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Grades 6-8

Terra Cotta Middle School

School Accountability Report Card

Reported Using Data from the 2023-24 School Year
Published During 2024-25

Erin Hill, Principal
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About This School

Mission Statement

At Terra Cotta Middle School, our purpose is to provide a bridge to high school and to college and career readiness by creating a safe, positive, and effective learning environment.

Vision Statement

Terra Cotta Middle School's vision is to provide students with the skills, character, and confidence to become productive members of society. We will include all educational partners in the continuous improvement of school climate, curriculum, and instruction.

Mustang Pride: Pride **- R**espect **- I**nvolvement **- D**evotion **- E**xcellence

Principal's Message

Welcome to our Mustang Nation! I am honored to be the Principal of Terra Cotta Middle School. I am beginning my second year of service at TCMS. However, I have lived and served in our wonderful Lake Elsinore community for almost 16 years. Previously, I served at Lakeside High School as an assistant principal, at Canyon Lake Middle School as an assistant principal, as a district program specialist (Special Education), and as a Temescal Canyon High School teacher. I look forward to continuing to work closely with our students, staff, and families to support student achievement.

We have many special and engaging programs to support students in becoming high school, college, and career-ready. We were just revalidated as an AVID National Demonstration Showcase School. This means schoolwide, we are committed to WICOR, AVID's foundational strategies for helping all students succeed: (W)writing to learn, (I)inquiry, (C)collaboration, (O)organization, and (R)reading to learn. As an AVID National Demonstration Showcase school, we will be hosting visitors from other schools across the United States to witness the exceptional instructional experiences our students receive every day. We will feature highlights in our Weekly Bulletin Supplement to our learning community every week. Our students engage in evidence-based learning, where our Mustangs think, talk, write, read, and ask questions to create new knowledge.

We are also proud to offer ASB/Leadership, Advanced Computers, Advanced Art, Advanced Choir, Teen Living, Advanced Academic Paths at all three grade spans, including Spanish 1, Algebra 1, Intramural Sports, and an Award-Winning Band! We believe our core purpose is to prepare all of our Mustangs to be "High School Ready."

Our faculty will continue to strive for professionalism and excellence, prioritizing "One Mustang At a Time." Our faculty focuses on building relationships, making connections, and ensuring our Mustangs are engaged. They prioritize teaching schoolwide expectations and consistent review of our Character Counts incentive program, thus supporting students in their Mustang PRIDE. Our staff is committed to building upon the great traditions at TCMS and continuing to support a culture of academic excellence and engagement for all students while meeting their social, emotional, and behavioral needs. We are vested in engaging with our community and continuing our partnership to work together to support all our precious Mustangs. On behalf of the entire Terra Cotta Staff, we want to welcome our students and families to TCMS, and we look forward to an exciting year!

Sincerely,
Mrs. Erin Hill
Proud Principal

#Educate Equip Empower Every **Mustang** Every Day! #GoMustangs!

Student Enrollment by Grade Level (2023-24)

Grade Level	Enrollment
Grade 6	342
Grade 7	355
Grade 8	367
Total Enrollment	1064

Student Enrollment by Subgroup (2023-24)

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Non-Binary	0.0
American Indian or Alaska Native	0.1
Asian	1.4
Black or African American	2.9
Filipino	1.1
Hispanic or Latino	79.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.4
White	12.1
English Learners	11.6
Foster Youth	0.8
Homeless	11.7
Migrant	0.0
Socioeconomically Disadvantage	80.5
Students with Disabilities	14.7

Conditions of Learning

State Priority: Basic

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Permits and Waivers	2.0	0.0	0.0
Misassignments	0.2	0.0	2.7
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.2	0.0	2.7

Teachers Without Credentials Assigned Out-of-Field (considered "out-of-field" under ESSA)

Authorization/Assignment	Number 2020-21	Number 2021-22	Number 2022-23
Credentialed Teachers Authorized on Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	1.0	1.0
Total Out-of-Field Teachers	0.0	1.0	1.0

