

# Colton Joint Unified School District Terrace Hills Middle School

Grades 7 through 8  
Scott Boggs, Principal  
scott\_boggs@cjusd.net



22579 DeBerry Street  
Grand Terrace, CA 92316  
PH: (909) 580-5022 FAX: (909) 876-4256  
www.cjusd.net/thms  
CDS #: 36676866035703

## 2018-19 School Accountability Report Card *Published February 2020*

Colton Joint Unified School District  
1212 Valencia Drive  
Colton, CA 92324-1798  
(909) 580-5000

### Website Address

www.cjusd.net

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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 Statement

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 2018-19 school year, 994 students were enrolled, including 12.2% in special education, 8.9% qualifying for English Language Learner support, and 70.9% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	9.90%	Grade 7	515
Amer. Indian or Alaska Native	0.10%	Grade 8	479
Asian	3.00%	Ungraded	0
Filipino	1.60%		
Hisp. or Latino	71.80%		
Native Hawaiian or Pacific Islander	0.30%		
White	11.50%		
Two or More Races	1.80%		
Students with Disabilities	12.20%		
Socioeconomically Disadvantaged	70.90%		
English Learners	8.90%		
Foster Youth	0.40%		
Homeless	5.80%		
Total Enrollment			994

## 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 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 reported 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Seventh	21.3	17.0	4.3

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

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	36.0	35.0	40.0	39.0	50.0	50.0
Mathematics (grades 3-8 and 11)	22.0	20.0	25.0	25.0	38.0	39.0

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.

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	979	960	98.06	1.94	35.03
Male	504	493	97.82	2.18	26.65
Female	475	467	98.32	1.68	43.82
Black or African-Amer.	99	95	95.96	4.04	20.21
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	82.14
Filipino	12	12	100.00	0.00	83.33
Hisp. or Latino	703	690	98.15	1.85	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	113	112	99.12	0.88	37.27
Two or More Races	20	19	95.00	5.00	52.63
English Learners	191	188	98.43	1.57	15.85
Socioeconomically Disadvantaged	716	702	98.04	1.96	29.96
Students with Disabilities	118	112	94.92	5.08	5.61
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	69	67	97.10	2.90	26.15

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	976	950	97.34	2.66	19.83
Male	504	486	96.43	3.57	17.12
Female	472	464	98.31	1.69	22.63
Black or African-Amer.	99	93	93.94	6.06	16.30
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	53.57
Filipino	12	12	100.00	0.00	58.33
Hisp. or Latino	701	684	97.57	2.43	17.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	112	110	98.21	1.79	20.18
Two or More Races	20	19	95.00	5.00	33.33
English Learners	190	188	98.95	1.05	7.98
Socioeconomically Disadvantaged	714	695	97.34	2.66	15.53
Students with Disabilities	118	109	92.37	7.63	3.70
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	69	67	97.10	2.90	15.38

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

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

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

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

## 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 Assignment*, 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, Remind Program, the school website, Twitter, Blackboard Connect (automated telephone message delivery system), and Zangle 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.

2019-20 Campus Improvements in Progress:

- Upgrades to and fixing the pool

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
Computer Lab(s)	1
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 Thursday, June 27, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Thursday, June 27, 2019			
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
(B)	Admin Offices: A1-A3 - Stained ceiling tile (WO #46682)
	Rm A4 - Missing ceiling tile (WO #46689)
	Rm A6 - Cove base off the wall (WO #46691)
	Rm A8 - Stained ceiling tile (WO #46693)

