

North Terrace Elementary School

141 Santa Rosa Drive • Oceanside, CA 92058 • (760) 901-7500 • Grades K-7

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

Oceanside Unified School District

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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. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (760) 901-7500.

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.

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.

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	249
Gr. 1	145
Gr. 2	129
Gr. 3	115
Gr. 4	90
Gr. 5	93
Gr. 6	72
Total	893

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	9.2
American Indian or Alaska Native	1.2
Asian	1.3
Filipino	1.2
Hispanic or Latino	32.6
Native Hawaiian/Pacific Islander	0.4
White	46.5
Two or More Races	5.8
Socioeconomically Disadvantaged	63.0
English Learners	5.0
Students with Disabilities	12.5

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	29.8	31.3	25	0	0	2	5	4	7	0	0	1
Gr. 1	23	25.5	21	1	0	2	5	4	5	0	0	
Gr. 2	23.8	24.6	21	1	1	2	4	4	4	0	0	
Gr. 3	23.8	24.5	23	0	1	1	5	3	4	0	0	
Gr. 4	24.5	29.7	18	1	0	3	3	3		0	0	2
Gr. 5	36	28.5	23	0	0	2	0	2		2	0	2
Gr. 6			24			1						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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	6.78	2	1.67
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	39.16	5	8.14
Expulsions Rate	0.51	0	0.17

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 10/02/2013

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

Teacher Credentials			
Schoolwide	10-11	11-12	12-13
Fully Credentialed		29	36
Without Full Credential		0	0
Teaching Outside Subject Area		0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	36
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	11-12	12-13	13-14
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions			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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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
This School	100.0	0.0
Districtwide		
All Schools	99.6	0.4
High-Poverty Schools	99.6	0.4
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.63
Psychologist	0.90
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Reading Year Adopted 2003
Mathematics	McGraw-Hill Everyday Math Year Adopted 2008
Science	Delta Education FOSS Year Adopted 2008
History-Social Science	Harcourt Brace Reflections Year Adopted 2007

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,133	\$2,400	\$5,734	\$70,879
District	♦	♦	\$5,573	\$74,078
State	♦	♦	\$8,382	\$68,841
Percent Difference: School Site/District			2.9	-4.3
Percent Difference: School Site/ State			-31.6	3.0

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,128	\$40,933
Mid-Range Teacher Salary	\$66,243	\$65,087
Highest Teacher Salary	\$87,318	\$84,436
Average Principal Salary (ES)	\$113,119	\$106,715
Average Principal Salary (MS)	\$115,308	\$111,205
Average Principal Salary (HS)	\$121,478	\$120,506
Superintendent Salary	\$240,259	\$207,812
Percent of District Budget		
Teacher Salaries	41.7%	39.8%
Administrative Salaries	4.2%	5.1%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	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
Science	59	61	68	53	54	55	57	60	59
H-SS				49	49	47	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	53	55	47
All Student at the School	61	69	68	
Male	56	69	69	
Female	68	70	66	
Black or African American	60	57		
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	59	71	67	
Native Hawaiian/Pacific Islander				
White	64	71	88	
Two or More Races	54	56		
Socioeconomically Disadvantaged	56	66	56	
English Learners				
Students with Disabilities	43	52		
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.6	18.4	66.7

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

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			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	8	8	5
Similar Schools	9	9	6

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

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	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	401	13,691	4,655,989
	API-G	842	787	790
Black or African American	Students	41	903	296,463
	API-G	808	760	708
American Indian or Alaska Native	Students	3	71	30,394
	API-G		829	743
Asian	Students	9	303	406,527
	API-G		910	906
Filipino	Students	10	465	121,054
	API-G		860	867
Hispanic or Latino	Students	137	7,789	2,438,951
	API-G	838	746	744
Native Hawaiian/Pacific Islander	Students	2	314	25,351
	API-G		787	774
White	Students	179	3,519	1,200,127
	API-G	848	861	853
Two or More Races	Students	16	275	125,025
	API-G	830	817	824
Socioeconomically Disadvantaged	Students	260	9,134	2,774,640
	API-G	818	749	743
English Learners	Students	24	4,199	1,482,316
	API-G	824	676	721
Students with Disabilities	Students	71	1,846	527,476
	API-G	719	577	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No