Class Assignments

Indicator	Percent 2020-21	Percent 2021-22	Percent 2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	0.0	6.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	0.0	0.0



Teacher Preparation and Placement (2020-2021)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.2	83.31	853.3	90.69	228,366.1	83.12
Intern Credential Holders Properly Assigned	0.0	0.0	1.5	0.16	4,205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.7	0.72	11,216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	4.92	10.9	1.17	12,115.8	4.41
Unknown	5.2	11.77	68.4	7.27	18854.3	6.86
Total Teaching Positions	44.6	100.0	940.9	100.0	274,759.1	100.0

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher Preparation and Placement (2021-2022)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.8	90.08	871.6	90.73	234,405.2	84.0
Intern Credential Holders Properly Assigned	0.0	0.0	5.1	0.54	4,853.0	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.1	0.64	12,001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	2.26	20.5	2.14	11953.1	4.28
Unknown	3.3	7.64	57.1	5.95	15,831.9	5.67
Total Teaching Positions	44.2	100.0	960.6	100.0	279,044.8	100.0

Teacher Preparation and Placement (2022-2023)

Authorization/Assignments	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.7	87.8	872.6	89.73	231142.4	100.0
Intern Credential Holders Properly Assigned	0.0	0.0	7.2	0.74	5566.4	2.0
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.7	5.87	20.7	2.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	2.10	18.9	1.95	11746.9	4.23
Unknown	2.0	4.21	52.8	5.44	14303.8	5.15
Total Teaching Positions	47.5	100.0	972.4	100.0	277698.0	100.0

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2024-25)

Lake Elsinore Unified School District chooses instructional materials that are aligned with State content standards, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. Materials for grades K-8 are chosen from the State-adopted list. Subject area teachers evaluate and recommend materials for grades 9-12. Curriculum and textbook subcommittees are comprised of teachers (subject or grade level) and administrators. The subcommittee recommends instructional materials to the Curriculum Advisory Committee (CAC), which has representatives from every school. The CAC evaluates and recommends materials to the school board, which gives final approval to all adopted instructional materials. Parents and community members may review adopted materials at the district office. Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks on September 12, 2024.

Each pupil in the district, including English learners, kindergarten through grade twelve, is provided with standards-aligned textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board to use in class and to take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Collection	2018	Yes	0%
Mathematics	Bid Ideas Math Textbook Courses & Advance Courses 1, 2, & 3	2016	Yes	0%
	Bid Ideas Math Journal Courses & Advance Courses 1, 2, & 3	2016	Yes	0%
	Big Ideas Math Algebra Textbook1	2016	Yes	0%
	Big Ideas Math Algebra Journal 1	2016	Yes	0%
Science	Amplify Science	2021	Yes	0%
History-Social Studies	MyWorld Textbook	2019	Yes	0%
	MyWorld Active Journal	2019	Yes	0%

Specialized Services

Special Education: Terra Cotta's Special Education Department offers a continuum of specialized academic instruction (SAI) support and services ranging from the least restrictive to the most restrictive settings. In general education courses, resource teachers and paraeducators support inclusion in general education math, language arts, social studies, and science courses. Students with IEPs can also receive intensive reading intervention services in separate settings instead of their elective. Students with special needs may also be served in separate, special day classes receiving core instruction using a modified curriculum that can also include intensive reading interventions. TCMS also has a moderate life skills special day class where students with more involved special needs are working on functional skills across all academic and life skill domains. In addition to this program, TCMS also has a moderate/severe special day class who require more adult support and supervision, as well as an alternative education, social/emotional special day class for students who require more social, emotional, and behavioral assistance from highly trained special education teachers and related service providers including on-going mental health services. TCMS also boasts Speech and Occupational Therapy service rooms.

