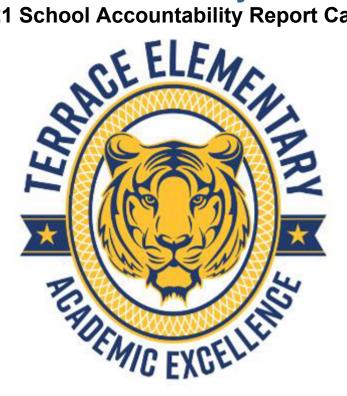# Terrace Elementary School
2021 School Accountability Report Card

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 Elementary School
Street	1999 Norwalk Street
City, State, Zip	Delano, CA 93215-1458
Phone Number	(661) 721-5060
Principal	Michelle Gaeta
Email Address	mgaeta@duesd.org
School Website	https://www.duesd.org/Domain/19
County-District-School (CDS) Code	15634046009393

2021-22 District Contact Information

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

2021-22 School Overview

Terrace Elementary School is home to the proud Tigers. We are located at the intersection of Norwalk Street and 20th Avenue in the north central side of Delano. It is about 65 years old but the school is well maintained. Terrace currently serves 451 students, grades Transitional Kindergarten through sixth grade. We have (1) Transitional Kindergarten class. Kindergarten through fifth grades each have (3) classes, and we have (2) sixth grade classes. Our certificated support staff include a Vice Principal, a Site Resource Teacher, an Academic & Behavior Intervention Teacher, a Special Education Teacher, a Physical Education Teacher, a Band Teacher, a Speech-Language Pathologist, a School Psychologist, and a Health Services School Nurse. Our classified staff includes a School Secretary, (2) clerks, and (3) instructional aides. In addition, we have an after school program Site Manager and (4) Activity & Academic instructors. Currently 54% of our student population are English Language Learners.

Terrace Elementary School staff firmly believes in ensuring that every student is provided a safe, clean, motivating leaning environment, so that they can learn to their full potential. We believe in providing students the necessary instructional skills and support that will prepare them for college and career readiness. We also aim at developing responsible, caring citizens.

2021-22 School Overview

We believe that:
1. All students are capable of learning.
2. The education of our students is a partnership between the school, students, and parents.
3. Teachers will work diligently to develop a student that can read, write, and think independently.
4. Our community includes students, parents, staff, administration, and the surrounding community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	56
Grade 2	70
Grade 3	71
Grade 4	74
Grade 5	79
Grade 6	63
Total Enrollment	487

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46
Male	54
Asian	0.6
Black or African American	0.2
Filipino	10.5
Hispanic or Latino	86.7
Two or More Races	0.6
White	1
English Learners	48.7
Homeless	1.2
Migrant	3
Socioeconomically Disadvantaged	87.3
Students with Disabilities	7.2

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)	21
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0
Unknown	0
Total Teaching Positions	21

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	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

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	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

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

4th Grade: 75 students with 0 Science textbooks. 100% of students did not have the Science textbook. Purchase order was on file as evidence of the order placed. The expected delivery is between October 1, 2021 and December 1, 2021.

Year and month in which the 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-5, STEMTaught Grade 6, Activate Learning IQWST	Yes	0
History-Social Science	Grades K-5, California History-Social Sciences, My World Interactive, 2019 Grade 6, TCI, Ancient World, 2017	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

We make great efforts to ensure that our school is 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 needed 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. Although students are currently learning through distance learning, the departments continue to maintain the school and school grounds.

Year and month of the most recent FIT report	08/18/2021

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	292	NT	NT	NT	NT
Female	141	NT	NT	NT	NT
Male	151	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	31	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	126	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

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	292	NT	NT	NT	NT
Female	141	NT	NT	NT	NT
Male	151	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	31	NT	NT	NT	NT
Hispanic or Latino	253	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	126	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	14	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	21	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	292	292	100	0	21
Female	141	141	100	0	26
Male	151	151	100	0	16
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	100

Black or African American	1	1	100	0	0
Filipino	31	31	100	0	39
Hispanic or Latino	254	254	100	0	19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	4	4	100	0	0
English Learners	123	123	100	0	11
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	241	100	0	0
Students Receiving Migrant Education Services	14	14	100	0	14
Students with Disabilities	20	20	100	0	0

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	292	292	100	0	22
Female	141	141	100	0	24
Male	151	151	100	0	20
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	100
Black or African American	1	1	100	0	0
Filipino	31	31	100	0	35
Hispanic or Latino	254	254	100	0	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	4	4	100	0	0
English Learners	123	123	100	0	12
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	241	100	0	20
Students Receiving Migrant Education Services	14	14	100	0	0
Students with Disabilities	20	20	100	0	5

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

IXL Student Groups	IXL Total Enrollment	IXL Number Tested	IXL Percent Tested	IXL Percent Not Tested	IXL Percent At or Above Grade Level
All Students	292	292	100	0	15
Female	141	141	100	0	16
Male	151	151	100	0	15
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	100
Black or African American	1	1	100	0	0
Filipino	31	31	100	0	32
Hispanic or Latino	254	254	100	0	13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	4	4	100	0	0
English Learners	123	123	100	0	14
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	241	100	0	13
Students Receiving Migrant Education Services	14	14	100	0	0
Students with Disabilities	20	20	100	0	0

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	292	290	99.3	0.7	23
Female	141	139	98.6	0.4	25
Male	151	151	100	0	22
American Indian or Alaska Native	0	0	0	0	0
Asian	1	1	100	0	100
Black or African American	1	1	100	0	0
Filipino	31	31	100	0	35
Hispanic or Latino	254	254	99.2	0.8	22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	1	1	100	0	0
White	4	4	100	0	0
English Learners	123	121	98.3	0.7	11
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	241	240	99.6	0.4	22
Students Receiving Migrant Education Services	14	13	92.9	0.1	8
Students with Disabilities	20	20	100	0	0

*At or above the grade-level standard in the context of the local assessment administered.

