principal, Rachel Paarsch, at 707-262-3007. A copy of this School Accountability Report Card is available *online* for printing, or may be requested *free-of-charge* at the school site, located at 250 Lange Street in Lakeport, CA.

Parent Involvement Policy: The staff and faculty at Terrace Middle School believe that parent involvement is an important contributor to all students' personal and academic success. It is important to provide parents with meaningful and regular access to opportunities to be involved in their children's education at times that are convenient to them.

Terrace Middle School staff will provide materials and training, as needed, to assist parents to work alongside their children at home to maintain and improve upon all students' academic and social-emotional achievement and success. Working cooperatively with parents helps all stakeholders recognize, appreciate and value the shared partnership between school and home.

TMS will distribute school-related information to parents re: parent programs, meetings, and other activities in a format and, to the extent possible, in the language that parents understand. We utilize email, handheld flyers, Facebook, Remind, and Aeries (replacing PowerSchool) to share information with parents and the community, at large.

Accessibility: Terrace Middle School provides full opportunities for the participation of our students' parents who have limited English proficiency, disabilities, and changing migrant status, inclusive of the provision of school reports that are formatted appropriately and, to the extent possible, in a language that the parents are able to understand.

Terrace Middle School provides many specific opportunities for parental involvement. In addition to our annual Conference Week - scheduled for one week each Fall, typically in October - parents are encouraged to arrange for classroom visits and observations, to meet with teachers to discuss social-emotional and academic progress, and to participate in other as-needed meetings, inclusive of SSTs, 504s, and IEPs. Depending upon cycles of elections, parents are also invited to nominate and vote on parent members of the School Site Council. Other, more informal opportunities to be active on the TMS campus include: Back to School Night (August) and Open House (May); band concerts; monthly Student of the Month assemblies; athletic events; Bring A Parent To Lunch Day; National Walk to School Day; PBIS meetings; Day on the Green; Track and Field Day; Walk-a-Thon; PTO; the 8th Grade Parent Committee; the district's Wellness Committee; the district's English Learner Advisory Committee; the Lakeport Enhanced Education Foundation; the district's Calendar Committee; chaperoning field trips and dances; and coaching a sports team or sponsoring a campus club.

State Priority: Pupil Engagement

Last updated: 1/4/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

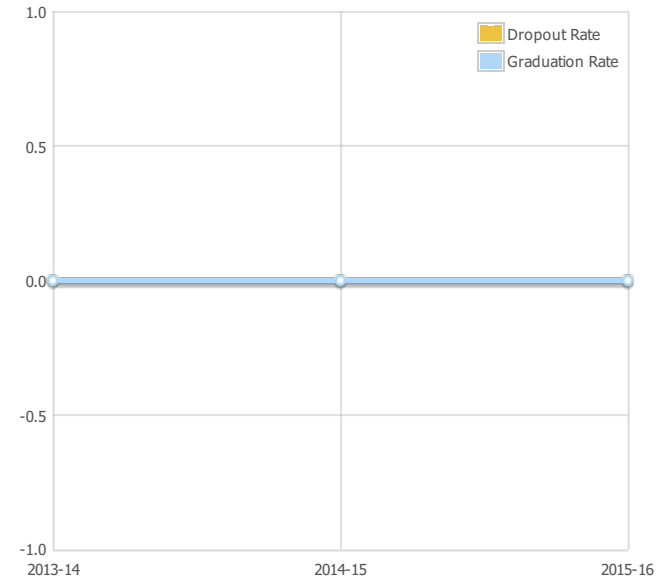
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%

Graduation Rate	0.0%	0.0%	0.0%	89.5%	93.9%	91.5%	81.0%	82.3%	83.8%
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Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/4/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	--	100.0%	87.1%
Black or African American	--	100.0%	79.2%
American Indian or Alaska Native	--	100.0%	80.2%
Asian	--	100.0%	94.4%
Filipino	--	100.0%	93.8%
Hispanic or Latino	--	100.0%	84.6%
Native Hawaiian or Pacific Islander	--	0.0%	86.6%
White	--	100.0%	91.0%
Two or More Races	--	100.0%	90.6%
Socioeconomically Disadvantaged	--	100.0%	85.5%
English Learners	--	100.0%	55.4%
Students with Disabilities	--	100.0%	63.9%
Foster Youth	--	--	--

