

Colton Joint Unified School District Terrace Hills Middle School

Grades 7 through 8
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2024-25 School Accountability Report Card

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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 Profile

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 2024-25 school year, 852 students were enrolled, including 15.4% receiving special education services, 10.4% qualifying for English learner support, 0.5% foster youth, 6.9% homeless youth, and 79.7% socioeconomically disadvantaged.

District Administration

Frank Miranda, Ed.D.
Superintendent

Gregory Fromm
Assistant Superintendent,
Business Services

Brandon Dade, Ed.D.
Assistant Superintendent,
Human Resources

Tina Petersen, Ed.D.
Assistant Superintendent,
Educational Services

Anthony Ortiz, Ph.D.
Assistant Superintendent,
Student Services

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	47.4%
Male	52.5%
Non-Binary	0.1%
American Indian or Alaska Native	0.2%
Asian	1.9%
Black or African-American	8.8%
Filipino	0.9%
Hispanic or Latino	78.6%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.2%
White	7.7%
English Learners	10.4%
Foster Youth	0.5%
Homeless	6.9%
Migrant Services	0.0%
Socioeconomically Disadvantaged	79.7%
Students with Disabilities	15.4%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 7	451
Grade 8	401
Ungraded	0
Total Enrollment	852

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.

Student Achievement

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 for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	22.0	25.0	32.0	32.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	15.0	16.0	18.0	20.0	35.0	37.0

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.

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
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	852	822	96.48	3.52	25.00
Female	409	395	96.58	3.42	29.19
Male	442	426	96.38	3.62	20.94
American Indian or Alaska Native	--	--	--	--	--
Asian	18	15	83.33	16.67	46.67
Black or African American	76	73	96.05	3.95	17.81
Filipino	--	--	--	--	--
Hispanic or Latino	661	643	97.28	2.72	23.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	71	67	94.37	5.63	36.36
English Learners	76	67	88.16	11.84	1.49
Foster Youth	--	--	--	--	--
Homeless	70	65	92.86	7.14	12.31
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	725	698	96.28	3.72	23.35
Students with Disabilities	128	119	92.97	7.03	4.20

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	851	824	96.83	3.17	15.78
Female	409	400	97.80	2.20	14.25
Male	441	423	95.92	4.08	17.02
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	35.29
Black or African American	76	72	94.74	5.26	9.72
Filipino	--	--	--	--	--
Hispanic or Latino	661	645	97.58	2.42	13.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	70	66	94.29	5.71	30.30
English Learners	75	72	96.00	4.00	0
Foster Youth	--	--	--	--	--
Homeless	70	66	94.29	5.71	7.58
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	724	701	96.82	3.18	14.27
Students with Disabilities	128	118	92.19	7.81	1.69

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 CAA divided by the total number of students who participated in both assessments.

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

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
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	13.66	14.54	16.49	17.67	30.73	32.33

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.

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

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 by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	410	399	97.32	2.68	15.08
Female	194	189	97.42	2.58	14.36
Male	216	210	97.22	2.78	15.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	39	39	100	0	13.16
Filipino	--	--	--	--	--
Hispanic or Latino	313	306	97.76	2.24	4.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	37	34	91.89	8.11	17.65
English Learners	32	32	100	0	0
Foster Youth	--	--	--	--	--
Homeless	34	33	97.06	2.94	12.12
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	354	343	96.89	3.11	12.87
Students with Disabilities	65	60	92.31	7.69	10.00

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.

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 % of Students Participating in each of the Five Fitness Components 2024-25					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	92%	92%	92%	92%	92%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

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

- Fundraising Activities

Committees

- African American Parent Advisory Committee (AAPAC)
- English Learner Advisory Council (ELAC)
- PBIS Committee
- Parent Teacher Student Association (PTSA)
- School Site Council (SSC)

School Activities

- Academic Awards
- Back to School Night
- Family Nights
- Intramural Sports
- Parent Engagement Workshops
- 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. In the last 12 months, the following campus repairs or improvements were planned or completed:

- Interim housing
- New admin and classrooms
- Addition of a PE pavilion
- Addition of an ELOP classroom
- Campuswide fire alarm/PA system
- Library renovation
- Additional student restroom

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	98,202.1
	Quantity
Permanent Classrooms	14
Portable Classrooms	29
Restrooms (Sets)	4
Library	1
Multipurpose Room/Cafeteria	1
Science Labs	5
Band Room	1
Staff Lounge/Workroom	1

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 2025.

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, counselors and noon aide 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 administrators 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.

