TERRA COTTA MIDDLE SCHOOL

Home of the Mustangs!



This Planner Belongs To:

Name: _____

Grade: _____ **1st Period Teacher:** _____ **Room #:** _____

Terra Cotta Middle School
29291 Lake St., Lake Elsinore, CA 92530
Phone: (951) 253-7380 • **Fax:** (951) 253-7377

Office Hours: 8:00am to 3:00pm

School Hours: 8:30am to 2:47pm (M, T, Th, F)

Late Start Wednesday(s): 9:30am to 2:47pm

Website: www.tcm.leusd.k12.ca.us

LAKE ELSINORE UNIFIED SCHOOL DISTRICT

CALIFORNIA SCHOOLS TO WATCH

TCMS Is Proud To Be An AVID RIVERSIDE COUNTY NATIONAL DEMONSTRATION SCHOOL

TERRA COTTA MIDDLE SCHOOL

Home of the Mustangs!

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.

Vison 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.



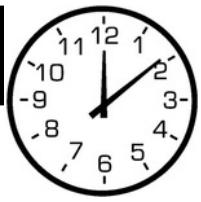
MUSTANG "PRIDE"



Pride • Respect • Involvement • Devotion • Excellence

Have **PRIDE** in yourself & your school. Give **RESPECT** to others & property. Get **INVOLVED** in school activities, athletics, and/or clubs. Have a **DEVOTION** to keep the campus clean. Strive for **EXCELLENCE** in your classes, activities, & clubs.

TCMS BELL SCHEDULE



1ST LUNCH SCHEDULE

Regular Day		Late Start Wedneday	
Period	**Time**	**Period**	**Time**
0	7:12 - 8:12	0	7:25 - 8:25
1	8:30 - 9:22	1	9:30 - 10:12
2	9:27 - 10:19	2	10:17 - 10:59
BREAK	**10:19 - 10:29**	**BREAK**	**10:59 - 11:09**
3	10:34 - 11:26	3	11:14 - 11:56
4	11:31 - 12:23	4	12:01 - 12:43
LUNCH	**12:23 - 12:53**	**LUNCH**	**12:43 - 1:13**
5	12:58 - 1:50	5	1:18 - 2:00
6	1:55 - 2:47	6	2:05 - 2:47
7	2:57 - 3:57	7	2:57 - 3:57

2ND LUNCH SCHEDULE

Regular Day		Late Start Wedneday	
Period	**Time**	**Period**	**Time**
0	7:12 - 8:12	0	7:25 - 8:25
1	8:30 - 9:22	1	9:30 - 10:12
2	9:27 - 10:19	2	10:17 - 10:59
BREAK	**10:19 - 10:29**	**BREAK**	**10:59 - 11:09**
3	10:34 - 11:26	3	11:14 - 11:56
4	11:31 - 12:23	4	12:01 - 12:43
5	12:28 - 1:20	5	12:48 - 1:30
LUNCH	**1:20 - 1:50**	**LUNCH**	**1:30 - 2:00**
6	1:55 - 2:47	6	2:05 - 2:47
7	2:57 - 3:57	7	2:57 - 3:57

SMARTER Goal for the Month of _____

S **Specific**: What is something ***small*** that you want to achieve this month in your current class?

_____

_____

M **Measurable**: How will you know you achieved your goal? What will you see, think, hear, or feel, when your goal has been achieved?

_____

_____

_____

_____

A **Achievable**: What four steps will you take to achieve you goal?

1. _____
2. _____
3. _____
4. _____

R **Relevant**: How does this goal work towards your academic success?

_____

_____

T **Time-based**: The date when the goal should be achieved.

_____

ER **Reflection**: How did you do? What did you do to achieve your goal? What did you NOT do if you did not achieve it? Five sentences with strong conventions are needed to answer these questions.

_____

_____

_____

_____

_____

_____

SMARTER Goal for the Month of _____

S **Specific**: What is something ***small*** that you want to achieve this month in your current class?

_____

_____

M **Measurable**: How will you know you achieved your goal? What will you see, think, hear, or feel, when your goal has been achieved?

_____

_____

_____

_____

A **Achievable**: What four steps will you take to achieve you goal?

1. _____
2. _____
3. _____
4. _____

R **Relevant**: How does this goal work towards your academic success?

_____

_____

T **Time-based**: The date when the goal should be achieved.

