Colton Joint Unified School District

Terrace View Elementary School

Grades K through 6
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2013-14 School Accountability Report Card

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Principal's Message

Terrace View Elementary school is a visual performing arts magnet school. We have approximately 800 students from the areas of Grand Terrace, Colton, Bloomington, and Fontana. It is through the support of our teachers, students, and community that we offer a performing/art event for each class. In addition to each class having a performance, we also have a fall musical and holiday choir. Because of our dedicated staff, students, and parents, Terrace View continues to show academic growth each year.

Mission Statement

The Mission of the Colton Joint Unified School District, a team of caring employees dedicated to the education of children, is to ensure each student learns the academic knowledge and skills necessary to thrive in college or in the workforce and be responsible, productive citizens by providing engaging, challenging, and enriching opportunities and specialized programs in a safe environment in partnership with students, families, and our diverse communities.

School Profile

Terrace View Elementary School is located in the northwestern region of Grand Terrace and serves students in grades kindergarten through six following a single-track year-round calendar. At the beginning of the 2013-14 school year, 817 students were enrolled, including 6.5% in special education, 3.3% qualifying for English Language Learner support, and 43.1% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level
2013-14

Ethnic Group	%	Grade Level	#
African-Amer.	5.40%	Kindergarten	139
Amer. Indian or Alaskan Native	0.20%	Grade 1	119
Asian	1.10%	Grade 2	96
Filipino	0.70%	Grade 3	96
Hisp. or Latino	61.40%	Grade 4	105
Pacific Islander	0.20%	Grade 5	123
Caucasian	29.00%	Grade 6	139
Multi-Racial	1.60%		
		Total Enrollment	817

Student Achievement

Standardized State Assessments

Students at Terrace View Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Terrace View Elementary School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

STAR Results - All Students
Percentage of Students Scoring at Proficient & Advanced Levels

	Terrace View Elementary School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	62	67	66	42	44	42	54	56	55
Mathematics	69	66	64	43	42	40	49	50	50
Social Science				29	31	32	48	49	49

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

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Terrace View Elementary School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	60	49	49	45	43	46	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	46
All Students (School)	49
Male	54
Female	44
African-Amer.	
Amer. Indian or Alaskan Native	
Asian	
Filipino	
Hisp. or Latino	42
Pacific Islander	
Caucasian	62
Multi-Racial	
English Learners	
Economically Disadvantaged	39
Migrant Educ.	
Students with Disabilities	

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

Physical Fitness

In the spring of each year, Terrace View Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test
Percentage of Students Meeting California Fitness Standards
2013-14

Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	25	29.8	8.3

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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	7	7	7
Similar Schools Rank	2	1	2

Results generated from 2011, 2012, and 2013 Base API Reports

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

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	30	8	-8
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hisp. or Latino	27	7	-2
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	36	14	-15
Students with Disabilities	*	*	*
Economically Disadvantaged	19	28	-20
English Learners	*	*	*

** Fewer than 10 students were tested and results were not disclosed for privacy purposes*

Results generated from 2011, 2012, and 2013 Growth API Reports

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

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Dept. of Ed. website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	TVES	CJUSD
Overall Results	*	*
Participation Rate		
English Language Arts	*	*
Mathematics	*	*
Percent Proficient		
English Language Arts	*	*
Mathematics	*	*
Met API Criteria		
Graduation Rate	N/A	*

A "" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Terrace View Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	TVES	CJUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
% of Schools Currently in PI		44.8%

Note: Cells with N/A values do not require data.
**DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.*

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement.*

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, school newsletters, TeleParent (automated telephone message delivery system), the school calendar, and class bulletins. Contact the school office at (909) 580-5016 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Library Assistant

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Back to School Night
Family Nights
Open House
Student Performances
Astronomy Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Terrace View Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and an evening crew are assigned to Terrace View Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1965
Acreage	10
Square Footage	36,772
	Quantity
Permanent Classrooms	13
Portable Classrooms	14
Restrooms (sets)	3
Library	1
Multipurpose Room	1
Staff Lounge	1

Deferred Maintenance

Terrace View Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Terrace View Elementary School received $320,498 in deferred maintenance funds for heating/air conditioning system repair and/or maintenance.

Facilities Inspection

The district's maintenance department inspects Terrace View Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Terrace View Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, January 20, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status
Most Recent Inspection: Tuesday, January 20, 2015

Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical		✔	
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned

Section Number	Comment
(A)	Next to Back Flow - Broken pipes, repaired
(D)	Rms 16, 21 and 24 - Flickering lights, repaired

Overall Summary of School Facility Good Repair Status

Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, teachers, and playground aides are strategically assigned to designated entrance areas and the playground. During recess, teachers and playground aides supervise playground activity. The principal, assistant principal, and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, and teachers monitor student behavior to ensure a safe and orderly departure.