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 Sunday, December 07, 2025. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools who are subject to a Williams inspection. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on August 14, 2025. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: December 07, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces			X	Admin, Mailroom, Principal, Assistant Principal, Rm C-1, RmC-3, Rm D-1, Rm E-6, Rm E-7, Faculty Lounge/E9-E10, Rm G4, Rm G1, Library, Rm H2, Rm H4 - Ceiling tiles have water stains; Admin, Conference - Ceiling tile is cracked; B2, E4, G6, G2, H4, J1 - Wallpaper is torn; C1 - Formica is broken on countertop; C1, C2, D4, G8, G7, G6, G4, H6, H8, H9 - Floor tiles are broken; C3 - Wall is damaged below windows; C4 - Formica is missing on countertop; G8, G2 - Formica trim is missing on countertops; G7 - Formica is chipping on countertop; J3 - Ceiling tiles are loose; MPR - Ceiling tiles are missing
Cleanliness	X			H6 - Room has a skunky odor
Electrical			X	B1 - Multiple light bulbs are out; B1 - Light diffuser is missing; B4 - Cords are creating trip hazards; B2, B3, D2, D3, D4 - Two light panels are out; C1, C2, E6, E7, E8, G8, G7, G5, H4 - One light panel is out; D1 - Four light panels are out; E3 - Light diffuser is missing; Faculty Lounge/E9-E10 - Three light panels are out; G3 - Ethernet box is loose from wall; G2 - Light diffuser is cracked; Library - Multiple lights are out; H8 - Light diffuser has a water stain; MPR - Two light diffusers are missing
Restrooms/Fountains		X		B-1, B3, G2 - Drinking fountain has a high flow; B4, B2 - Faucet has a low flow; C4 - Drinking fountain has a low flow; Girls RR - Menstrual products are not readily available
Safety	X			B-1, B3, C3 - Paint is peeling on exterior wall; B2, E6, H3 - Paint is peeling on door frame; D1, D3, D4, E5, E1, H2 - Plug in air freshener; E5, E3 - Paint is peeling on door
Structural	X			E6 - Dry rot on side of building; E8, G5 - Dry rot on eaves; H5 - Dry rot on ramp; H6 - Dry rot on siding
External	X			Girls RR - Trip hazard hole in concrete at entry; C1 - Trip hazard hole in cement walkway; G7 - Window blinds are broken; G6 - Window shades are missing; MPR, G5 - Door closer cover is missing; H5 - Window screen is torn; H9 - Trip hazard at asphalt/cement seam

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			X	

Fair: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Facility Inspection Results County Inspection Completed: 8/14/25		
Area Impacted	GOOD REPAIR Deficiency Noted	Corrective Action Taken
Category: Interior Surfaces		
Cafeteria/Kitchen Library	Ceiling tiles are damaged, loose, missing or stained	
E1	Carpeting damaged, rippled, or stained	
Grounds	Permanent furniture broken or damaged	
Category: Overall Cleanliness		
C1 D3 H9 J4 E1	Unsecured items are stored too high and pose a safety hazard	

Category: Electrical		
G6 E1	Computer cords not secured properly	
Category: Restrooms		
Locker Room-Boys'	Shower is not working	
Category: Sinks/Fountains		
D2 H9 Outdoor Eating Area Grounds	Sink/fountain is not working properly	
Cafeteria/Kitchen Outdoor Eating	Sink/fountain is not working properly	Remedied 8/14/25
Category: Hazardous Materials		
C1 G6	Cleansers not stored properly	

D2	Maintenance products not stored properly	
D3	Aerosols found (no aerosols are allowed)	
G6 H9	Eye wash stations/safety showers are not accessible or operable	

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. We employ a tiered response to behavior utilizing multiple counselors and outside services to respond to student needs. We have a wellness center room with a counselor to support positive mental health.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	15.86	12.46	8.22
% Students Expelled	0.11	0.11	0.20
	District		
% Students Suspended	5.74	4.70	4.11
% Students Expelled	0.09	0.07	0.08
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	8.22	0.20
Female	4.88	0.0
Male	11.22	0.38
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	10.42	0.0
Filipino	0.0	0.0
Hispanic or Latino	8.12	0.26
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	16.67	0.0
White	7.59	0.0
English Learners	6.72	0.0
Foster Youth	0.0	0.0
Homeless	13.79	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	8.83	0.24
Students with Disabilities	13.58	0.62

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.

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.

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	998	904	211	23.3
Female	471	430	92	21.4
Male	526	473	119	25.2
American Indian or Alaska Native	--	--	--	--
Asian	20	18	2	11.1
Black or African American	96	83	14	16.9
Filipino	--	--	--	--
Hispanic or Latino	776	705	174	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	11	4	36.4
White	79	72	17	23.6
English Learners	119	103	30	29.1
Foster Youth	--	--	--	--
Homeless	87	81	26	32.1
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	849	771	193	25.0
Students with Disabilities	162	146	48	32.9

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.

Average Class Size and Class Size Distribution

Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	25	6	36	
Math	22	20	22	
Science	27	3	32	
Social Science	28	3	29	
2023-24				
English	26	7	27	2
Math	24	14	25	
Science	29	3	28	
Social Science	28	5	27	1
2024-25				
English	26	7	29	
Math	27	4	27	
Science	28	3	28	
Social Science	27	4	30	

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

****"Other" category, if applicable, is for multi-grade level classes.*

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Terrace Hills Middle School for the 2024-25 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."