_____

ER **Reflection**: How did you do? What did you do to achieve your goal? What did you NOT do if you did not achieve it? Five sentences with strong conventions are needed to answer these questions.

_____

_____

_____

_____

_____

_____

SMARTER Goal for the Month of _____

S **Specific**: What is something ***small*** that you want to achieve this month in your current class?

_____

_____

M **Measurable**: How will you know you achieved your goal? What will you see, think, hear, or feel, when your goal has been achieved?

_____

_____

_____

_____

A **Achievable**: What four steps will you take to achieve you goal?

1. _____
2. _____
3. _____
4. _____

R **Relevant**: How does this goal work towards your academic success?

_____

_____

T **Time-based**: The date when the goal should be achieved.

_____

ER **Reflection**: How did you do? What did you do to achieve your goal? What did you NOT do if you did not achieve it? Five sentences with strong conventions are needed to answer these questions.

_____

_____

_____

_____

_____

_____

SMARTER Goal for the Month of _____

S **Specific**: What is something ***small*** that you want to achieve this month in your current class?

_____

_____

M **Measurable**: How will you know you achieved your goal? What will you see, think, hear, or feel, when your goal has been achieved?

_____

_____

_____

_____

A **Achievable**: What four steps will you take to achieve you goal?

1. _____
2. _____
3. _____
4. _____

R **Relevant**: How does this goal work towards your academic success?

_____

_____

T **Time-based**: The date when the goal should be achieved.

_____

ER **Reflection**: How did you do? What did you do to achieve your goal? What did you NOT do if you did not achieve it? Five sentences with strong conventions are needed to answer these questions.

_____

_____

_____

_____

_____

_____

SMARTER Goal for the Month of _____

S **Specific**: What is something ***small*** that you want to achieve this month in your current class?

_____

_____

M **Measurable**: How will you know you achieved your goal? What will you see, think, hear, or feel, when your goal has been achieved?

_____

_____

_____

_____

A **Achievable**: What four steps will you take to achieve you goal?

1. _____
2. _____
3. _____
4. _____

R **Relevant**: How does this goal work towards your academic success?

_____

_____

T **Time-based**: The date when the goal should be achieved.

_____

ER **Reflection**: How did you do? What did you do to achieve your goal? What did you NOT do if you did not achieve it? Five sentences with strong conventions are needed to answer these questions.

_____

_____

_____

_____

_____

_____

WELCOME BACK!



August 2026: Welcome to a new school year!

Week 1

	10 MONDAY	11 TUESDAY	12 WEDNESDAY
1st Period	CW HW	CW **First Day of School!** HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:



This week's goal: _____

Reflection: _____

	13 THURSDAY	14 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Use your binder reminder to write down your daily assignments, classwork, important dates and events. Make it a habit to check your planner regularly.

Quote of the Week!

"There are three ways to ultimate success: The first way is to be kind. The second way is to be kind. The third way is to be kind".

- Mister Rogers

August 2026

Week 2

	17 MONDAY	18 TUESDAY	19 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	20 THURSDAY	21 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Take the time to set up your binder for success. Use dividers to separate subjects in your binder: dedicate a clearly marked section for each subject, such as language arts, math, science, and social studies. Remember to include your elective, and arrange the sections according to your schedule.

Quote of the Week!

"A surplus of effort could overcome a deficit of confidence".

- Sonia Sotomayor

August 2026 Week 3

	24 MONDAY	25 TUESDAY	26 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	27 THURSDAY	28 FRIDAY	Weekly Goal Refection
1st Period	CW HW 	CW HW 	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW 	CW HW 	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW 	CW HW 	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW 	CW HW 	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW 	CW HW 	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW 	CW HW 	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Develop a system for prioritizing tasks: Decide on a method to prioritize your tasks, whether it is color-coding, numbering, or using symbols. Determine which assignments or activities are most urgent or important and tackle them accordingly.

Quote of the Week!

"However difficult life may seem, there is always something you can do and succeed at."

- Stephen Hawking

August/September 2026 Week 4

	31 MONDAY	01 TUESDAY	02 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	03 THURSDAY	04 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Practice time management skills: Break down large tasks into smaller, more manageable steps. Estimate how much time each step will take and block out that time accordingly. Consider using a timer or setting specific time blocks for focused work.

Quote of the Week!