Terra Cotta Middle School has a variety of highly trained staff to meet the diverse needs of our students. Our faculty consists of 51 certificated teaching staff ranging in general multiple or single subject credentials. Of these three of our teaching staff are Resource Specialists who provide inclusive specialized academic instructional services to students with identified disabilities in general education settings. To further support our students with disabilities, we have two mild/moderate Special Day Class teachers who support students three or more grade levels behind their typical peers and/or require a smaller class with more adult support to progress toward their goals. Our more involved, non-diploma bound students with disabilities are supported in one of two settings, either a moderate or moderate to severe classroom. Each class offers a special education teacher with one-to-one and classroom paraeducator support.

English Language Learners: To address our robust English Language Learner (EL) population, our staff consists of 3 counselors, 2 ELD elective teachers, 11 core teachers, 4 bilingual para-educators, and 3 administrators. Our team works closely as equals with the common goal of student achievement. Our ELD Coordinator and the elective teacher provide explicit, data-driven instruction to address student needs. As a result of formative and summative assessment data, her emphasis in the 23/24 school year was close reading, focused note-taking, and constructed responses. In the EL elective, there was a focus on the ELPAC and MAP assessment preparation with a focus on academic language along with other test-taking skills. Students had time to take practice tests to familiarize themselves with the format and accessibility resources.

Presently, our EL team meets for monthly PLC meetings where they discuss student concerns (academic and behavior), plan parent-teacher conferences, discuss what students are working on in core classes, and provide professional development in technology typically relating to the use of IC, Canvas, translation apps, and many other systems to support students. Another positive aspect of the PLC is sharing the workload to support students. For example, as students are identified as at risk, staff sign up to coordinate meetings with parents to ensure communication between school and home. This continuous review of student achievement has resulted in over 100 Tier 1/2 Language Assessment Team (LAT) meetings to monitor our EL students' growth. Further supporting our parent engagement, our English Language Action Committee (ELAC), consisting of parents of our second language learning students, attends between 4 and 8 ELAC meetings annually. The ELAC awards each semester are the most attended, especially the potluck and awards at the end of the year. We also try to personally call all parents/guardians to invite them to ELAC meetings, with each team member signing up to call 10+ families. Our EL PLC also excels in its use of systems management. Instead of having bilingual para-educators fill out forms, files, etc., they start their classroom schedule on the first day of the school year. Our bilingual para-educators offer tutoring daily for 30 minutes before school and three days a week for one hour after school. Several of our core teachers also offer tutoring before/after school, during breaks, and at lunch.

TCMS also has one full-time Spanish teacher to support our students in their matriculation to our main comprehensive high school and their acquisition of the seal of biliteracy. TCMS also continues to have a full-time Instrumental Band Director. Our Mustang Band has an average of 300 students, winning local and national recognition for its excellence. Terra Cotta Middle School has multiple year-long electives in ASB, PLUS, Advanced Computers, Spanish, and Teen Living. We also participate in four district-wide intramural sports programs offering opportunities for young athletes to build camaraderie and teamwork with their schoolmates. We also provide advanced academic opportunities for students beginning in sixth grade for math and language arts to meet our students' diverse needs and get them on the college and career readiness pathway before their matriculation to high school.



Counseling Program: The School Counseling Department, consisting of three counselors, is dedicated to helping students reach their full potential as lifelong learners. They aim to equip students with the knowledge, attitudes, and skills for academic success, college and career readiness, and social responsibility. The department offers a comprehensive counseling program addressing academic, career, and personal/social needs, fostering a safe and supportive environment through advocacy, leadership, and collaboration. This ensures all students feel a sense of belonging.

