

Terrace Middle School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

| | |
|--|---|
| School Name | Terrace Middle School |
| Street | 250 Lange St. |
| City, State, Zip | Lakeport, CA 95453-3230 |
| Phone Number | 707-262-3007 |
| Principal | Bryce Brin |
| Email Address | bbrin@lakeportusd.org |
| School Website | https://www.lakeportusd.org/Domain/9 |
| County-District-School (CDS) Code | 17640306010649 |

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Lakeport Unified School District |
| Phone Number | 707-262-3000 |
| Superintendent | Matt Bullard |
| Email Address | mbullard@lakeportusd.org |
| District Website Address | https://www.lakeportusd.org/ |

2021-22 School Overview

Terrace School is located in Lakeport, California on the shore of Clear Lake, the largest freshwater lake wholly within 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 middle school, and one comprehensive high school. The district also includes one continuation high school and an alternative program that includes a home school program, a community day school and an independent study program.

Terrace School is comprised of approximately 500 students in grades four through eight. Grades 4 and 5 are housed on the "upper campus" and have separate recesses, playground and lunch time. The "lower campus", which is home to the 6th-8th grade students, contains the cafeteria and a new building opened in May of 2019. This new construction is the Library Resource Center (LRC) as part of the Measure T Bond that was passed by voters in 2015. Joining the two campuses together is the Marge Alakszay Center (the MAC) which is a gym and performing arts center that includes locker rooms, a band room, drama room and recording studio.

At Terrace, our mission is "shared work through collaboration". This mission is backed by 90 minutes per week of collaboration and coordination time for teaching staff to work in PLCs.

At Terrace we have a staff designed charter education program called "Viking PRIDE". We strive for all students and staff to live up to the ideals that we spend time studying. Perseverance, Respect, Integrity, Discovery and Empathy (Service) are our tenets for our character. We have a student recognition and reward program that recognizes these traits among other GPA awards and achievement awards.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 4 | 104 |
| Grade 5 | 120 |
| Grade 6 | 81 |
| Grade 7 | 104 |
| Grade 8 | 92 |
| Total Enrollment | 501 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.3 |
| Male | 51.7 |
| American Indian or Alaska Native | 11 |
| Asian | 1.2 |
| Black or African American | 1.6 |
| Filipino | 1.2 |
| Hispanic or Latino | 38.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 5 |
| White | 40.9 |
| English Learners | 13.2 |
| Foster Youth | 0.6 |
| Homeless | 11.4 |
| Socioeconomically Disadvantaged | 73.3 |
| Students with Disabilities | 13 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.17 |
| Intern Credential Holders Properly Assigned | 1 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 4 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0 |
| Unknown | 0 |
| Total Teaching Positions | 28.17 |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | 4 |
| Misassignments | 0 |
| Vacant Positions | 2 |
| Total Teachers Without Credentials and Misassignments | 4 |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 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) | 0 |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Math and English curriculums are a few year old and have proven themselves very valuable with their digital online components during distance learning. New Science Curriculum has adopted at the end of last year and is being used this year. History curriculum is older and will be updated in the coming years as better frameworks and curriculums are developed.

Year and month in which the data were collected

September 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | Reading/Language Arts Houghton Mifflin Harcourt, Houghton Mifflin Harcourt California Journeys 2017 Grades 4 and 5 | Yes | 0 |
| | 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 | | |
| Mathematics | Pearson Scott Foresman, enVision Math, 2014, Grades 4-6 | Yes | 0 |
| | Pearson Scott Foresman, enVision Math, 2017, Grades 7-8 | | |
| Science | Amplify Science, 2021 | Yes | 0 |
| History-Social Science | Pearson Scott Foresman, Scott Foresman History-Social Science for California, 2006, Grades 4-5 | Yes | 0 |
| | McDougal Littell, McDougal Littell California Middle School Social Studies Series, 2006, Grades 6-8 | | |

School Facility Conditions and Planned Improvements

The campus has adequate space to support teaching and learning. In November 2014, our community passed a \$17 million bond measure that will allow LUSD to modernize its schools and facilities and enhance the learning environment in every school. In 2019 the new "quad" area with outdoor amphitheater and Learning Resource Center (LRC) was completed and opened to students. The LRC is a library and computer lab. This space also serves as meeting space for students before school, at lunch, and after school. Additionally, this space serves as a great place for parent meetings.

