

Colton Joint Unified School District Terrace Hills Middle School

Grades 7 through 8
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2021-22 School Accountability Report Card *Published February 2023*

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Principal's Message

Terrace Hills Middle School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

The Terrace Hills Middle School staff focuses on student academic and social needs, maintaining high standards for behavior, and maintaining a positive learning environment. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

Mission

Terrace Hills Middle School strives to provide a safe, secure learning environment for all students that encourage responsible, independent, creative and critical thinking skills development.

Terrace Hills Middle School provides the base for lifelong learning opportunities that students, through their actions and goals, will develop respect for themselves and others. To accomplish this mission, a working partnership consisting of students, staff, parents and community must exist.

School Description

Terrace Hills Middle School is located in the northwestern region of Grand Terrace and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2021-22 school year, 872 students were enrolled, including 13.9% in special education, 11.2% qualifying for English Language Learner support, and 53.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	49.50%	Grade 7	456
Male	50.20%	Grade 8	416
Non-Binary	0.20%	Ungraded	0
Amer. Indian or Alaska Native	0.20%		
Asian	1.50%		
Black or African-Amer.	9.50%		
Filipino	1.30%		
Hisp. or Latino	74.80%		
Native Hawaiian or Pacific Islander	0.10%		
Two or More Races	2.20%		
White	10.40%		
English Learners	11.20%		
Foster Youth	0.50%		
Homeless	3.30%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	53.10%		
Students with Disabilities	13.90%		
		Total Enrollment	872

Student Achievement

Physical Fitness

In the spring of each year, Terrace Hills Middle School is required by the state to administer a physical fitness test to all students in grade seven. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2021-22					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	93%	92%	93%	92%	92%

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or fewer, 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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	20.0	N/A	31.0	49.0	47.0
Mathematics (grades 3-8 and 11)	N/A	12.0	N/A	17.0	33.8	33.0

Note: 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.

Percentages are not calculated when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical

accuracy or to protect student privacy.

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 (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	862	846	98.14	1.86	20.26
Female	420	411	97.86	2.14	24.82
Male	440	433	98.41	1.59	15.78
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	46.15
Black or African-Amer.	82	78	95.12	4.88	11.54
Filipino	--	--	--	--	--
Hisp. or Latino	643	634	98.60	1.40	18.35
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	17.65
White	92	90	97.83	2.17	35.56
English Learners	98	96	97.96	2.04	2.08
Foster Youth	--	--	--	--	--
Homeless	34	31	91.18	8.82	6.45
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	580	570	98.28	1.72	14.76
Students with Disabilities	123	120	97.56	2.44	5.83

CAASPP Test Results in Mathematics by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	862	842	97.68	2.32	11.77
Female	420	409	97.38	2.62	13.97
Male	440	431	97.95	2.05	9.51
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	30.77
Black or African-Amer.	82	78	95.12	4.88	6.41
Filipino	--	--	--	--	--
Hisp. or Latino	643	630	97.98	2.02	10.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	17	94.44	5.56	23.53
White	92	90	97.83	2.17	20.00
English Learners	97	95	97.94	2.06	1.05
Foster Youth	--	--	--	--	--
Homeless	34	30	88.24	11.76	3.33
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	580	567	97.76	2.24	7.24
Students with Disabilities	122	119	97.54	2.46	0.84

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.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (grades 5, 8, and 10)	N/A	14.7	N/A	13.8	28.7	29.5

Any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

CAASPP Test Results in Science by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	426	416	97.65	2.35	14.66
Female	184	180	97.83	2.17	16.11
Male	241	235	97.51	2.49	13.62
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African-Amer.	41	40	97.56	2.44	2.50
Filipino	--	--	--	--	--
Hisp. or Latino	307	299	97.39	2.61	13.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	27.27
White	54	53	98.15	1.85	28.30
English Learners	42	41	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	22	21	95.45	4.55	9.52
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	273	268	98.17	1.83	8.21
Students with Disabilities	61	60	98.36	1.64	1.67

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

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in

decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement*.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan*.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