Our continuum of student support begins through our evidence -based Response to Intervention (RTI) process. This process starts when we see a student struggling academically, behaviorally, or across all areas (s). One of our shared core commitments as Mustang faculty includes the intentional outreach to the families of our struggling students. When staff has concerns with one of our students, if the student is at risk for failing or has behavioral issues, we convene a support team meeting called a Tier 1, consisting of the student's parent/ guardian, teachers, counselor, and any other vested educational partner. The outcome is establishing agreed-upon, individualized goals and implementing targeted strategies and interventions to encourage student success. This plan is monitored for four to six weeks. Our Student Study Team (SST) Coordinator supports staff in determining how to address struggling students, documenting their efforts, and training on evidence-based interventions within their classrooms. They have also modified the LEUSD continuum of student support for secondary students to ensure their needs are met swiftly

School Facility Conditions and Planned Improvements

Terra Cotta Middle School, Home of the Mustangs, was dedicated by the LEUSD School Board on November 5, 1986, beginning as a junior high school. In 1995, Terra Cotta Junior High became Terra Cotta Middle School with the addition of sixth graders. In the early days of TCMS, it was a year-round, multi-track school that recruited many students across the lake for its Performing Arts program. Today, it follows the traditional school year calendar with various programs to serve its local community. It is one of 24 schools in the Lake Elsinore Unified School District. Situated in the City of Lake Elsinore. Terra Cotta Middle School sits at the base of the Ortega Mountains. Proudly serving approximately 1100 students spanning grades six, seven, and eight. TCMS is home to a diverse student population, with about 73.1% of students eligible for free or reduced-priced meals or have parents/ guardians who did not receive a high school diploma.

Terra Cotta Middle School campus boasts extensive square footage, a lower and upper campus, a fully functioning, shared-use gymnasium, and multiple athletic fields and track. The lower campus contains 11 original portable classrooms, nine brown portables, two portables converted into locker rooms, and one portable converted to a staff lounge. The lower campus proudly serves sixth-grade students in core subjects and all grade spans for physical education. In the upper campus, 26 regular, permanent classrooms coexist along with 14 portables, and the original gym has been converted into a dance room. The upstairs campus also hosts our 295-member band program, beginning to advanced levels.

School Facilities

School Facility Good Repair Status (School Year 2024-25)

To determine the condition of our schools, the district sends experts from the facilities team to inspect them. The facilities team uses a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. The latest inspection took place on January 21, 2025. The information from that survey, as outlined below, reflects the condition of our buildings as of the date of the report. Since that time, circumstances may have changed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	HVAC is inoperable.
Interior: Interior Surfaces	**Poor**	Ceiling tiles stained, broken, or loose in multiple rooms. Rubber molding is chipping. Wallpaper is torn in multiple rooms. Floor tile is broken in multiple rooms. Carpet separating at seams. Wall tiles are broken/missing.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No repairs needed at the time of the inspection.
Electrical: Electrical	**Fair**	Light panels out in multiple rooms. Electrical cover missing in multiple rooms. Light diffuser missing in multiple rooms. Ethernet cover is loose. Electrical outlet broken in multiple rooms. Multiple light diffusers are missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Fair**	Multiple toilets leak at fittings. Faucet has a drip.
Safety: Fire Safety, Hazardous Materials	**Good**	Paint peeing on multiple interior walls.
Structural: Structural Damage, Roofs	**Good**	Dry rot on siding, eaves. and skirting. Crack in ceiling. Section of ramp skirting is missing.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	Tree roots protruding from cement creating a trip hazard. Hardware is missing on door handle. Trip hazard at ramp entry. Skid paint is peeling on ramps. Hole in one door. Multiple doors do not close properly, threshold is loose.
Overall Rating	**Good 91.74%**	

The LEUSD School Board recently approved several facility improvements to take place in our Mustang Nation over the next three to five years. This fall, our stakeholder groups, including parents, students, and faculty, were able to provide input via survey about their experiences and needs to support designs that meet their needs. We have had a survey team out taking extensive measurements of our parking lot with the intent of breaking ground on our main parking lot upgrades over the summer.

Cleaning Process, Maintenance, and Repair

The Lake Elsinore Unified School District (LEUSD) is dedicated to upholding a safe, secure, and visually pleasing environment for our students. The LEUSD Governing Board has established cleaning standards for all schools within the district. A summary of these guidelines can be obtained from the school office or the District Office. The principal collaborates daily with the custodial team to create cleaning schedules that guarantee a clean and safe school environment.