"I didn't get there by wishing for it or hoping for it, but by working for it."

- Estee Lauder

SEPTEMBER 2026 WEEK 5

	07 MONDAY	08 TUESDAY	09 WEDNESDAY
1st Period	CW **Labor Day**  HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	10 THURSDAY	11 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Develop a system for tracking assignments: whether you prefer a digital app or a handwritten checklist, find a method for keep tracking of assignments and due dates, and grades earned that works for you. Make sure to review your lists regularly and update as needed.

Quote of the Week!

"If a person is working toward a predetermined goal and knows where to go, then that person is successful."

- Earl Nightingale

SEPTEMBER 2026 WEEK 6

	14 MONDAY	15 TUESDAY	16 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	17 THURSDAY	18 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

<u>Mustang Tip of the Week!</u>

Review your progress towards your goals: Take time to reflect on your achievements and areas for improvement. Celebrate your successes, no matter how small, and consider adjusting your strategies if you're falling short of your goals.

<u>Quote of the Week!</u>

"A good goal is like a strenuous exercise, it makes you stretch."

- MaryKay Ash

SEPTEMBER 2026: HISPANIC HERITAGE MONTH

WEEK 7

	21 MONDAY	22 TUESDAY	23 WEDNESDAY
1st Period	CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	24 THURSDAY	25 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Set specific goals for improving in challenging subjects: Identify areas where you're struggling academically and set specific goals for improvement. Break down your goals into smaller, actionable steps, and track your progress over time.

Quote of the Week!

"The real value of setting and achieving goals lies not in the rewards you receive, but in the person you become as a result of reaching your goals." - Robin Sharma

SEPTEMBER/OCTOBER 2026: HISPANIC HERITAGE MONTH WEEK 8

	28 MONDAY	29 TUESDAY	30 WEDNESDAY
1st Period	CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	01 THURSDAY	02 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Set aside time for self-reflection: Take time each week to reflect on your progress and set new goals for the upcoming week. Consider what strategies have been effective and what areas you need to focus on improving.

Quote of the Week!

"Every twist and turn in life is an opportunity to learn something new about yourself, your interests, your talents, and how to set and then achieve your goals." - Jameela Jamil

October 2026: Hispanic Heritage Month

Week 9

	05 MONDAY	06 TUESDAY	07 WEDNESDAY
1st Period	CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	08 THURSDAY	09 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Establish a consistent study routine and stick with it even on days that you don't feel motivated. Consistency is key to long-term success, so make studying a regular part of your daily routine.

Quote of the Week!

"What would you attempt to do if you knew you would not fail?"

- Robert Schuller

October 2026: Hispanic Heritage Month

Week 10

	12 MONDAY	13 TUESDAY	14 WEDNESDAY
1st Period	CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	15 THURSDAY	16 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Celebrate your progress: Take the time to celebrate your achievements and milestones throughout the school year. Whether reaching a goal, improving your grades, or mastering a difficult concept, acknowledge your hardwork and dedication. You have earned it!

Quote of the Week!

"Progress always involves risk: you can't steal second base and keep your foot on first."

- Fredrick Wilcox

October 2026: Hispanic Heritage Month

Week 11

	19 MONDAY	20 TUESDAY	21 WEDNESDAY
1st Period	CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	22 THURSDAY	23 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Seek help from teachers or peers: Do not hesitate to ask for help if you are struggling with a particular subject or concept. Your teachers are there to support you, and your peers can offer valuable insights and study tips.

Quote of the Week!

"I am always doing that which I cannot do, in order that I may learn how to do it."

- Pablo Picasso

October 2026: Hispanic Heritage Month

Week 12

	26 MONDAY	27 TUESDAY	28 WEDNESDAY
1st Period	CW HW	CW HW	**LEUSD Professional Development** *No School for Students*
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	29 THURSDAY	30 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

<u>Mustang Tip of the Week!</u>

Practice effective communication skills: work on developing your communication skills by actively listening to others, asking questions, and articulating your thoughts and ideas clearly. These skills will serve you well in both academic and personal settings.

<u>Quote of the Week</u>!

"Learning is never done without errors and defeat."