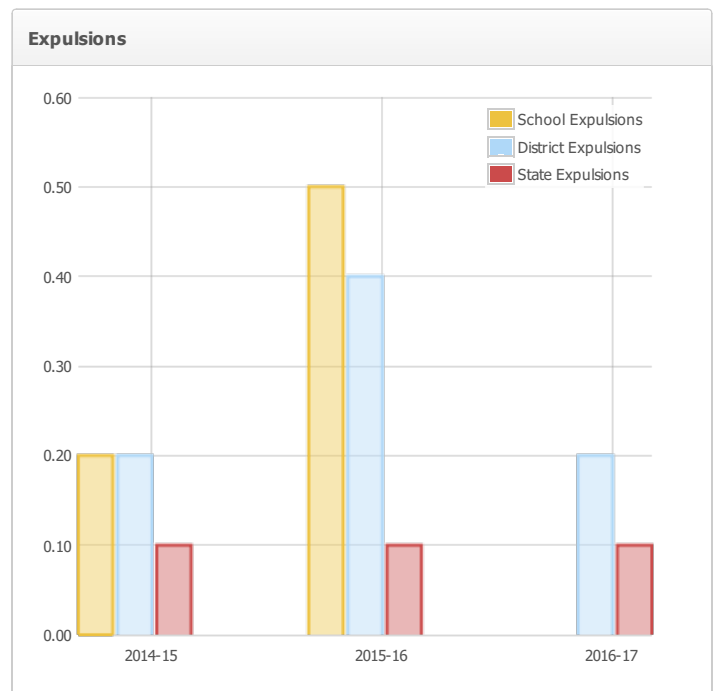
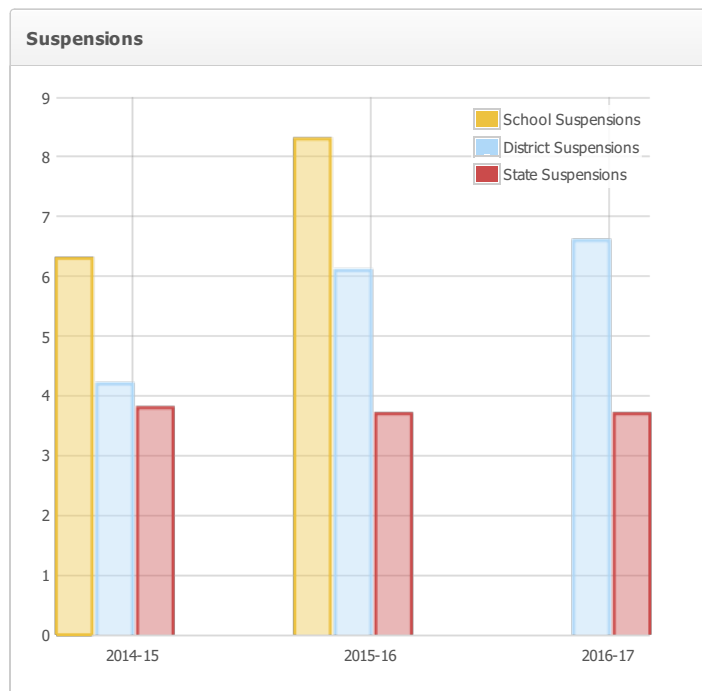
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.3%	8.3%	--	4.2%	6.1%	6.6%	3.8%	3.7%	3.7%
Expulsions	0.2%	0.5%	--	0.2%	0.4%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/4/2018

School Safety Plan (School Year 2017-18)

The comprehensive School Safety Plan is reviewed annually by the district's Safety Committee and approved by the School Site Council. The Safety Committee most recently conducted a review in October 2017 and, accordingly, the TMS School Site Council approved it during its October 2017 meeting. Components of the plan outline procedures for a variety of emergencies including fire, earthquake, armed intruder, etc. All staff and faculty have received specific assignments, and evacuation routes are mapped and on display in every classroom and in the school office, as well. Drills are conducted periodically throughout the year, during which time staff and faculty review the outcomes in an effort to improve response times.