In addition to providing district-level support for routine and periodic maintenance, LEUSD maintains high standards for the cleanliness, appearance, and overall condition of all campuses on a daily basis. These standards are upheld through the combined efforts of students, staff, day custodians, evening custodial crews, and the District Maintenance Department.

Site administrators, custodians, and district personnel conduct regular physical inspections to ensure safety and maintenance requirements are met. The district's maintenance staff ensures that any necessary repairs to maintain the school's good condition and functionality are promptly addressed. A streamlined work-order process is employed to ensure efficient service, with emergency repairs receiving top priority. LEUSD consistently evaluates maintenance, modernization, and new construction needs. Any pesticide usage at our school sites adheres to the Healthy Schools Act of 2000.

Pupil Outcomes

State Priority: Pupil Achievement

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
1. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
2. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready: The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
ELA/Literacy	28	34	37	38	46	47
Mathematics	17	18	24	24	34	35

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.



CAASPP Test Results in ELA by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1039	1028	98.94	1.06	34.31
Female	480	475	98.96	1.04	41.01
Male	559	553	98.93	1.07	28.55
American Indian or Alaska Native	—	—	—	—	—
Asian	16	15	93.75	6.25	73.33
Black or African American	30	30	100.0	0.0	26.67
Filipino	13	13	100.0	0.0	53.85
Hispanic or Latino	825	816	98.91	1.09	31.07
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	24	24	100.0	0.0	37.5
White	126	125	99.21	0.79	50.4
English Learners	92	88	95.65	4.35	2.3
Foster Youth	—	—	—	—	—
Homeless	133	132	99.25	0.75	29.01
Military	11	11	100.0	0.0	54.55
Socioeconomically Disadvantaged	844	836	99.05	0.95	30.41
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	167	165	98.8	1.2	9.15

CAASPP Test Results in Mathematics by Student Group for Students Taking and Completing a State-Administered Assessment Grades Three through Eight and Grade Eleven (School Year 2023–2024)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1041	1031	99.04	0.96	17.94
Female	482	4.77	98.96	1.04	17.82
Male	559	554	99.11	0.89	18.05
American Indian or Alaska Native	—	—	—	—	—
Asian	16	15	93.75	6.25	33.33
Black or African American	30	30	100.0	0.0	13.33
Filipino	13	13	100.0	0.0	53.85
Hispanic or Latino	827	819	99.03	0.97	16.0
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	24	24	100.0	0.0	29.17
White	126	125	99.21	0.79	24.0
English Learners	92	89	96.74	3.26	1.12
Foster Youth	—	—	—	—	—
Homeless	133	133	100.0	0.0	15.79
Military	11	11	100.0	0.0	36.36
Socioeconomically Disadvantaged	846	838	99.17	0.83	15.16
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	168	166	98.81	1.19	3.61

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

CAASPP Test Results in Science for All Students Grades Five, Eight and High School

Science	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2022-2023	2023-2024	2022-2023	2023-2024	2022-2023	2023-2024
	15.38	16.43	19.34	20.38	30.29	30.73

CAASPP Test Results in Science by Student Group Grades Five, Eight and High School (2023-24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	358	357	99.72	0.28	17.18
Female	167	167	100.0	0.0	18.67
Male	191	190	99.48	0.52	15.87
American Indian or Alaska Native	0	0	0.0	0.0	0.0
Asian	—	—	—	—	—
Black or African American	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	286	285	99.65	0.35	14.13
Native Hawaiian or Pacific Islander	—	—	—	—	—
Two or More Races	13	13	100.0	0.0	38.46
White	40	40	100.0	0.0	25.0
English Learners	32	32	100.0	0.0	0.0
Foster Youth	—	—	—	—	—
Homeless	40	40	100.0	0.0	17.5
Military	—	—	—	—	—
Socioeconomically Disadvantaged	282	281	99.65	0.35	13.98
Students Receiving Migrant Education Services	0	0	0.0	0.0	0.0
Students with Disabilities	54	53	98.15	1.85	7.55

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (202-24)