- Vladmir Lenin

NOVEMBER 2026: NATIVE AMERICAN HERITAGE MONTH WEEK 13

	02 MONDAY	03 TUESDAY	04 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	05 THURSDAY	06 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

<u>Mustang Tip of the Week!</u>

Experiment with different study environments: try studying in different locations to see what works best for you. Whether it's the library after or before school, or your bedroom, or the kitchen table find a space where you feel comfortable and focused without being distracted.

<u>Quote of the Week!</u>

"Perfection is not attainable. But if we chase perfection, we can catch excellence."

- Vince Lombardi

NOVEMBER 2026: NATIVE AMERICAN HERITAGE MONTH

WEEK 14

	09 MONDAY	10 TUESDAY	11 WEDNESDAY
1st Period	CW HW	CW HW	CW **Veterans Day**  HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	12 THURSDAY	13 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

<u>Mustang Tip of the Week!</u>

Stay engaged in class discussions: actively participate in class discussions by asking questions, offering insights, and sharing your thinking. Engaging with the material in this way can help deepen your understanding and retention.

<u>Quote of the Week!</u>

"Success is peace of mind, a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable."

- John Wooden

November 2026: Native American Heritage Month — Week 15

	16 MONDAY	17 TUESDAY	18 WEDNESDAY
1st Period	CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

Reflection: _____

	19 THURSDAY	20 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Review past quizzes and tests: take time to review your performance on past quizzes and test to identify areas where you can make improvements. Look for patterns or recurring mistakes and focus your study efforts on addressing these weaknesses.

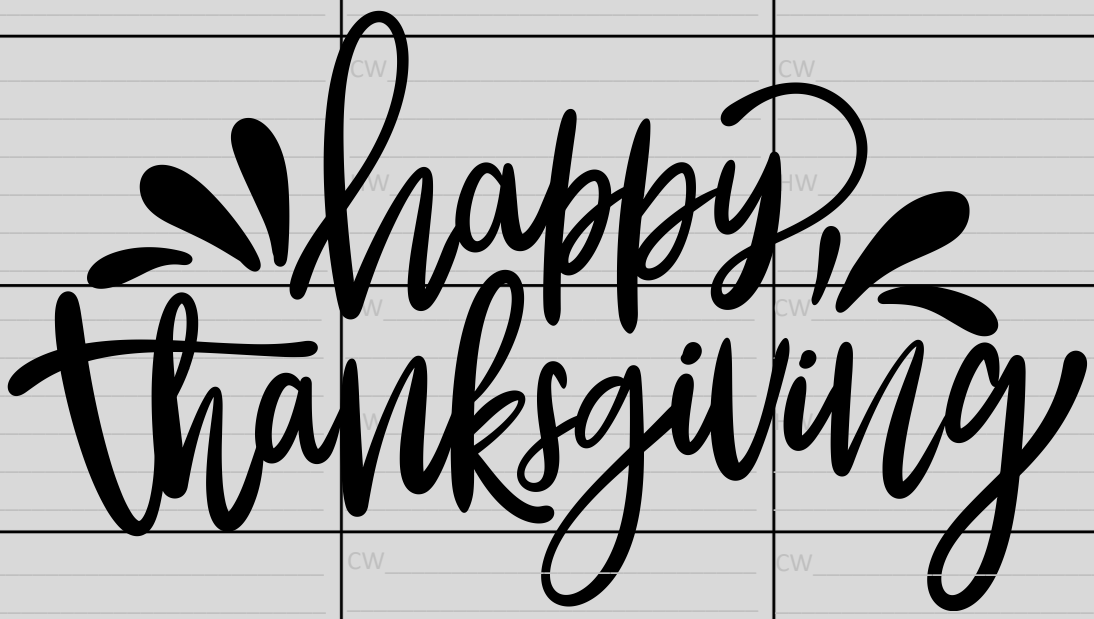
Quote of the Week!

"I will not lose, for even in defeat, there's a valuable lesson learned, so it evens up for me."

