

Tara Hills Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Tara Hills Elementary School
Street	2300 Dolan Way
City, State, Zip	San Pablo, CA 94806-1699
Phone Number	(510) 231-1428
Principal	Shari Salinas
Email Address	shari.salinas@wccusd.net
School Website	www.wccusd.net/tarahills
Grade Span	K-6
County-District-School (CDS) Code	07617966004998

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Tara Hills: Committed to doing whatever it takes to ensure the success of every student. Tara Hills Elementary School provides a rigorous, engaging academic program, using state-required curriculum and research-based teaching strategies. Our staff work together to create a calm, safe, and supportive environment. Tara Hills strives to serve all of the students' academic, social and emotional needs.

Tara Hills is aligned with our shared district focus of increasing student and teacher discourse, using multiple methods to solve math problems, using frequent and authentic formative assessments, teaching academic vocabulary, daily informational reading and writing, citing text evidence, and providing daily ELD. Our staff has numerous opportunities to participate in a

2024-25 School Description and Mission Statement

variety of workshops that include the district focus.

Tara Hills has implemented the Response to Intervention ISP model, in which we support all students based on multiple measures of data. ISP provides intervention support and enrichment instruction within the classroom and in the learning center. Staff members collaborate at and across grade levels, observe instruction in other classrooms, and meet, at a minimum, three times a month for academic conferences to analyze student data and plan instruction to ensure the academic success of every student. Staff also meets with the after-school personnel and parents to make sure that all students are successful and prepared for the next grade and to be college and career-ready. In addition to academics, our students enjoy participating daily in organized activities facilitated by a Play Works Coach. Tara Hills also serves approximately 90 students in the YMCA after-school program.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	39
Grade 2	46
Grade 3	53
Grade 4	59
Grade 5	46
Grade 6	54
Total Enrollment	343

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.3
Male	57.7
American Indian or Alaska Native	0.3
Asian	5.5
Black or African American	18.1
Filipino	4.4
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	5.2
White	9.3
English Learners	31.2
Homeless	2.6
Socioeconomically Disadvantaged	64.7
Students with Disabilities	14.9

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	92.92	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.50	2.36	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.72	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	21.10	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.50	89.13	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	2.17	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.70	91.20	5.99	15831.90	5.67
Total Teaching Positions	23.00	100.00	1522.80	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.20	80.28	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.50	2.47	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	7.40	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	2.00	9.86	94.30	6.58	14303.80	5.15
Total Teaching Positions	20.20	100.00	1433.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1.5
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.00	1.5

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.70	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	Yes	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	Yes	0%
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used

School Facility Conditions and Planned Improvements

to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

8/18/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 22: 2. VENT IS DIRTY. 4. CEILING T-BAR IS DAMAGED. 11. PAINT IS PEELING ON EXTERIOR SURFACE. 15. WINDOW SCREENS ARE MISSING. BOYS REST ROOM (NEAR P2): 2. DIRTY VENT. 4. WOOD PANELING IS PEELING. GIRLS REST ROOM (NEAR I-6): 2. DIRTY VENT. 5. FLOORING IS VERY DIRTY/UNKEPT. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR P1): 2. DIRTY VENT. 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT POSTED) MENS REST ROOM (MPR): 2. DIRTY VENT. 5. FLOORING IS VERY DIRTY/UNKEPT IN COVE BASE. WOMENS REST ROOM (ADMIN): 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Interior: Interior Surfaces		X		22: 2. VENT IS DIRTY. 4. CEILING T-BAR IS DAMAGED. 11. PAINT IS PEELING ON EXTERIOR SURFACE. 15. WINDOW SCREENS ARE MISSING. 23: 4. FLOOR TILES ARE BROKEN/DAMAGED. 15. WINDOW SCREENS ARE MISSING. BOYS REST ROOM (NEAR I-7): 4. FLOORING IS WORN. 5. BROWN SUBSTANCE ON CEILING AND LIGHT DIFFUSER. BOYS REST ROOM (NEAR P2): 2. DIRTY VENT. 4. WOOD PANELING IS PEELING. COMPUTER LAB: 4. FLOOR TILE IS BROKEN. 10. MULTIPLE PLUG IN AIR FRESHENERS. FIRE EXTINGUISHER IS MISSING. CUSTODIAN: 4. WALL IS MARRED. GIRLS REST ROOM (NEAR P1): 2. DIRTY VENT. 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. (MENSTRUAL NOTICE NOT POSTED) I-3: 4. PANELING IS CHIPPING ON CABINETS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. I-4 : 4. WOOD PANELING IS SEPERATING ON CABINET DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. I-5: 4. WOOD PANELING IS SEPERATING ON CABINET DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.