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 the school marquee, the school website, Twitter, ParentSquare (automated telephone message delivery system), and Q-Communication information system. Contact the school office at (909) 580-5022 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities

Committees

English Learner Advisory Council
Parent Teacher Association
PBIS Committee
School Site Council

School Activities

Back to School Night
Family Nights
Open House
Student Performances

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 Hills Middle School's original facilities were built in 1959; 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. Emergency repairs are given the highest priority. During the 2021-22 and 2022-23 school years, the following campus repairs or improvements were completed or in process:

2021-22 Campus Improvements:
• Parking expansion

2022-23 Planned Campus Improvements:
• New admin and classrooms

- Rifton lift
- Opening between CR G3-G4

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 Hills Middle School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- 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	1959
Acreage	14
Square Footage	98202.1
Quantity	
Permanent Classrooms	14
Portable Classrooms	29
Restrooms (sets)	4
Science Lab(s)	4
Staff Lounge/Work Room(s)	1
Library	1
Band Room(s)	1
Multipurpose Room/Cafeteria(s)	1

Facilities Inspection

The district's maintenance department inspects Terrace Hills Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Terrace Hills Middle 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 Monday, November 21, 2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Monday, November 21, 2022			
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)	H-5, H-6, H-7, H-8, H-9 - Dirty vents blowing dust
(B)	B-1, C-1, C-3, D-1, D-2, E-5, H-1, H-2, H-3 - Water stained ceiling tiles
	E-3, E-2, E-1 - Carpet worn/stained
(F)	E-3, E-2, E-1, H-2, H-3, H-4, H-5, H-6, H-7, H-8, H-9 - Paint chipping interior door
(H)	Girls RR, C-1 - Trip hazard hole in concrete at entry

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, administrators, campus security officers, and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, campus security officers, and campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, campus security officers and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Terrace Hills Middle 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 Hills Middle 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 February 2022.

Classroom Environment

Discipline & Climate for Learning

Terrace Hills Middle 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			
	19-20	20-21	21-22
	School		
% Students Suspended	0.1	12.4	
% Students Expelled	0.0	0.1	
	District		
% Students Suspended	0.0	5.3	
% Students Expelled	0.0	0.1	
	State		
% Students Suspended	0.2	2.5	3.2
% Students Expelled	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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.

Data collected during the 2020-2021 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

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	12.4	0.1
Female	9.6	0.2
Male	15.2	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	6.7	0.0
Black or African-Amer.	20.2	0.0
Filipino	8.3	0.0
Hisp. or Latino	11.3	0.1
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	20.8	0.0
White	12.3	0.0
English Learners	16.0	0.8
Foster Youth	0.0	0.0
Homeless	12.8	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	14.6	0.1
Students with Disabilities	17.8	0.7

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
Subject	Avg. Class Size	2019-20		
		Number of Classes		
		1-22	23-32	33+
English	25.0	14	33	1
Mathematics	23.0	20	30	
Science	24.0	16	24	1
Social Science	27.0	6	34	
Subject	Avg. Class Size	2020-21		
		Number of Classes		
		1-22	23-32	33+
English	25.0	11	35	1
Mathematics	25.0	15	25	1
Science	24.0	11	26	1
Social Science	23.0	16	23	
Subject	Avg. Class Size	2021-22		
		Number of Classes		
		1-22	23-32	33+
English	26.0	7	36	
Mathematics	24.0	14	29	
Science	26.0	7	28	
Social Science	25.0	11	24	

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

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Terrace Hills Middle School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1040	926	342	36.9
Female	512	457	159	34.8
Male	526	467	182	39.0
Amer. Indian or Alaska Native	5	4	4	100.0
Asian	15	14	4	28.6
Black or African-Amer.	109	84	35	41.7
Filipino	12	11	1	9.1
Hisp. or Latino	767	696	260	37.4
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	24	19	9	47.4
White	106	97	29	29.9
English Learners	119	109	55	50.5
Foster Youth	9	8	1	12.5
Homeless	47	38	21	55.3
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	698	631	273	43.3
Students with Disabilities	152	136	72	52.9

