

Terrace Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Terrace Elementary School
Street	1999 Norwalk Street
City, State, Zip	Delano, CA 93215-1458
Phone Number	(661) 721-5060
Principal	Darrell Hennessee
Email Address	DHennes1@duesd.org
Website	https://www.duesd.org/terrace
County-District-School (CDS) Code	15634046009393

Entity	Contact Information
District Name	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
Website	www.duesd.org

School Description and Mission Statement (School Year 2019-20)

It is my privilege to serve as principal of Terrace Elementary School. It has been an honor directing a staff of teachers and aides that are dedicated to ensuring all Terrace students are provided with daily rigorous classroom instruction. Currently, Terrace has approximately 542 students and we serve grades Tk-6th. We have 1 Transitional Kindergarten class, 3 kindergarten classes, 3 first grade classes, 3 second grade classes, 3 third grade classes, 3 fourth grade classes, 3 fifth grade classes, and 2 sixth grade classes. 63% of our population is English Language Learners. It is located at the intersection of Norwalk Street and 20th Avenue in the north central portion of Delano. Though Terrace is about 65 years old, the school plant is well maintained. Learning takes place in a safe, clean, motivating environment.

At Terrace School all children are given equal access to the curriculum that will assist them in fulfilling their individual potential. Terrace School is committed to continuous academic improvement for all students. Our continuing focus has been our English Language Development (ELD) instruction. We strive daily to ensure that our students are receiving proper instructional strategies that will help them meet their goals for the annual ELPAC assessment. Also, we continually analyze our Common Core data to change or enhance or instruction. Terrace School is made up of a professional learning community that includes students, parents, staff, administration, and the surrounding community. Staff members encourage active participation from students and parents.

Darrell Hennessee, Principal

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	100
Grade 1	69
Grade 2	69
Grade 3	82
Grade 4	91
Grade 5	64
Grade 6	55
Total Enrollment	530

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	0.2
Filipino	10.6
Hispanic or Latino	87
White	1.3
Two or More Races	0.6
Socioeconomically Disadvantaged	87.4
English Learners	54.3
Students with Disabilities	7.4
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	24	24	308
Without Full Credential	2	1	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: July 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5, Benchmark Advance, 2015 Grade 6 McGraw-Hill Studysnyc Our Consumables, 2015	Yes	0
Mathematics	Grades K-5, Mc GrawHill, My Math, 2013 Grade 6 McGraw-Hill California Math-Your Common Core Edition, 2015	Yes	0
Science	Grades K-6, Pearson Scott Foresman, California Science, 2008	Yes	0
History-Social Science	Grades K-5, California History-Social Sciences, My World Interactive, 2019 Grade 6, TCI, Ancient World, 2017	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Terrace School was originally built in 1951. The school has a total of 31 classrooms (11 permanent and 20 portable), a multipurpose facility, a library/resource building, and an administration building. Twelve of the portable classrooms are across the street from the main campus at the Terrace Annex. The multi-purpose building and additional permanent classrooms were added in 1954. Portable classrooms were constructed in 1987, 1997, 1998, and 2003.

The district takes great efforts to ensure that all schools are clean, safe, and functional. Terrace School grounds and buildings are supervised by site administrators. Repair needs are reported promptly to the district maintenance staff. District maintenance staff ensures that the repairs necessary to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The Maintenance, Operations, and Transportation Department works daily with the custodial staff to develop cleaning schedules to ensure clean and safe schools. This school site is in "good repair".

Terrace has put into place an effective supervision plan for students before, during, and after school. Morning yard duty staff are on grounds thirty minutes before students are allowed on campus. Morning and noon duty aides are assigned to supervise students on school grounds and in the cafeteria on a daily basis. School personnel supervise students during morning recesses and after school. Terrace has one main locked entrance and all visitors have to check-in at the office and are given a "Visitor's Pass" through a computer software program called Raptor before going to the classroom. The district has adopted the computer program software that will identify any known risks the individual may have prior to entering the campus through their drivers license. Teachers who receive visitors without a "Visitor's Pass" are instructed to notify the office, send them back to the office to check-in and receive a pass. All students being picked up early during school hours must be signed out in the office. All kindergarten students must also be signed out on a daily basis from their classrooms after school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/19/2019

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	39	39	43	50	50
Mathematics (grades 3-8 and 11)	30	35	26	33	38	39