School Facility Conditions and Planned Improvements

			<p>K-1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR CLOSER IS BROKEN/LOOSE.</p> <p>K-4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>LIBRARY: 4. FLOOR TILES ARE BROKEN (HALLWAY).</p> <p>MPR: 4. FLOOR TILES ARE DAMAGED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). ONE LIGHT FIXTURE IS OUT. 9. ONE DRINKING FOUNTAIN HAS A SPORADIC FLOW. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>N-1 : 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR IS DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-3: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>STAGE STORAGE: 4. ACCESS OANEL IS LOOSE. 10. NO ROOM ID.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>BOYS REST ROOM (NEAR I-7): 4. FLOORING IS WORN. 5. BROWN SUBSTANCE ON CEILING AND LIGHT DIFFUSER.</p> <p>GIRLS REST ROOM (NEAR I-6): 2. DIRTY VENT. 5. FLOORING IS VERY DIRTY/UNKEPT. (MENSTRUAL NOTICE NOT POSTED)</p> <p>I-4 : 4. WOOD PANELING IS SEPERATING ON CABINET DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>I-5: 4. WOOD PANELING IS SEPERATING ON CABINET DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>I-6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>K-4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>MENS REST ROOM (MPR): 2. DIRTY VENT. 5. FLOORING IS VERY DIRTY/UNKEPT IN COVE BASE.</p> <p>N-1 : 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR IS DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>N-5 : 5. FLOOR IS DINGY. 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-1 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>P-3: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P-7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH WSLL PLATE IS CRACKED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-8 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. FLOORS ARE DINGY. ROOM IS CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>S.H./V.I.I.-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET SEAT IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM (MPR): 5. FLOORING IS VERY DIRTY/UNKEPT IN COVE BASE. 8. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Electrical</p>		<p>X</p>	<p>ADMIN: 7. ONE LIGHT PANEL IS OUT.</p> <p>CONFERENCE: 7. ELECTRICAL COVER IS BROKEN IN CEILING (HALLWAY). ONE CAN LIGHT IS OUT (HALLWAY).</p> <p>I-3: 4. PANELING IS CHIPPING ON CABINETS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>I-6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>INTERVENTION: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>K-1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR CLOSER IS BROKEN/LOOSE.</p> <p>K-3 : 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>MPR: 4. FLOOR TILES ARE DAMAGED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). ONE LIGHT FIXTURE IS OUT. 9. ONE DRINKING FOUNTAIN HAS A SPORADIC FLOW. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>N-5 : 5. FLOOR IS DINGY. 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>NURSE: 7. LIGHT SWITCH IS LOOSE IN WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>P-2 : 7. CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH WSLL PLATE IS CRACKED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>STAFF LOUNGE: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT.</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>GENDER NEUTRAL REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) I-7: 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 13. HOLES RUSTED THROUGH GUTTER. MPR: 4. FLOOR TILES ARE DAMAGED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). ONE LIGHT FIXTURE IS OUT. 9. ONE DRINKING FOUNTAIN HAS A SPORADIC FLOW. 15. DOOR CLOSER COVERS ARE MISSING. NURSE: 7. LIGHT SWITCH IS LOOSE IN WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) S.H./V.I.I.-1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET SEAT IS LOOSE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM (NEAR I-7): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM (ADMIN): 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM (MPR): 5. FLOORING IS VERY DIRTY/UNKEPT IN COVE BASE. 8. TOILET LEAKS AT FITTING. (MENSTRUAL NOTICE NOT POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>22: 2. VENT IS DIRTY. 4. CEILING T-BAR IS DAMAGED. 11. PAINT IS PEELING ON EXTERIOR SURFACE. 15. WINDOW SCREENS ARE MISSING. COMPUTER LAB: 4. FLOOR TILE IS BROKEN. 10. MULTIPLE PLUG IN AIR FRESHENERS. FIRE EXTINGUISHER IS MISSING. CUSTODIAN (I BUILDING): 11. PAINT IS PEELING ON EXTERIOR SURFACE. 12. CRACKS IN EXTERIOR WALL. ELECTRICAL PANEL INSIDE: 10. NO ROOM ID. I-3: 4. PANELING IS CHIPPING ON CABINETS. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. I-4 : 4. WOOD PANELING IS SEPERATING ON CABINET DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. I-5: 4. WOOD PANELING IS SEPERATING ON CABINET DOORS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING. I-6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>I-7: 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 13. HOLES RUSTED THROUGH GUTTER.</p> <p>K-3 : 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>N-1 : 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR IS DAMAGED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>N-2: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>N-3: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>N-4 : 10. FIRE EXTINGUISHER IS MISSING.</p> <p>N-5 : 5. FLOOR IS DINGY. 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-1 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-2 : 7. CONDUIT END CAP IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-3: 4. WALL IS MARRED (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-4 : 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-6: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH WSLL PLATE IS CRACKED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>P-8 : 5. UNSECURED ITEMS ARE STORED TOO HIGH. FLOORS ARE DINGY. ROOM IS CLUTTERED. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>STORAGE: 10. NO ROOM ID.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>BOYS REST ROOM (NEAR K4): 13. VENT COVER IS DAMAGED IN EAVES.</p> <p>CUSTODIAN (I BUILDING): 11. PAINT IS PEELING ON EXTERIOR SURFACE. 12. CRACKS IN EXTERIOR WALL.</p> <p>I-7: 9. FAUCET IS LOOSE AT BASE. DRINKING FOUNTAIN HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 13. HOLES RUSTED THROUGH GUTTER.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>23: 4. FLOOR TILES ARE BROKEN/DAMAGED. 15. WINDOW SCREENS ARE MISSING.</p> <p>K-1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (TAPED). 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. 15. DOOR CLOSER IS BROKEN/LOOSE.</p> <p>MPR: 4. FLOOR TILES ARE DAMAGED. 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). ONE LIGHT FIXTURE IS OUT. 9. ONE DRINKING FOUNTAIN HAS A SPORADIC FLOW. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>N-1 : 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE</p>