Terrace View Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Terrace View School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2014.

Classroom Environment

Discipline & Climate for Learning

Terrace View Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions

	11-12	12-13	13-14
	TVES		
# of Students Suspended	10	2	3
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	1738	1224	1054
# of Students Expelled	52	32	31
	California		
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
	2011-12			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	20.0	5		
1	18.0	5		
2	20.2	5		
3	20.3	6		
4	26.4	1	4	
5	30.5		4	
6	29.7		3	
	2012-13			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	34.0		1	2
1	20.0	4	1	
2	20.0	5		
3	20.0	4	1	
4	23.0	2	3	
5	23.0	2	4	
6	24.0	1	1	
	2013-14			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	35.0		2	2
1	24.0		5	
2	24.0		4	
3	24.0		4	
4	21.0	2	3	
5	21.0	3	3	
6	23.0	2	4	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Terrace View Elementary School revolve around the Common Core State Standards. During the 2013-14 school year, Terrace View Elementary School held staff development training devoted to:

- Data Analysis
- Instructional Strategies
- Response to Intervention

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Terrace View Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2013-14 school year, Terrace View Elementary School's teachers attended the following events hosted by the Colton Joint Unified School District:

- Common Core State Standards in Reading, Language Arts, and Mathematics
- Grade Level Benchmark Assessments
- Lesson Planning
- OARS Training
- Pacing Guides

Terrace View Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Terrace View Elementary School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 04, 2014, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 15-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Colton Joint Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	Houghton Mifflin, *Houghton Mifflin Reading - Medallion Edition*	0 %
2002	Houghton Mifflin, *Reading California*	0 %
2012	Houghton Mifflin Harcourt School Publishers, *Splash into Pre-K Program*	0 %
History-Social Science		
2006	Macmillan/McGraw-Hill, *California Vistas*	0 %
Mathematics		
2009	Glencoe/McGraw-Hill, *California Math Triumphs*	0 %
2008	Pearson Scott Foresman, *Scott Foresman - Addison Wesley enVisionMath California*	0 %
Science		
2007	Macmillan/McGraw-Hill, *Macmillan/McGraw-Hill California Science*	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Terrace View Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Terrace View Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.4
Health Clerk	1	0.5
Library Clerk	1	0.5
Nurse	1	*
Psychologist	1	0.4
Speech/Language/Hearing Specialist	1	0.6

** as needed*
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2013-14 school year, Terrace View Elementary School had 33 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Terrace View Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.0 %	1.0 %
High-Poverty	99.0 %	1.0 %
Low-Poverty	0.0 %	0.0 %

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

Teacher Credentials & Assignments				
	TVES			CJUSD
	12-13	13-14	14-15	14-15
Total Teachers	32	33	34	1011
Teachers with full credentials	32	33	34	1010
Teachers without full credentials	0	0	0	1
Teachers teaching outside subject area	0	0	0	9
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	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.*

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$41,036	$41,761
Mid-Range Teacher Salary	$65,100	$66,895
Highest Teacher Salary	$84,042	$86,565
Superintendent Salary	$168,279	$227,183
Average Principal Salaries:		
Elementary School	$101,755	$108,011
Percentage of Budget:		
Teacher Salaries	42%	38%
Administrative Salaries	5%	5%

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

Expenditures Per Student

For the 2012-13 school year, Colton Joint Unified School District spent an average of $8,061 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Teacher Recruitment/Incentives
- Title I, Title II, Title III, and Title IV
- Title X, McKinney-Vento Homeless Assistance
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	TVES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	738	N/A	N/A	N/A	N/A
Total**	$4,737	N/A	N/A	N/A	N/A
Restr.†	$15	N/A	N/A	N/A	N/A
Unrestr.††	$4,722	$4,999	94.47	$4,690	100.68
Avg. Teacher Salary	$69,321	$67,853	102.16	$70,720	98.02

** Average Daily Attendance*
*** Total Restricted and Unrestricted $ per student*
† Restricted (Supplemental) $ per student
†† Unrestricted (Basic) $ per student
Note: Cells with N/A values do not require data.

SARC Data

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Terrace View Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Terrace View Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Terrace View Elementary School is Grand Terrace Branch Library, a branch of San Bernardino County Library.

Address: 22795 Barton Rd., Grand Terrace
Phone Number: (909) 783-0147
WebSite: http://www.sbcounty.gov/library/home/
Number of Computers Available: 11

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in January 2015. Data to prepare the school facilities section were acquired in February 2015.