The District employs three custodians at Terrace Middle School who strive to keep the facility clean and report any unsafe conditions. In addition, there is one district maintenance worker to address maintenance and safety concerns. In October 2020, the Lakeport Unified School District Director of Maintenance, Operations, and Transportation conducted an inspection of the facility conditions at Terrace Middle School. The results of this inspection indicated that there were no major repairs needed and the overall rating was "exemplary" on the Facility Inspection Tool.

Year and month of the most recent FIT report

10/2020

School Facility Conditions and Planned Improvements

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

Overall 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 483 | 406 | 84.06 | 15.94 | 27.3 |
| Female | 238 | 193 | 81.09 | 18.91 | 30.73 |
| Male | 245 | 213 | 86.94 | 13.06 | 24.17 |
| American Indian or Alaska Native | 48 | 31 | 64.58 | 35.42 | 9.68 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 189 | 162 | 85.71 | 14.29 | 21.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 23 | 82.14 | 17.86 | 30.43 |
| White | 195 | 171 | 87.69 | 12.31 | 32.35 |
| English Learners | 69 | 59 | 85.51 | 14.49 | 10.53 |
| Foster Youth | 23 | 18 | 78.26 | 21.74 | 5.56 |
| Homeless | 130 | 96 | 73.85 | 26.15 | 12.77 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 366 | 304 | 83.06 | 16.94 | 23.84 |
| Students Receiving Migrant Education Services | 11 | 9 | 81.82 | 18.18 | -- |
| Students with Disabilities | 65 | 53 | 81.54 | 18.46 | 5.66 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 483 | 395 | 81.78 | 18.22 | 12.15 |
| Female | 238 | 193 | 81.09 | 18.91 | 7.25 |
| Male | 245 | 202 | 82.45 | 17.55 | 16.83 |
| American Indian or Alaska Native | 48 | 29 | 60.42 | 39.58 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 189 | 156 | 82.54 | 17.46 | 11.54 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 22 | 78.57 | 21.43 | 9.09 |
| White | 195 | 170 | 87.18 | 12.82 | 11.18 |
| English Learners | 69 | 53 | 76.81 | 23.19 | 3.77 |
| Foster Youth | 23 | 17 | 73.91 | 26.09 | 5.88 |
| Homeless | 130 | 94 | 72.31 | 27.69 | 6.38 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 366 | 295 | 80.60 | 19.40 | 9.15 |
| Students Receiving Migrant Education Services | 11 | 7 | 63.64 | 36.36 | -- |
| Students with Disabilities | 65 | 50 | 76.92 | 23.08 | 2.00 |

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | 13.64 | N/A | 17.16 | N/A | 28.72 |

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 201 | 156 | 77.61 | 22.39 | 13.64 |
| Female | 106 | 75 | 70.75 | 29.25 | 10.67 |
| Male | 95 | 81 | 85.26 | 14.74 | 16.46 |
| American Indian or Alaska Native | 22 | 11 | 50.00 | 50.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 83 | 64 | 77.11 | 22.89 | 11.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 78 | 66 | 84.62 | 15.38 | 18.46 |
| English Learners | 28 | 18 | 64.29 | 35.71 | 0.00 |
| Foster Youth | 11 | 8 | 72.73 | 27.27 | -- |
| Homeless | 46 | 30 | 65.22 | 34.78 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 159 | 119 | 74.84 | 25.16 | 9.32 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 21 | 12 | 57.14 | 42.86 | 9.09 |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