Classrooms and restrooms are cleaned each day after the school day has ended. Our grounds are maintained by our district maintenance staff on a rotating schedule. Our toilets are 100% in working condition.

At the beginning of each school year, and/or within 6 weeks of a new employee's hire during a school year, the following mandated trainings are administered and, in some cases, employees are required to pass tests indicating their understanding: Child Abuse; Blood-Borne Pathogens; Sexual Harassment; Suicide Prevention; Drug, Alcohol and Tobacco-Free Workplace; Duty to Report to Law Enforcement (EC 44014, EC 48902); Americans with Disabilities Act; and Employee Acceptable Technology Use Agreement. In addition to these trainings, all employees are also provided with the School Board's policies related to these subjects.

TMS has a dress code that requires students to be clothed in a safe and respectable manner. Specifics are provided in the Student Handbook that is located in the school-issued Agenda. All rules and consequences for disciplinary referrals are located in the school-issued Agenda, as well. The dress code and school rules are reviewed at the beginning of the school year, and as needed throughout the school year, as well.

All visitors are required to check in and sign in **and** out at the office, located at the front of the school. Visitors are issued a Visitor Pass with their name and the

date of the visit.

During instructional hours and before or after school, campus supervision is provided by staff and faculty members. During student breaks, recesses, and lunch, supervision is provided by campus supervisors and classified staff members.

TMS utilizes PBIS in order to provide logical consequences for our students. Our four expectations, Safe, Respectful, Responsible and Kind are the backbone of our PBIS program.

Last updated: 1/12/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

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

Last updated: 11/30/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
1	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
2	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
3	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4	27.0	3	28	0	26.0	2	35	0	27.0	1	24	0
5	26.0	1	28	0	28.0	4	28	0	29.0	3	20	4
6	28.0	5	31	1	28.0	2	24	1	25.0	7	14	1
Other	9.0	1	0	0	9.0	5	0	0	8.0	2	0	0

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

Last updated: 11/30/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14.0	15	2	0	18.0	7	5	0	18.0	12	2	0
Mathematics	12.0	9	2	0	19.0	4	2	1	17.0	8	1	0
Science	26.0	2	5	1	27.0	2	6	0	22.0	5	6	0
Social Science	32.0	0	6	0	27.0	2	6	0	21.0	7	5	0

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

Last updated: 11/30/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	600.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.5	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 11/30/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6036.0	\$1209.0	\$4827.0	\$58740.0
District	N/A	N/A	\$7407.0	\$60312.0
Percent Difference – School Site and District	N/A	N/A	-42.2%	-2.6%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	-30.7%	-6.0%

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

Last updated: 11/30/2017

Types of Services Funded (Fiscal Year 2016-17)

Our Title I teacher provided core replacement curriculum in English Language Arts and Mathematics for students in grades 4, 5, and 6 during the course of the regular school day, and offered after-school homework help four days each week. Teachers of students in grades 7 and 8 taught two periods of academic enrichment during the school day, and offered after-school tutoring four days each week for students who required after-hours assistance for routine homework assignments, and several grade-level assigned projects. Title I funds are used for staff professional development, increase parental involvement and provide instructional materials and supplies in order to achieve student success.

Our After School Program, led by three paraprofessionals, had an enrollment of over 50 students. Students and their paras spent equal amounts of time mastering skills necessary for the completion of homework, as well as developed interests in various enrichment activities. This grant-funded program worked in conjunction with the classroom teachers to help students complete assignments and be better prepared for class.