School Facility Conditions and Planned Improvements

STORED TOO HIGH. 15. DOOR IS DAMAGED. 10. FIRE EXTINGUISHER IS MISSING. UNISEX REST ROOM (NEAR I-7): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	20	32	33	46	47
Mathematics (grades 3-8 and 11)	15	14	22	23	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	201	93.06	6.94	19.90
Female	96	87	90.63	9.37	18.39
Male	120	114	95.00	5.00	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	21.43
Black or African American	41	40	97.56	2.44	2.50
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	116	104	89.66	10.34	22.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	45.45

White	18	17	94.44	5.56	11.76
English Learners	69	58	84.06	15.94	6.90
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	146	137	93.84	6.16	16.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	35	92.11	7.89	11.43

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	211	97.69	2.31	13.74
Female	96	94	97.92	2.08	9.57
Male	120	117	97.50	2.50	17.09
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Black or African American	41	40	97.56	2.44	2.50
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	116	113	97.41	2.59	12.39
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	18	18	100.00	0.00	5.56
English Learners	69	67	97.10	2.90	2.99
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	146	143	97.95	2.05	12.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	35	92.11	7.89	8.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	9.43	6.52	20.56	20.89	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	47	94.00	6.00	6.38
Female	24	23	95.83	4.17	8.70
Male	26	24	92.31	7.69	4.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	3.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	29	96.67	3.33	6.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	10	83.33	16.67	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94	94	94	94	94

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Tara Hills provides a number of opportunities for parents to be involved in the school environment and involved in their child's academic success.