	Rm B1 - Stained ceiling tile (WO #46695)
	Rm B2 - Paint peeling off wall (WO #46698)
	Rm B4 - Stained ceiling tile (WO #46700)
	Rm D1 - Stained ceiling tile (WO #46706)
	Rm D3 - Stained ceiling tile (WO #46708)
	Rm E1 - Carpet has runs in it (WO #46714)
	Rm E2 - Carpet has runs in it (WO #46715)
	Rm E3 - Carpet has runs in it (WO #46717)
	Rm E4 - Carpet has runs (WO #46719)
	Rm E6 - Stained ceiling tile (WO #46722)
	Rm E8 - Stained ceiling tile (WO #46726)
	Rm E9 - Hole in north wall (WO #46727); carpet has several rolls in it (WO #46728)
	Rm G6 - Loose floor tile (WO #46736)
	Rm G8 - Wall has a rip in it (WO #46737)
	Rm H1 - Stained ceiling tile (WO #46738)
	Rm H2 - Hole in wall (WO #46740)
	Rm H3 - Cracked floor tile (WO #46741)
	Rm H4 - Cove base not installed (WO #46743); broken floor tile (WO #46744)
(D)	Admin Offices: A1-A3 - Lights out (WO #46683)
	Library: B1 - Lights out (WO #46685); broken light switch (WO #46686)
	Cafeteria - Lights out (WO #46687)
	Band Rm - Lights out (WO #46688)
	Rm A8 - Wire mold broken (WO #46694)
	Rm B1 - Outlet wire mold hanging from wall (WO #46696); lights out (WO #46697)
	Rm B2 - Lights out (WO #46699)
	Rm B4 - Lights out (WO #46701)
	Rm C1 - Light diffuser not installed (WO #46704)
	Rm D2 - Lights out (WO #46707)
	Rm D3 - Lights out (WO #46709); wire mold cover not installed (WO #46710)
	RR by Rm E1-Girls - Lights out (WO #46711)
	RR by Rm E1-Staff - Lights out (WO #46713)
	Rm E2 - Lights out (WO #46716)
	Rm E3 - Lights out (WO #46718)
	Rm E5 - Lights out (WO #46720)
	Rm E6 - Lights out (WO #46723); wire mold cover not installed (WO #46724)
	Rm E9 - Lights out (WO #46729)
	Rm 10 - Lights out (WO #46730)
	Rm G2 - Lights out (WO #46732)
	Rm G4 - Lights out (WO #46733)
	Rm H6 - Lights out (WO #46746)
	Rm H9 - Lights out (WO #46829)
	Girls Locker Rm - GFCI coming loose from wall (WO #46831)
(E)	RR W of C1-Girls - A vacuum breaker leaking in second stall (WO #46702)
	RR W of C1-Boys - Two vacuum breakers leaking on urinals

- (WO #46703)
- RR by Rm E1-Girls - RR has two vacuum breakers leaking
- Rm G5 - Sink drains real slow (WO #46735)
- Girls Locker Rm - Left toilet spud leaking (WO #46832)
- Boys Locker Rm - Left toilet vacuum breaker leaking (WO #46833)
- (F) Nurse Office, Library: B1, Band Rm, Rm B4, Rm C3, Rm C4, Rm G8 - Chemicals under the sink
- (H) Rm A4 - Door scrapes real bad (WO #46690)
- Rm A7 - Door does not close on its own (WO #46692)
- Rm C2 - Door does not close on its own (WO #46705)
- Rm E5 - Door will not close on its own (WO #46721)
- Rm E6 - Door will not close on its own (WO #46725)
- Rm G1 - Door does not close on its own (WO #46731)
- Rm G4 - Door does not close on its own (WO #46734)
- Rm H1 - Door is hard to close (WO #46739)
- Rm H3 - Door drags on the floor (WO #46742)
- Rm H5 - Door does not close on its own (WO #46745)
- Rm H6 - Door will not close on its own (WO #46747)
- Rm H7 - Door hitting on frame (WO #46827)
- Rm H8 - Door hitting on frame (WO #46628)
- Rm H9 - Door hitting on frame (WO #46730)
- Boys Locker Rm - Custodial close door in RR rotted out (WO #46834)

#### Overall Summary of School Facility Good Repair Status

Exemplary Good Fair Poor



#### Rating Description

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

### 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 2019.

## 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			
	16-17	17-18	18-19
	<b>School</b>		
% Students Suspended	14.0	13.7	13.6
% Students Expelled	0.1	0.5	0.4
	<b>District</b>		
% Students Suspended	4.6	4.6	5.0
% Students Expelled	0.1	0.1	0.1
	<b>State</b>		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