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 2024-25 school year, Terrace Hills Middle School held staff development training devoted to:

- English Language Development (ELD)
- Positive Behavioral Interventions & Supports (PBIS)
- Student Engagement
- Technology Training
- WICOR AVID Strategies

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 2023-24, 2024-25, and 2025-26 school years, Terrace Hills Middle School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2023-24 Training:

- Speech Learning
- CET Group (Former Future Ready)
- Behavior Training
- N2Y Professional Learning
- Cognitive Coaching
- EL Summer Institute

2024-25 Training:

- Collaboratively Build Standard-Aligned Lesson Plans
- Develop Formative Assessments
- Complete Data Reflections
- Develop Small Group Intervention Plan/Lessons
- Conduct Inquiry Work around the Professional Learning Framework
- Identification of Struggling Students

2025-26 Training:

- Multilingual Institute - Equity Through Action: Responding to the Needs of Every Learner

Colton Joint Unified School District also offered teachers supplemental professional development training during the 2025-26 school year on the following topics:

- Partners in Progress
- Textbook Training
- HM Go Math for English Learners
- Amplify Lectura
- Designated ELD training
- Technology Trainings
- AVID

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		
2023-24	2024-25	2025-26
2	3	4

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 with the exception of mathematics and foreign language instructional materials which are from the most recent local governing board adoption. These materials have been reviewed and determined to meet State standards. 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, October 02, 2025, 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. 26-19 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 2025-26 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	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	McGraw Hill: <i>Study Sync</i>	Y	0%
History-Social Science			
2019	Cengage Learning: <i>World History - Medieval and Early Modern Times</i>	Y	0%
2019	Teacher's Curriculum Institute: <i>History Alive! The United States through Industrialism</i>	Y	0%
Mathematics			
2022	McGraw Hill: <i>Illustrative Mathematics, Math 7</i>	N - Local	0%
2022	McGraw Hill: <i>Illustrative Mathematics, Math 8</i>	N - Local	0%
Science			
2020	Accelerate Learning: <i>STEMscopes CA NGSS 3D</i>	Y	0%
Foreign Language			
2017	Vista Higher Learning: <i>Espanol Santillana</i>	N - Local	0%
2017	McGraw-Hill School Education: <i>Asi Se Dice, Level 1</i>	N - Local	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) 2024-25		
	No. of Staff	FTE
Academic Counselors	3	3.0
Wellness Center Counselor	1	1.0
Library Media Technician	1	1.0
Librarian	1	1.0
Nurse	1	0.2
Health Assistant	1	0.75
Community Liaison	1	0.75

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

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						
	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
2023-24						
School #	33.8	0.0	5.1	1.3	0.0	40.4
School %	83.74	0.0	12.77	3.44	0.0	100.0
District #	838	4.0	41.2	18.5	9.0	910.8
District %	92.01	0.44	4.53	2.03	0.99	100.0
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100.0	2.23	6.04	4.34	4.91	100.0
2022-23						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	27.0	0.0	0.0	0.0	1.3	28.3
School %	95.3	0.0	0.0	0.0	4.7	100.0
District #	882.9	1.0	5.9	14.3	44.8	949.0
District %	93.0	0.1	0.6	1.5	4.7	100.0
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
<p><i>Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.</i></p>						

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$64,136	\$62,783
Mid-Range Teacher Salary	\$101,749	\$97,783
Highest Teacher Salary	\$131,357	\$128,020
Superintendent Salary	\$309,476	\$313,465
Average Principal Salaries:		
Elementary School	\$162,780	\$160,224
Middle School	\$162,436	\$166,991
High School	\$187,742	\$180,970
Percentage of Budget:		
Teacher Salaries	29.38%	30.05%
Administrative Salaries	4.93%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	1.0
Misassignments	0.0	0.8	4.1
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.8	5.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	1.3
Total Out-of-Field Teachers	0.0	0.0	1.3

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.0	4.9	7.6
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	2.4	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>.

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$9,900	N/A	N/A	N/A	N/A
Restricted	\$1,289	N/A	N/A	N/A	N/A
Unrestricted	\$8,611	\$9,954	86.5%	\$11,146	77.3%
Avg Teacher Salary	\$114,455	\$108,891	105.1%	\$103,743	110.3%

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

Expenditures Per Student

For the 2023-24 school year, Colton Joint Unified School District spent an average of \$22,062 of total general funds to educate each student (based on 2023-24 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 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- A-G Completion Grant
- American Rescue Plan - Homeless Children and Youth
- Arts and Music in Schools (Prop 28)
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Child Nutrition: School Food Best Practices Apportionment
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Dual Enrollment Opportunities
- Early Education
- Education Protection Account
- ESSER III State Reserve
- Expanded Learning Opportunities Program
- LCFF Equity Multiplier
- Literacy Coaches and Reading Specialist Grant Program
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State Lottery
- Title I
- Title II
- Title III
- Title IV

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 sections was acquired in December 2025 and the school facilities section was acquired in January 2026