Grade Level	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	92.98%	97.19%	98.60%	97.47%	97.75%

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parent Involvement

Contact Person: Erin Hill, Principal
Contact Phone Number: (951) 253-7380 or erin.hill@leusd.k12.us.ca

Terra Cotta Middle School encourages parents to be involved in their child's education. We offer many opportunities for parent participation:

- Family Nights
- Volunteering in the classroom
- Participating in School Site Council (SSC)
- Participating in English Language Action Committee (ELAC)
- Volunteering for PTSA activities
- Parenting Classes
- Helping with school activities (field trips, special events)
- ELAC meetings
- AVID Parent Meetings
- Parenting Engagement Nights

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021-22	School 2022-23	School 2023-2024
Suspensions	8.84	10.77	10.06
Expulsions	0.1	0.77	0.26
Rate	**District 2021-22**	**District 2022-23**	**District 2023-2024**
Suspensions	3.24	3.85	3.05
Expulsions	0.1	0.15	0.13
Rate	**State 2021-22**	**State 2022-23**	**State 2023-24**
Suspensions	3.17	3.6	3.28
Expulsions	0.07	0.08	0.07

Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.06	0.26
Female	7.15	0.19
Male	12.58	0.33
Non-Binary	0.0	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	17.65	0.0
Filipino	7.14	0.0
Hispanic or Latino	9.81	0.33
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	10.71	0.0
White	10.87	0.0
English Learners	12.95	0.0
Foster Youth	0.0	0.0
Homeless	14.29	0.68
Socioeconomically Disadvantaged	11.12	0.32
Students Receiving Migrant Education Services	0.0	0.0
Students with Disabilities	12.3	0.0

School Safety

SB187 Safety Plan

Date the plan was last approved: November 2023

Date the plan was reviewed by staff: November 2023

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school-wide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291. In addition, a copy of the plan is available for inspection by the public at each school.

Fire drill evacuations are conducted monthly at all elementary and middle schools and twice a year at the high schools in the district. The Riverside County Fire Department conducts a fire safety inspection annually, while site personnel conduct site inspections regularly. The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school and once each semester at the high schools.

Currently, the District provides storage areas for emergency supplies to be kept on campus in the event of a disaster. A radio communication system allows for continuous communication with the district office in the event of a disaster.

A Crisis Intervention Team has been identified and trained to deal with stress experienced by students and staff because of a crisis. Team members are called upon to assist across the district as necessary. School Resource Officers provide prevention and intervention procedures on all LEUSD campuses at least part-time as part of the comprehensive School Safety Program.

Student Services and Behavior Support

At Terra Cotta Middle School, the administration is committed to supporting students' social, emotional, and interpersonal development. Students are provided with a comprehensive overview of school expectations at the start of each school year and again at the beginning of the second semester. This includes a detailed explanation of expectations by location, the scope of school rules, potential consequences, and the role of administration in maintaining a safe campus environment.

To foster accountability and growth, the school implements a progressive discipline plan that promotes learning through consequences. The Positive Behavioral Interventions and Supports (PBIS) framework addresses students' behavioral, academic, social, emotional, and mental health needs. Character Counts assemblies are held throughout the year to emphasize key character expectations, which students continuously reinforce.

To foster a positive and motivated learning environment, the school has implemented school-wide incentives to recognize and reward students who demonstrate good behavior and maintain passing grades. These incentives encourage students to stay engaged and motivated while contributing to a supportive school culture.