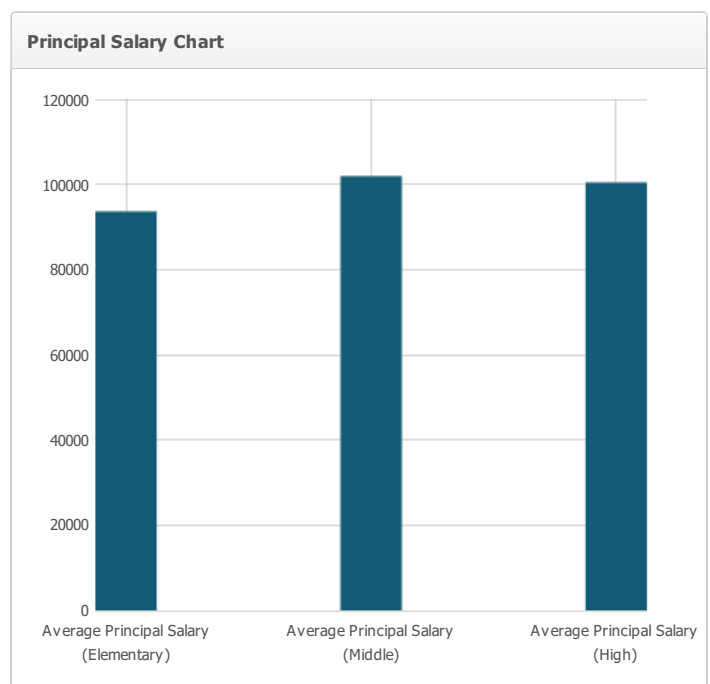
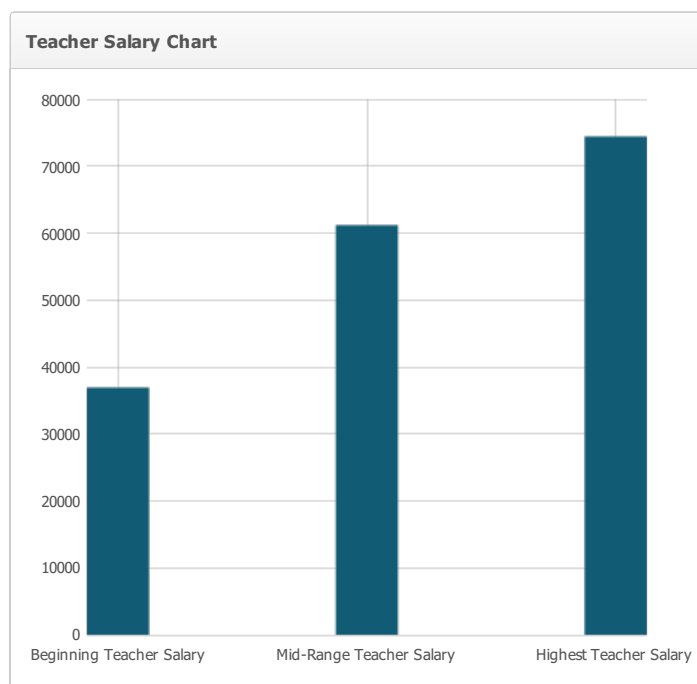
The district also continued to fund an AmeriCorps behavior specialist, who worked under the supervision of the School Counselor, to support the social-emotional and academic needs of students. Group programs such as Check In Check Out, Bereavement Groups, Lunch Bunch, and Social Skills workshops were made available to meet the communicated and varying needs of our student population. The School Counselor and behavior specialist also worked in conjunction with the special education staff to create and implement behavior plans when they were requested during IEPs.

Last updated: 1/12/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,928	\$41,164
Mid-Range Teacher Salary	\$61,173	\$61,818
Highest Teacher Salary	\$74,415	\$84,567
Average Principal Salary (Elementary)	\$93,625	\$96,125
Average Principal Salary (Middle)	\$101,911	\$103,336
Average Principal Salary (High)	\$100,434	\$101,955
Superintendent Salary	\$157,829	\$126,855
Percent of Budget for Teacher Salaries	35.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

*Where there are student course enrollments of at least one student.