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

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	289	97.31	2.69	39.45
Male	159	154	96.86	3.14	36.36
Female	138	135	97.83	2.17	42.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	30	28	93.33	6.67	53.57
Hispanic or Latino	257	251	97.67	2.33	38.65
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	261	253	96.93	3.07	39.53
English Learners	207	199	96.14	3.86	38.19
Students with Disabilities	26	26	100.00	0.00	7.69
Students Receiving Migrant Education Services	17	17	100.00	0.00	52.94
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	297	294	98.99	1.01	34.69
Male	159	157	98.74	1.26	31.85
Female	138	137	99.28	0.72	37.96
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	30	30	100.00	0.00	56.67
Hispanic or Latino	257	254	98.83	1.17	32.68
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	261	258	98.85	1.15	34.11
English Learners	207	204	98.55	1.45	33.33
Students with Disabilities	26	25	96.15	3.85	8.00
Students Receiving Migrant Education Services	17	17	100.00	0.00	58.82
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
5	16.7	13.6	3.0

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are the first teachers of their children. Students are most successful when parents and teachers work together. Parent participation is highly encouraged at Terrace. Parent conferences are held regularly to discuss student achievement. Terrace Elementary school also holds two SAT (Structured Assistance Team) meetings monthly to help provide intervention for our students who are not performing at grade level. Parents and students set academic goals with teachers at conferences and SAT meetings. Parents are welcome and encouraged to visit their child's classroom.

Parents are actively involved in committees at Terrace, and are elected to serve on our School Site Council, which oversees the School Plan and School Title 1 Budget. The English Learner Advisory Committee (ELAC) is open to all parents and gives input to school administration on how we can best serve English Language Learner students at Terrace School.

Special events such as Back to School Night, Parent Conferences, and Grade Level Parent ED Nights are highly attended and encourage the practice of reading daily at home. Parents also participate in our Book Fairs and regularly use our school library to check out materials to read at home. Special events such as Awards Assemblies, Dance Festival, Christmas Program, Fall Carnival, Spring Carnival, Annual Title 1 meeting, and Lunch with Your Child. Currently, Terrace and Kern Family Health Care will be hosting four meetings this school year based on Making Healthy Home/Life Choices. Please contact principal Darrell Hennessee at 661-721-5060, 1999 Norwalk Street, Delano CA for further details regarding parent involvement.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	0.6	1.7	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Safety Plan was reviewed with staff on July 31st, 2019.

The staff at Terrace reviews and updates our school safety plan annually. Copies of the comprehensive disaster plan and evacuation routes are posted in each classroom. The Safety Plan contains roles and responsibilities of each staff member in the event of an emergency. It also includes an assessment of the current status of school crime and the identification of appropriate programs and strategies to ensure school safety. The plan addresses various procedural steps including child abuse reporting, discipline, notification to teachers regarding student suspensions and expulsions, along with other measures to promote school safety. All staff members have been instructed in first aid procedures. Terrace School students and staff practice a variety of safety drills including fire drills, earthquake drills, lock downs, CODE Blue, and bus evacuation drills

Also, the School Safety Plan will be reviewed with our School Site Council committee in January of 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		26		4		25		4	
1	23		3		21		3		23		3	
2	23		4		25		4		23		3	
3	24		3		24		4		21	2	2	
4	23		3		23		3		27		3	
5	29		3		34			2	25		3	
6									27		12	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	2.0
Other	3.7

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,787.39	\$857.51	\$5,929.88	\$70,009.71
District	N/A	N/A	\$7,107.69	\$78,095.87
Percent Difference - School Site and District	N/A	N/A	-18.1	-10.9
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-18.7	-14.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Various support services are provided to students at Terrace School through categorical funding and other sources. Special education services are provided to students that qualify for speech and/or the mild/moderate (formerly known as RSP) program. The English Language Development Coach works with staff to provide effective instruction to students especially in the areas of English Language Arts and English Language Development. District Math coaches have provided various in-services on how to properly provide intervention for students who are not performing at grade level. District Technology coaches have also provided expertise on how to enhance lessons with the use of technology. The After School Program provides intervention in reading and math to students performing at the Below or Near Grade Level 1st-6th. The After School Program also provides homework assistance. Kindergarten Extended Day provides our kindergarten students with instruction until 2:00 p.m. The Migrant Extended Day Program provides additional instruction for migrant students in reading, writing, and mathematics twice a week after school. Terrace School also provides enrichment opportunities for our above average students with our GATE and Science Fair projects that start in October and end in March.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	13	

The following number of days were dedicated to staff development during the past three years: 2016-2017: 9 days. 2017-2018: 9 days 2018-2019: 13 days

Terrace teachers received staff development in the areas of Common Core Standards, ELD instruction, ELPAC, and Number Talks. The areas covered in ELD were new strategies for making content comprehensible and for language acquisition. QAR strategies were reviewed for preparing students for the CAASPP. Also, one late start per month is dedicated for grade level planning.