

# North Terrace Elementary School

141 Santa Rosa Drive • Oceanside, CA 92058 • (760) 901-7500 • Grades K-8

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### Oceanside Unified School District

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#### District Governing Board

Emily Ortiz Wichmann, President

Mike Blessing, Vice President

Dr. Adrienne Hakes, Clerk

Robert "Camo" Gleisberg, Member

Ann Corwin, Member

#### District Administration

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**Superintendent**

Chris Wright

**Associate Superintendent of Business**

Chris Hurst, Ed.D.

**Associate Superintendent  
Educational Services**

Cheri Sanders

**Associate Superintendent of Human  
Resources**

### School Description

North Terrace Elementary is proud to share information about our school in this annual School Accountability Report Card. The purpose of this report card is to afford you further insight into the quality educational program we offer. We want to begin by thanking you for taking time to learn more about us.

Our school community is committed to providing a dynamic learning community for all students, which promotes individual achievement and success in such areas as literacy, and mathematics, as well as positive personal experiences which facilitate self-discipline, decision-making, problem-solving, conflict resolution, life management, social responsibility, and an appreciation of cultural diversity.

We believe each child is unique and deserving of a rich educational environment. We work hard every day to ensure that students receive a balanced and rigorous educational program. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are addressed. All students have special talents and are given the opportunities to develop those talents. Through a DoDEA grant our students in grades 2-8 receive 1:1 iPads and grades K-1 share iPad carts. Teachers have received continuing PD in Common Core and implementation of technology to improve teacher practice and enhance student learning.

North Terrace prides itself on involving the parents and community members in every aspect of our school. We welcome visitors on our campus for many different reasons including: direct support within the classroom, PTO sponsored assemblies and field trips, evening events such as the annual Father Daughter Dance and Harvest Festival, and active participation in School Site Council, Parent Conference Week, and Open House. We believe that parents, community members, and staff must work together to ensure the success of all students. North Terrace parents and the community at large are highly supportive of the educational program at North Terrace Elementary School. Therefore, various programs and activities are enriched by the contributions made by Oceanside Unified School District, foundations, community organizations, and local businesses.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 901-7500.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	149
Gr. 1	162
Gr. 2	109
Gr. 3	109
Gr. 4	94
Gr. 5	75
Gr. 6	77
Gr. 7	54
<b>Total</b>	<b>829</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.8
Asian	1.6
Filipino	0.8
Hispanic or Latino	33.1
Native Hawaiian/Pacific Islander	0.7
White	48.0
Two or More Races	6.5
Socioeconomically Disadvantaged	59.1
English Learners	2.3
Students with Disabilities	13.8

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
North Terrace Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	36	42	39
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Oceanside Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	39
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
North Terrace Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	90.40	9.60
<b>High-Poverty Schools</b>	90.20	9.80
<b>Low-Poverty Schools</b>	97.10	2.90

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

Inventory conducted September 2013

**Textbooks and Instructional Materials  
Year and month in which data were collected:**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K-5: Houghton Mifflin Reading, Year Adopted 2003 6-8: Holt Literature and Language Arts, Year Adopted 2004
<b>Mathematics</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	Transitional Kinder: Scholastic Big Day, Adopted 2014 K-5 : McGraw-Hill Everyday Math, Year Adopted 2008
<b>Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K - 5: Delta Education FOSS, Year Adopted 2008
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	K - 5: Harcourt Brace Reflections, Year Adopted 2007 6 - 8: Prentice Hall Ancient Civilizations, Adopted 2006 6 - 8: Prentice Hall Medieval and Early Modern Times, Adopted 2006 6 - 8: Prentice Hall American, History of Our Nation, Adopted 2006

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**School Facility Good Repair Status (Most Recent Year)  
Year and month in which data were collected: 09/18/2014**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	Rm 15: CABINET DOOR IS BROKEN BY SINK AREA
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Rm 11: NO ACCESS TO FIRE EXTINGUISHER/ BLOCKED BY CABINET P Rm 31: PAINT CHIPPING/ PEELING ON EAVES P Rm 32: PAINT CHIPPING/ PEELING ON EAVES
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Admin Ofc: CRACK ON WALL OUTSIDE NURSES OFC
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	MECH: DOOR WILL NOT OPEN/ CLOSE CORRECTLY
<b>Overall Rating</b>	Exemplary [X]	Good [ ]	Fair [ ]	Poor [ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	61	68	75	54	55	55	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	64	58	61	51	54	52	54	56	55
Math	71	62	69	51	53	53	49	50	50
HSS				49	49	47	48	49	49

\* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	8	5	7
Similar Schools	9	6	9

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	4.3	24.3	70.0
7	16.7	59.5	

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

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	75
Male	73
Female	76
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	83
Native Hawaiian/Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	70
English Learners	
Students with Disabilities	42
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	2	-44	29
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	15	-45	50
Native Hawaiian/Pacific Islander			
White	-1	-51	18
Two or More Races			
Socioeconomically Disadvantaged	12	-58	25
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at North Terrace Elementary School. Parent participation has made math and science discovery day and art discovery day so successful that the school is adding more to the school calendar. Other events include Back-to-School Night, and school-wide assemblies for Red Ribbon Week, Science and Math. Numerous programs and activities are enriched by the generous contributions made by the following organizations: PTO, Camp Pendleton, and Yogurt Land (certificates).

Parents and community partners are an integral part of the school. Our School Site Council develops and approves our school budgets, Safe School Plan, and School Plan. Our PTO has a dedicated core group of volunteers who support the school's efforts to provide a positive learning environment for all students. To find out how you can volunteer at our school, please contact us at (760) 901-7500.

### State Priority: School Climate

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

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

### School Safety Plan

Students at North Terrace Elementary School are guided by rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The 8 Keys of Excellence character education program promotes a safe school and a warm, friendly classroom environment as a solid foundation upon which to build an effective school. The goal is to provide students with opportunities to learn self-discipline through a system of incentives and consequences for behavior. Students are reminded of school rules and policies throughout the year through classroom postings, regular notices, assemblies, and parent conferences. Students who exemplify characteristics of good behavior are also rewarded at recognition assemblies.

North Terrace promotes a calm, friendly, and positive learning environment by working proactively to create a safe, clean, and secure campus. Our zero-tolerance policy clearly states that violence at school is not acceptable and that every child has a right to be safe. The gates surrounding our campus are locked during academic hours to ensure the safety of our students. All visitors are required to sign in at our front office and display an identification badge at all times while on campus. Duty supervisors monitor student playground behavior and work proactively to prevent disruptions.

The school's discipline philosophy promotes safety and a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. Students are expected to come to class prepared, behave in a manner conducive to a positive learning environment, respect the rights of others, and follow all health, safety, and conduct rules as presented to them. All staff encourage students to stay in school, be on time for classes, and say no to drugs. Individual teachers, with the support of the PTO, recognize students demonstrating positive behavior at school-wide assemblies.

The goal of North Terrace Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.1	1.3	0.7
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.3	5.3	5.3
Expulsions Rate	0.2	0.2	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		21
Percent of Schools Currently in Program Improvement		95.5

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	1.0
Social Worker	0.0
Nurse	.30
Speech/Language/Hearing Specialist	2.0
Resource Specialist	0.0
Other	1.63
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	31.3	25	14	0	2	5	4	7	6	0	1	
Gr. 1	25.5	21	19	0	2	4	4	5	5	0		
Gr. 2	24.6	21	15	1	2	5	4	4	3	0		
Gr. 3	24.5	23	15	1	1	4	3	4	4	0		
Gr. 4	29.7	18	20	0	3	2	3		2	0	2	1
Gr. 5	28.5	23	18	0	2	2	2		3	0	2	
Gr. 6		24	23		1	11					2	12
English			18			1			2			
Math			18			1			2			
Science			18			1			2			
SS			27						2			

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,216	\$41,318
Mid-Range Teacher Salary	\$68,084	\$65,615
Highest Teacher Salary	\$89,745	\$84,981
Average Principal Salary (ES)	\$117,979	\$107,624
Average Principal Salary (MS)	\$124,291	\$112,817
Average Principal Salary (HS)	\$135,421	\$121,455
Superintendent Salary	\$271,059	\$206,292
Percent of District Budget		
Teacher Salaries	41	40
Administrative Salaries	4	5

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,284	\$2,848	\$5,436	\$78,112
District	♦	♦	\$5,969	\$76,328
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-8.9	2.3
Percent Difference: School Site/ State			15.9	12.6

**Professional Development provided for Teachers at North Terrace Elementary School**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the 2012-2013 school year the following Professional Learning occurred: August 2012 - K and 1st grade teachers trained on the updated English Language Arts district benchmarks reflecting the alignment to the Common Core State Standards (CCSS); October 2012 - K teachers trained on CCSS writing and goals; January 2013 - 2nd to 5th grade teachers attended a workshop on Common Core State Standards and the Smarter Balanced Assessments; January to March 2013 - 1st to 5th grade teachers received training on CCSS English Language Arts.