Last updated: 11/30/2017

Professional Development**2015-2016**

There were two days of professional development that certificated staff participated in *prior to* students' first day of instruction. The first day's focus was writing strategies, and the second day's topic was Google Classroom. Additional trainings for certificated and classified staff included the mandated annual trainings inclusive of Sexual Harassment, Blood-Borne Pathogens, and Mandated Reporter, as well as various other trainings like Employee Acceptable Use of Technology, Drug, Alcohol and Tobacco-Free Workplace, the Americans with Disabilities Act, and the district's Injury and Illness Prevention Plan.

2016-2017

Prior to the start of students' attendance days, TMS and its teachers spent professional development time unwrapping the key features and reports that NWEA's MAP testing offers. Teachers participated in professional development during the school year: the California School Dashboard; Lakeport Unified School District's (Local Control Accountability Plan) LCAP; the district's Student Information System, PowerSchool; Next Generation Science Standards; Mindful Eating, as presented by the district's dietetic intern; and engaged in meaningful discussions about students'/staff members'/and parents'/guardians' responses to the annual survey. Teachers also reviewed the CAASPP scores of their students enrolled previously and currently in order to make plans for grade-level instruction across the content areas, as well as consider students' needs for remedial and enrichment opportunities in a range of subjects. Additional trainings for certificated and classified staff included the mandated annual trainings inclusive of Sexual Harassment, Blood-Borne Pathogens, and Mandated Reporter, as well as various other trainings like Employee Acceptable Use of Technology, Drug, Alcohol and Tobacco-Free Workplace, the Americans with Disabilities Act, and the district's Injury and Illness Prevention Plan. Positive Behavior Supports and Systems (PBIS) trainings were implemented for Year One for the second consecutive year, in conjunction with quarterly MTSS check-in meetings at the regional level.

2017-2018

On teacher workdays *prior to* student attendance days, TMS teachers participated in the mandated annual trainings, inclusive of Sexual Harassment, Blood-Borne Pathogens, and Mandated Reporter. Various other trainings, for example, the Employee Acceptable Use of Technology, the Drug, Alcohol and Tobacco-Free Workplace, the Americans with Disabilities Act, and the district's Injury and Illness Prevention Plan were also reviewed. New this school year was an Adverse Childhood Experiences training and debriefing, followed by an online Suicide Prevention Training and an in-person *Question, Persuade, Refer* training that was delivered by staff from Lake County Behavioral Health. Teachers also delved into prior and current students' CAASPP scores in order to build rosters for Math and English Language Arts classes. NWEA's MAP testing continued to be a major focus, as did the Next Generation Science Standards and the site's two newly-adopted ELA and Math curriculum selections across all grade-levels. Positive Behavior Supports and Systems (PBIS) trainings continued for the second consecutive year, in conjunction with quarterly MTSS check-in meetings at the regional level. Teaching staff presented professional development materials back to their peers on the subjects of inquiry-based learning and student use of technology in the classroom from the Computer Using Educators (CUE) conference. Finally, the district's participation in the CTA/Stanford Instructional Leadership Corps (ILC) has allowed teachers to self-identify and reflect upon the type of professional development needed most in their content area and/or grade level.

NOTE: All training and curriculum development activities at Terrace School are driven by the content standards adopted by the State Board of Education. Every school year, Terrace School Staff choose staff development devoted to data analysis, instructional strategies, academic and social-emotional behavior intervention, classroom management, engagement strategies, student use of technology, character and health education training, and benchmark development and refinement.

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input, benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement. Terrace School supports ongoing professional growth throughout the year on Mondays when students are released early to provide teachers with 90 minutes of collaboration time.

Teachers meet in grade-level teams to conduct data analysis to identify areas of need.

Terrace School offers support to new and veteran teachers through the district's Peer Assistance and Review (PAR) program and via the North Coast Teacher Induction Program (NCTIP) program. Paraeducators are also provided training focused on teaching strategies and behavior management. Classified clerical staff are provided job-related training from district office personnel.

Last updated: 1/9/2018