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

TMS Organizations:

School Site Council

PTO

English Learner Advisory Council

Native American Advisory Council

8th Grade Parent Committee

District Wellness Committee

Lakeport Enhanced Education Foundation

District Calendar Committee

LCAP Parent Committee

TMS Activities:

Back to School Night

Open House

Chaperone Field Trips

Volunteer in Classrooms

Chaperone 6th-8th Grade Dances

Assist with Science Labs

Participate in Classroom Projects/Activities

Volunteer as Athletic Coaches

Participate in Student Led Conferences

3rd Grade Parent Information Night

3rd Grade Sneak Peek Event

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 537 | 511 | 216 | 42.3 |
| Female | 263 | 250 | 111 | 44.4 |
| Male | 274 | 261 | 105 | 40.2 |
| American Indian or Alaska Native | 57 | 54 | 38 | 70.4 |
| Asian | 8 | 6 | 3 | 50.0 |
| Black or African American | 10 | 10 | 5 | 50.0 |
| Filipino | 6 | 6 | 1 | 16.7 |
| Hispanic or Latino | 206 | 196 | 82 | 41.8 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 26 | 26 | 11 | 42.3 |
| White | 219 | 208 | 72 | 34.6 |
| English Learners | 71 | 68 | 30 | 44.1 |
| Foster Youth | 24 | 23 | 15 | 65.2 |
| Homeless | 70 | 66 | 47 | 71.2 |
| Socioeconomically Disadvantaged | 407 | 389 | 184 | 47.3 |
| Students Receiving Migrant Education Services | 13 | 13 | 9 | 69.2 |
| Students with Disabilities | 77 | 73 | 42 | 57.5 |

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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 17.25 | 0.93 | 11.69 | 0.54 | 3.47 | 0.20 |
| Expulsions | 0.67 | 0.00 | 0.69 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 12.85 | 9.00 | 2.45 |
| Expulsions | 0.87 | 0.57 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.93 | 0.00 |
| Female | 0.76 | 0.00 |
| Male | 1.09 | 0.00 |
| American Indian or Alaska Native | 1.75 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.83 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 4.17 | 0.00 |
| Homeless | 1.43 | 0.00 |
| Socioeconomically Disadvantaged | 1.23 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.60 | 0.00 |

2021-22 School 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 and School Site Council at the start of each school year. District wide safety drills have been conducted for fire, earthquake, and lockdown procedures. The school also conducts its own drills. Each classroom is equipped with an emergency backpack and with appropriate supplies as well as with evacuation maps and plans.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 20 | 5 | 7 | |
| Mathematics | 19 | 7 | 3 | |
| Science | 27 | 1 | 8 | |
| Social Science | 27 | 1 | 8 | |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 15 | 13 | 5 | |
| Mathematics | 17 | 8 | 4 | |
| Science | 25 | 2 | 7 | |
| Social Science | 21 | 5 | 6 | |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 19 | 6 | 4 | |
| Mathematics | 14 | 11 | 3 | |
| Science | 22 | 3 | 6 | |
| Social Science | 22 | 5 | 4 | |

2020-21 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 | 626.3 |

2020-21 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.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.8 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | \$7,629 | \$2,673 | \$4,956 | \$62,404 |
| District | N/A | N/A | \$8,265 | \$62,901 |
| Percent Difference - School Site and District | N/A | N/A | -50.1 | -0.8 |
| State | | | \$8,444 | \$71,544 |
| Percent Difference - School Site and State | N/A | N/A | -52.1 | -13.6 |

2020-21 Types of Services Funded

The 2020-21 School year has been changed up due to the coronavirus and distance learning. We have continue to use STAR 360 testing and data. We have shifted our intervention to study skills and the use of IXL since we are not able to hold small groups of kids on campus. Title 1 and LCAP funded ELD/Intervention teacher has been running small groups of students on campus to help our at risk students. We have unfortunately had to step away from enrichments this year as we have been focusing on getting the core classes in with shortened days in distance learning. We have continued to provide band over Zoom. The supervision of students program has allowed us to bring some other students on campus for support with their distance learning.