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	NT	N/A	NT	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	79	NT	NT	NT	NT
Female	40	NT	NT		
Male	39	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	11	NT	NT	NT	NT
Hispanic or Latino	65	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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 Elementary School understands the important role that parents play in their child's education; therefore, we make every effort to invite our parents to take part in our school events. We are committed to working as a team between staff, students, and parents. Due to COVID-19, many of our onsite monthly and annual activities have been postponed, but we are continuing our activities either through Zoom or school distributions. All parent meetings are being held through Zoom. Zoom links are provided on the teachers' ClassDojo, the school's ClassDojo, website, Facebook and/or the school's Google Classroom. Parent contact is also made by phone and/or home visits. Parents can contact us at 661-721-5060 with any questions. They can also contact Michelle Gaeta, School Principal at mgaeta@duesd.org.

At Terrace, we offer parents many opportunities to be part of our school community through various activities. We welcome our parents to our School Site Council and English Learner Advisory Committee (ELAC) either by being an elected member or by attending and providing input. Elected members are invited to participate in a district training where they learn more about the committee they serve. Meetings are currently held through Zoom and links are posted within 48 hours prior to the meeting. Parent/Teacher/Student conferences are held once a year to discuss their child's progress.. Staff communicate with parents as needed regarding their child's progress whether it pertains to academics, behavior, attendance, or social emotional concerns. We also hold SAT (Student Assistance Team) meetings and set goals and recommendations for our struggling students. In addition, we hold activities to maintain a positive school culture and recognize student achievement. These special events include Coffee with the Principal, Halloween Trunk or Treat, and Santa Drive-thru. materials/supplies distributions.

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2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	520	506	37	7.3
Female	244	239	21	8.8
Male	276	267	16	6.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	1	1	0	0.0
Filipino	57	56	0	0.0
Hispanic or Latino	448	435	37	8.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	5	5	0	0.0
English Learners	252	245	10	4.1
Foster Youth	0	0	0	0.0
Homeless	16	16	8	50.0
Socioeconomically Disadvantaged	457	445	36	8.1
Students Receiving Migrant Education Services	27	27	0	0.0
Students with Disabilities	39	36	2	5.6

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	1.71	0.00	2.90	0.00	3.47	0.20
Expulsions	0.00	0.00	0.11	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	0.87	1.09	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Terrace Elementary School Safety Plan was last annually reviewed and updated in January 2021 at our monthly School Site Council meeting. 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

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. . 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 driver's license. 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	23		3	
2	23		3	
3	21	2	2	
4	27		3	
5	25		3	
6	27		12	

2019-20 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	22	1	2	
2	24		3	
3	23		3	
4	26		3	
5	32		3	
6	33		10	2

2020-21 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	19	3		
2	23		3	
3	24		3	
4	25		3	
5	26		3	
6	32		12	

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	

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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
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	$7,219.04	$934.05	$6,284.98	$79,156.28
District	N/A	N/A	$7,744.50	$81,397
Percent Difference - School Site and District	N/A	N/A	-20.8	-2.8
State			$8,444	$85,863
Percent Difference - School Site and State	N/A	N/A	-29.3	-8.1

2020-21 Types of Services Funded

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.

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	$52,885	$52,060
Mid-Range Teacher Salary	$77,679	$84,043
Highest Teacher Salary	$103,965	$107,043
Average Principal Salary (Elementary)	$120,921	$133,582
Average Principal Salary (Middle)	$125,759	$138,803
Average Principal Salary (High)	$0	$133,845
Superintendent Salary	$216,165	$240,628
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	7%	5%

Professional Development

For the 2020-2021 school year, professional development and training have been provided virtually due to COVID-19. These trainings have included platforms such as Google Classrooms, Zoom, and Screencastify. They have also included sessions pertaining to virtual instructional platforms to assist with increasing student engagement in ELA, ELD, and Math; they were also trained in the new science adoption. This year we have added IXL as an instructional and assessment tool that will assist us in monitoring student learning loss & gain. Teachers progress monitor students using assessment data such as ARI, ELB/ESGI, Accelerated Reading Star, IXL to assist them with planning and instruction. Staff have also attended training in the area of Social Emotional Learning (SEL): Foundation on Trauma Informed and Self Care. We will continue providing staff training in the areas of instruction, assessment, data, and progress monitoring, and in the area of SEL.

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	13	8	8

Delano Union Elementary 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	Delano Union Elementary School District
Phone Number	(661) 721-5000
Superintendent	Mrs. Rosalina Rivera
Email Address	rrivera@duesd.org
District Website Address	www.duesd.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	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT	NT	NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

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	3178	NT	NT	NT	NT
Female	1582	NT	NT	NT	NT
Male	1596	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	32	NT	NT	NT	NT
Black or African American	11	NT	NT	NT	NT
Filipino	321	NT	NT	NT	NT
Hispanic or Latino	2726	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	42	NT	NT		NT
English Learners	1211	NT	NT	NT	NT
Foster Youth	11	NT	NT	NT	NT
Homeless	108	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	2051	NT	NT	NT	NT
Students Receiving Migrant Education Services	131	NT	NT	NT	NT
Students with Disabilities	319	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.