The Academic and Engagement Specialist (AES) regularly meets with students to review behavioral infractions through reflection and then continues check-ins to guide students through goals and corrected behaviors. She is an active member in reviewing and addressing attendance concerns and rewards.
The campus safety framework includes nine campus supervisors and a full-time School Resource Officer dedicated to ensuring a secure environment. Students are encouraged to report suspicious or concerning behavior through the WE TIP program and the STOPit application, fostering a collaborative effort to maintain a safe and supportive school community.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1133	1112	235	21.1
Female	529	522	105	20.1
Male	604	590	130	22.0
Non-Binary	—	—	—	—
American Indian or Alaska Native	—	—	—	—
Asian	17	16	3	18.8
Black or African American	34	34	8	23.5
Filipino	14	14	1	7.1
Hispanic or Latino	897	879	186	21.2
Native Hawaiian or Pacific Islander	—	—	—	—
Two or More Races	28	28	8	28.6
White	138	136	27	19.9
English Learners	139	135	21	15.6
Foster Youth	—	—	—	—
Homeless	147	143	40	28.0
Socioeconomically Disadvantaged	926	911	209	22.9
Students Receiving Migrant Education Services	—	—	—	—
Students with Disabilities	187	185	66	35.7

Other SARC Information

Academic Counselors and Other Support Staff

Title	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral or Career Development)	3.0	560
Library Media Teacher	1.0	
Psychologist	1.0	
Nurse	0.5	
Speech/Language/Hearing Specialist	1.0	

*One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

School Finances

Other Funding (Fiscal Year 2023-24)

These programs and supplemental services are provided at the school either through categorical funds or other sources that support and assist students:

- Gifted and Talented Education (GATE)
- Special Education classes
- English Learner classes
- Advanced Pathways Electives
- Advanced Academic Pathways (Mathematics, English & Social Studies)
- AVID

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2021-22				2022-23				2023-24			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23.0	13	12	9	24.0	13	15	7	23.0	13	12	9
Mathematics	28.0	3	14	8	27.0	4	15	8	28.0	3	14	8
Science	28.0	5	5	15	30.0	5	2	18	28.0	5	5	15
Social Science	27.0	6	6	14	29.0	6		20	27.0	6	6	14

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022-23)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$8,097	$856	$8,241	$105,193
District			$8,955	$108,373
State			$10,771	$97,756
Percent Difference: School/District			(9%)	(3%)
Percent Difference: School/State			(23%)	8%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org**.

Teacher & Administrative Salaries (Fiscal Year 2022-23)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,967	$59,551
Mid-Range Teacher Salary	$96,295	$93,855
Highest Teacher Salary	$132,078	$120,219
Average Principal Salary (Elementary)	$162,100	$151,525
Average Principal Salary (Middle)	$172,176	$158,215
Average Principal Salary (High)	$185,717	$171,087
Superintendent Salary	$313,500	$300,043
Percent of District Budget		
Teacher Salaries	36.93	31.0
Administrative Salaries	4.53	4.91

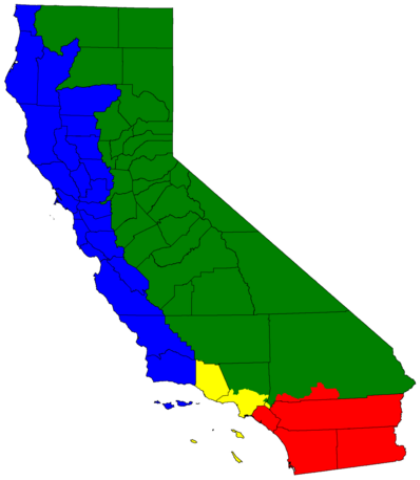
Professional Development

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD's first priority is to assist teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. After initial training, follow-up and coaching take place district-wide. The district aims to provide teachers, administrators, and staff opportunities to meet all students' learning needs. Staff members are encouraged to use SCHED to sign up for professional development opportunities. These sessions are created based on educator feedback gathered from surveys, questionnaires, and data analysis.



SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at **www.cde.ca.gov/ta/ac/sa/**.

For more information about the LCFF or the LCAP, see the CDE LCFF web page at **www.cde.ca.gov/fg/aa/lc/**.

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at **dq.cde.ca.gov/dataquest/** that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) **www.caschooldashboard.org/** reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines outlined in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have completed specified college course work, be eligible for admission to the UC. These requirements ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at **https://admission.universityofcalifornia.edu/**.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students living outside the local area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at **https://www2.calstate.edu/**.