### Class Size

The Teaching Load 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	2016-17			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25.0	17	31	3
Mathematics	25.0	20	38	
Science	25.0	13	31	
Social Science	26.0	10	33	1
Subject	2017-18			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	28	34	
Mathematics	24.0	21	30	1
Science	25.0	13	30	4
Social Science	26.0	7	34	1
Subject	2018-19			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	23.0	26	30	1
Mathematics	23.0	23	28	
Science	25.0	14	35	1
Social Science	27.0	8	33	

*\*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.*

## 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 2018-19 school year, Terrace Hills Middle School held staff development training devoted to:

- Building Common Assessments and Common Units
- English Language Development (ELD)
- Positive Behavior 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 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 2018-19 school year, Terrace Hills Middle School's teachers attended the following events hosted by the Colton Joint Unified School District:

#### 2017-18 Trainings:

- EdTech
- English Language Arts Adoption
- English Language Development
- Mathematics
- Next Generation Science Standards (NGSS)
- Positive Behavior Interventions and Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

#### 2018-19 Trainings:

- Educational Technology
- ELA Adoption
- Foreign Language
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Kentaro (Math) THSM Core
- Middle School Electives
- Positive Prevention/Sex Education
- Next Generation Science Standards (NGSS)
- Social Studies Adoption

#### 2019-20 Trainings:

- AVID
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Next Generation Science Standards (NGSS)
- Pathways
- Student Services Summit (Focusing on support student social and emotional health and wellness)

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		
2017-18	2018-19	2019-20
3	3	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 for English Language Arts and History-Social Science 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

Mathematics are not from the most current state-board adopted list of materials. The state did not adopt advanced math materials. Selected materials align with state standards and complement the non-advanced materials. For consistency, middle school use the same materials as grades 9-12. The Science instructional materials are not from the most current state-board adopted list of materials, but the materials in use are aligned to state standards. The district is currently reviewing options for new science materials with implementation in 2020/21.

On Thursday, September 05, 2019, 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. 20-03 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 2019-20 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
<b>English Language Arts</b>		
2017	McGraw Hill, <i>Study Sync</i>	0 %
<b>History-Social Science</b>		
2019	Cengage Learning, <i>World History: Medieval and Early Modern Times</i>	0 %
2019	Teachers' Curriculum Institute, <i>History Alive! The United States Through Industrialism</i>	0 %
<b>Mathematics</b>		
2015	Houghton Mifflin, <i>Go Math! HMH California Edition</i>	0 %
2015	Houghton Mifflin Harcourt, <i>California Algebra I</i>	0 %
<b>Science</b>		
2007	McDougal Littell, <i>Focus on Life Science</i>	0 %
2007	McDougal Littell, <i>Focus on Physical Science</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) 2018-19		
	No. of Staff	FTE
Academic Counselor	3	3.0
Career Readiness (ROP)	1	0.5
Health Assistant	1	0.75
Librarian	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Counselor-to-Student Ratio: 1:331		

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 2018-19 school year, Terrace Hills Middle School had 46 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials & Assignments				
	School			District
	17-18	18-19	19-20	19-20
Total Teachers	46	46	41	920
Teachers With Full Credentials	46	46	41	920
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	4
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	3

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
	Beginning Teacher Salary	\$48,646
Mid-Range Teacher Salary	\$77,175	\$74,676
Highest Teacher Salary	\$99,632	\$99,791
Superintendent Salary	\$231,260	\$275,796
<b>Average Principal Salaries:</b>		
Elementary School	\$123,962	\$125,830
Middle School	\$125,262	\$131,167
High School	\$147,280	\$144,822
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	34%
Administrative Salaries	6%	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 2017-18 school year, Colton Joint Unified School District spent an average of \$11,812 of total general funds to educate each student (based on 2017-18 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$5,966	N/A	N/A	N/A	N/A
Restricted	\$129	N/A	N/A	N/A	N/A
Unrestricted	\$5,838	\$6,490	89.95	\$7,507	77.77
Average Teacher Salary	\$74,074	\$82,085	90.24	\$82,403	89.89

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 Hills Middle 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### Public Internet Access Location

Parents may access Terrace Hills Middle School's SARC and access the internet at any of the county's public libraries. The closest public library to Terrace Hills Middle 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 December 2019. Data to prepare the school facilities section were acquired in November 2019.