PARENT INVOLVEMENT PROGRAMS: We have several parent groups such as AAPAC, ELAC, and SSC and we encourage parent volunteers. We also have periodic special events and activities for the whole family.

PARENT VOLUNTEERS: To become a volunteer at Tara Hills or within the district, please go to www.wccusd.net to begin the process for supporting the school of WCCUSD. WCCUSD is now using the Verkada platform and parents can apply online or in person.

African American Parent Advisory Committee (AAPAC)- The AAPAC meets regularly to support African American Students. Discussions include matters of school budget, social and academic progress, and what materials and supplies might be needed in order to support African American students' overall progress.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC Committee meets regularly to support English learners. ELAC represents students whom are second language learners in all aspects of their educational process. Discussions include matters of finance, social and academic progress, reclassification of second language learners and what materials and supplies might be needed in order to support English Learners and students' overall progress.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. SSC is responsible for approving and monitoring the School Plan for Student Achievement (SPSA). Every elementary school must have a School Site Council composed of five voting parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The Tara Hills School site council meets quarterly. SSC meetings are open to the public.

Contact Information for Parental Involvement: School Community Outreach Worker- Ms. Alma Landeros

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	390	373	115	30.8
Female	166	160	48	30.0
Male	224	213	67	31.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	22	1	4.5
Black or African American	67	66	24	36.4
Filipino	17	16	0	0.0
Hispanic or Latino	222	212	67	31.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	20	5	25.0
White	35	34	15	44.1
English Learners	128	126	38	30.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	273	263	89	33.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	61	60	24	40.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.25	1.28	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.28	0.00
Female	0.00	0.00
Male	2.23	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.48	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

2024-25 School Safety Plan

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	2	
1	21	2	2	
2	21	2	4	
3	20	4	2	
4	27		2	
5	30		2	
6	13	2	2	
Other	18	5	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	16	6		
2	18	6		
3	21		6	
4	29		4	
5	28		2	
6	32		2	
Other	13	4	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	27	1		1
2	23		2	
3	18	3		
4	29		2	
5	23		2	
6	27		2	
Other	14	1		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

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	1
Resource Specialist (non-teaching)	
Other	0.6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10833.97	4356.71	6477.26	90493.36
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	12.7	7.0
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-49.8	-4.5

Fiscal Year 2023-24 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON
 AVALON TRANSPORTATION LLC
 BEARCOM COMMUNICATIONS INC.
 FIRST BOOK NATIONAL BOOK BANK
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 KBA DOCUMENT SOLUTIONS, LLC
 LEARNING A-Z
 LUCKY
 MICHAELS TRANSPORTATION
 MOBILE ED PRODUCTIONS INC
 PLAYWORKS EDUCATION ENERGIZED

Fiscal Year 2023-24 Types of Services Funded

PRISMATIC MAGIC
 PROJECT LEAD THE WAY INC
 SAN FRANCISCO ZOO
 SIERRA PACIFIC TOURS
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 US BANK
 YMCA OF THE EAST BAY

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

Tara Hills is implementing our shared district focus of increasing student and teacher discourse, using multiple methods to solve math problems, using frequent and authentic formative assessments, teaching academic vocabulary, daily informational reading and writing and citing text evidence, and providing daily ELD instruction. Staff has numerous opportunities to participate in a variety of workshops that include the district focus and IReady on a monthly basis. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, weekly collaborative study and planning, academic conferencing, peer observations, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all CA Common Core Standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, educational technology, and data analysis to meet the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable, instructional leaders.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	55	42	50