Using Title 1 and LCAP funds we designed a Response to Intervention (Rtl) model to support academic intervention. In the 2019-2020 school year we funded a full time Drama Teacher that strengthens our “broad course of study”, but ultimately this allows for the master schedule to accommodate intervention and enrichment groups for students. Every 9 weeks using STAR 360 data (funded by Title 1) the staff at Terrace decides as a Data Team (at each grade 4-8) what students are responding and what students are not responding to intervention. We place students in intervention or enrichment based on analysis of the data. All students 6-8 grade have at least one enrichment class whether or not intervention is needed. Students not needing intervention have two enrichment classes in our 7 period day, grades 6-8. We strongly believe that the arts and technology should not be taken away from students needing extra help in Math or ELA. All students at TMS grades 4-8 have either enrichment(s), or an extra class in Math or ELA in addition to the core class. At grades 4-5, we have targeted intervention groups (math and ELA) in an intervention and enrichment period called “Viking Time”.

Enrichments (Broad Course of Study):

Grades 4-5, students have Music Class once a week.

Grades 6, students have a choice of year-long Band, or year-long Choir or semesterly enrichments classes of Technology and Organized Study Hall, or Drama.

Grade 7, students have a choice of year-long Band, or year-long Choir or semesterly enrichments classes of Robotics, Games and Society, Horticulture, Team Sports, or Drama.

Grades 8, students have a choice of year-long Band Class, or year-long Choir Class or semesterly enrichments classes of Robotics and Yearbook, Geography, Anatomy, and Drama.

Our After School Program served over 50 students and focused on homework support and enrichment activities. This ASES grant funded program worked in conjunction with the classroom teachers to help students complete assignments and to be better prepared for class. In addition to this, we have after school tutoring offered three days a week (grades 4-8) on campus and one day a week at the Boys and Girl’s Club at the local Native American Rancheria. We also offer Saturday school for truancy and suspension diversion.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$41,560 | \$45,813 |
| Mid-Range Teacher Salary | \$68,846 | \$70,720 |
| Highest Teacher Salary | \$83,749 | \$93,973 |
| Average Principal Salary (Elementary) | \$110,670 | \$111,613 |
| Average Principal Salary (Middle) | \$110,302 | \$119,477 |
| Average Principal Salary (High) | \$107,285 | \$120,270 |
| Superintendent Salary | \$158,475 | \$150,704 |
| Percent of Budget for Teacher Salaries | 32% | 29% |
| Percent of Budget for Administrative Salaries | 7% | 6% |

Professional Development

Terrace Middle School is proud to have built into its schedule 90 minutes a week of collaboration, coordination and general professional development time.

2021-2022

Staff trained in Soliday Reading Intervention
 Staff trained in AVID Summer Institute
 Staff trained in Amplify Science Curriculum
 Staff trained in Grace Dearborn's Conscious Classrooms
 Staff trained in Accelerated Learning with LCOE

2020-2021

Staff trained in Zoom, Math and ELA online curriculum, IXL, mystery science, studies weekly, Pear Deck, and Google Apps for Education.
 Staff trained in Mind Up SEL curriculum (2 sessions with 3 to come)
 Staff trained in AVID at the Summer Institute.
 Staff will start Universal Design for Learning training in 2021.

Terrace School offers support to new and veteran teachers through peer assistance and review (PAR) program and the CalTIP program along with LCOE trainings. The District also employs an instructional coach dedicated solely to Terrace Middle School. This service helps all teachers, but is especially supportive of our new teachers. Para-educators were also provided training focused on teaching strategies and behavior management. Classified clerical staff were provided job-related training from district office personnel. TMS will also be identifying essential standards to help prepare for the planned CAASPP testing in the Spring. LCOE will also begin working with TMS to provide PD in 2021.