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Terrace Hills Middle School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, Terrace Hills Middle School held staff development training devoted to:

- Building Common Assessments & Common Units
- English Language Development (ELD)
- Positive Behavioral Interventions and Supports (PBIS)
- Student Engagement
- Technology Training

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 Hills Middle School supports ongoing professional growth throughout the year on minimum days. Teachers meet in both grade level and department 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 sessions 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 2020-21, 2021-22, and 2022-23 school years, Terrace Hills Middle School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2020-21 Training:

- Alludi (Online, Self-Paced PD for All Staff)
- CA Induction Program
- Colton Cohort (Orenda Data Review Sessions)

- Distance Learning Strategies (including Technology Tools) Equity
- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- Quality Teaching for English Learners (QTEL)

2021-22 Training:

- SBSS Standards for Math Practices
- Cognitive Coaching
- HSS Alive
- TEL
- Trauma Resource Institute
- Web Training

2022-23 Training:

- Educational Technology
- Parent Project
- Science Training
- Dual Immersion CAFE
- Positive Behavior Interventions and Supports (PBIS)
- Restorative Practices
- Differentiating Instruction
- LETRS Training
- DIBELS Training
- Professional Learning Group

Terrace Hills Middle 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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2020-21	2021-22	2022-23
3	2	3

Instructional Materials

All textbooks used in the core curriculum at Terrace Hills Middle School are aligned to the California Content Standards and Frameworks. 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 eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 15, 2022, 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. 23-10 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 2022-23 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2017	McGraw Hill, <i>Study Sync</i>	0 %
History-Social Science		
2019	Cengage Learning, <i>World History: Medieval and Early Modern Times</i>	0 %
2019	Teachers' Curriculum Institute, <i>History Alive!</i>	0 %
Mathematics		
2022	McGraw Hill, <i>Illustrative Mathematics, Algebra 1</i>	0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Math 7</i>	0 %
2022	McGraw Hill, <i>Illustrative Mathematics, Math 8</i>	0 %
Science		
2020	Accelerate Learning, <i>STEMscopes</i>	0 %

Professional Staff

Counseling & Support Staff

Terrace Hills Middle 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 Hills Middle 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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22		
	No. of Staff	FTE
Academic Counselor	3	3.0
Career Readiness (ROP)	1	0.5
Community Liaison	1	0.75
Health Assistant	1	0.75
Librarian	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Counselor-to-Student Ratio: 1:291		

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 Preparation and Placement

The charts below identify the number of teachers at Terrace Hills Middle School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Terrace Hills Middle School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.4	90.4	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	4.0	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	2.9	23.3	2.4	12115.8	4.4
Unknown	1.1	2.7	32.4	3.4	18854.3	6.9
Total Teaching Positions	41.4	100.0	965.0	100.0	274759.1	100.0

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.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	1.6
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.6

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.1
Total Out-of-Field Teachers	1.1

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	4.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$52,385	\$51,081
Mid-Range Teacher Salary	\$83,107	\$77,514
Highest Teacher Salary	\$107,291	\$105,764
Superintendent Salary	\$240,465	\$298,377
Average Principal Salaries:		
Elementary School	\$133,775	\$133,421
Middle School	\$142,721	\$138,594
High School	\$156,144	\$153,392
Percentage of Budget:		
Teacher Salaries	32.64%	31.6%
Administrative Salaries	5.28%	4.97%

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 2020-21 school year, Colton Joint Unified School District spent an average of \$13,891 of total general funds to educate each student (based on 2020-21 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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- After School Kids Code Grant Pilot Program
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Education Protection Account
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2020-21					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,381	N/A	N/A	N/A	N/A
Restricted	\$158	N/A	N/A	N/A	N/A
Unrestricted	\$6,224	\$6,268	99.29	\$6,594	94.39
Average Teacher Salary	\$81,243	\$87,236	93.13	\$85,368	95.17

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

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Terrace Hills Middle School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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) <https://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

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.

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 and school facilities sections were acquired in January 2023.