2019-2020

Staff was trained on or attended the following:
 Staff was trained in Community Circles (2 sessions)
 Staff was trained on teaching writing and writing assessment
 Staff was trained in Renaissance-STAR 360, by Renaissance Learning (6 hours)
 Staff was trained in Professional Learning Community formation for Math and ELA
 Selected staff was trained by No Bully- Solution Teams, by the No Bully company (day-long training session #2)

2018-2019

Staff was trained on or attended the following:
 Staff was trained on Community Circles (2 sessions)
 Interested Staff was trainings on Class Management (Saturday session offered to staff)
 Selected staff participated in No Bully- Solution Teams, by the No Bully company (day-long training)
 Staff attends Lake County Office of Education trainings often.
 Staff was trained on a new student citizenship points system, "Viking Merits" (4 sessions)
 Staff attended California Activity Directors Association state conference
 Staff attended Solution Tree- Professional Learning Communities at Work
 Staff developed local Character Education, "Viking PRIDE"
 Staff developed PBIS week, "Viking Voyage"

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5 | 5 | 5 |

Lakeport Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|---|
| District Name | Lakeport Unified School District |
| Phone Number | 707-262-3000 |
| Superintendent | Matt Bullard |
| Email Address | mbullard@lakeportusd.org |
| District Website Address | https://www.lakeportusd.org/ |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 738 | 616 | 83.47 | 16.53 | 29.62 |
| Female | 363 | 299 | 82.37 | 17.63 | 32.77 |
| Male | 375 | 317 | 84.53 | 15.47 | 26.67 |
| American Indian or Alaska Native | 78 | 49 | 62.82 | 37.18 | 10.20 |
| Asian | 15 | 13 | 86.67 | 13.33 | 53.85 |
| Black or African American | 15 | 12 | 80.00 | 20.00 | 33.33 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 263 | 227 | 86.31 | 13.69 | 25.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 40 | 32 | 80.00 | 20.00 | 28.13 |
| White | 318 | 274 | 86.16 | 13.84 | 34.19 |
| English Learners | 87 | 76 | 87.36 | 12.64 | 9.46 |
| Foster Youth | 27 | 20 | 74.07 | 25.93 | 5.00 |
| Homeless | 166 | 118 | 71.08 | 28.92 | 15.52 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 556 | 453 | 81.47 | 18.53 | 26.67 |
| Students Receiving Migrant Education Services | 14 | 12 | 85.71 | 14.29 | 9.09 |
| Students with Disabilities | 96 | 76 | 79.17 | 20.83 | 13.16 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 738 | 605 | 81.98 | 18.02 | 13.41 |
| Female | 363 | 301 | 82.92 | 17.08 | 10.00 |
| Male | 375 | 304 | 81.07 | 18.93 | 16.78 |
| American Indian or Alaska Native | 78 | 50 | 64.10 | 35.90 | 0.00 |
| Asian | 15 | 12 | 80.00 | 20.00 | 33.33 |
| Black or African American | 15 | 12 | 80.00 | 20.00 | 33.33 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 263 | 220 | 83.65 | 16.35 | 14.61 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 40 | 31 | 77.50 | 22.50 | 6.45 |
| White | 318 | 271 | 85.22 | | 12.92 |
| English Learners | 87 | 70 | 80.46 | 19.54 | 5.71 |
| Foster Youth | 27 | 19 | 70.37 | 29.63 | 5.26 |
| Homeless | 166 | 116 | 69.88 | 30.12 | 6.90 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 556 | 446 | 80.22 | 19.78 | 11.24 |
| Students Receiving Migrant Education Services | 14 | 10 | 71.43 | 28.57 | -- |
| Students with Disabilities | 96 | 73 | 76.04 | 23.96 | 5.48 |