- Jay Z

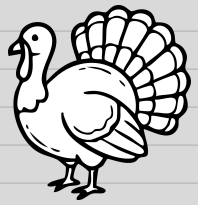
NOVEMBER 2026: NATIVE AMERICAN HERITAGE MONTH

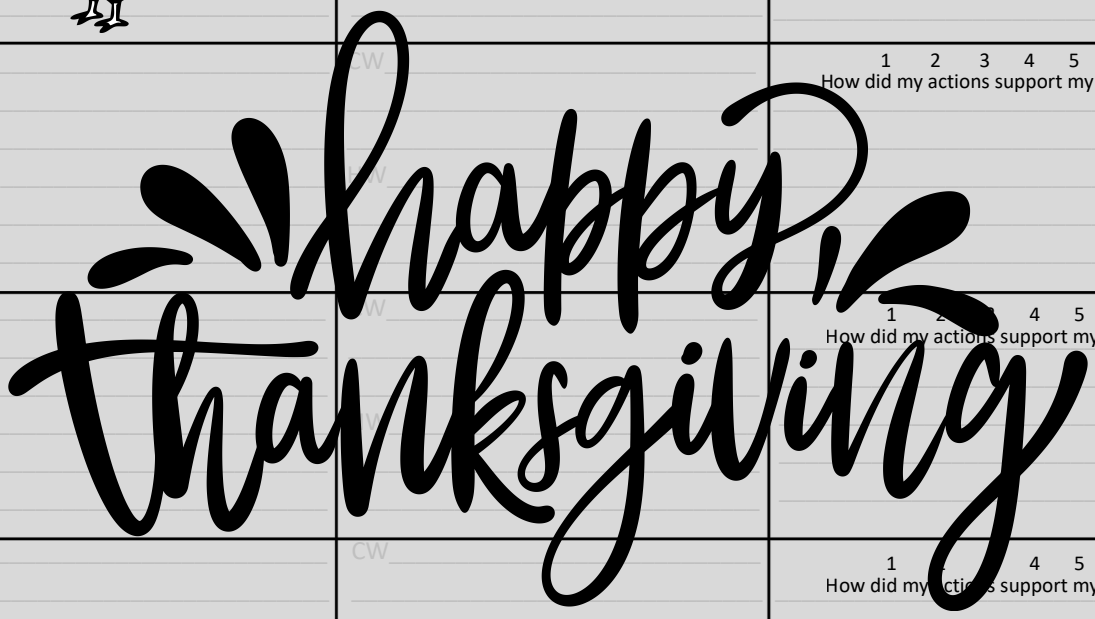
	23 MONDAY	24 TUESDAY	25 WEDNESDAY
1st Period	**Thanksgiving Week** CW HW	CW HW	CW HW
2nd Period	CW HW	CW HW	CW HW
3rd Period	CW HW	CW HW	CW HW
4th Period	CW HW	CW HW	CW HW
5th Period	CW HW	CW HW	CW HW
6th Period	CW HW	CW HW	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:



This week's goal: _____

Reflection: _____

	26 THURSDAY	27 FRIDAY	Weekly Goal Refection
1st Period	CW **Thanksgiving Day**  HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:



Mustang Tip of the Week!

Practice active listening during class: engage with the material by asking questions, participating in discussions, and taking thorough notes. Stay focused and attentive, and don't be afraid to ask questions, or seek clarification if something is unclear.

Quote of the Week!

"Your positive action combined with positive thinking results in success."

- Shiv Khera

NOVEMBER/DECEMBER 2026 WEEK 17

	30 MONDAY	01 TUESDAY	02 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	03 THURSDAY	04 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

Mustang Tip of the Week!

Stay organized by regularly decluttering your binder and backpack: take a few minutes each week to clean out any unnecessary papers or items from your binder and backpack. Keep only what you need for the current week to minimize clutter.

Quote of the Week!

"We may encounter many defeats, but we must not be defeated."

- Maya Angelou

DECEMBER 2026 WEEK 18

	07 MONDAY	08 TUESDAY	09 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	10 THURSDAY	11 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

<u>Mustang Tip of the Week!</u>

For assignments that you no longer need to keep in your backpack or binder, keep them in a shoe box or storage box until the end of the semester.

<u>Quote of the Week!</u>

"It is our choices that what we truly are, far more that our abilities."

- J.K. Rowling

DECEMBER 2026 WEEK 19

	14 MONDAY	15 TUESDAY	16 WEDNESDAY
1st Period	CW HW 	CW HW 	CW HW
2nd Period	CW HW 	CW HW 	CW HW
3rd Period	CW HW 	CW HW 	CW HW
4th Period	CW HW 	CW HW 	CW HW
5th Period	CW HW 	CW HW 	CW HW
6th Period	CW HW 	CW HW 	CW HW
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

This week's goal: _____

_____

_____

_____

_____

_____

Reflection: _____

_____

_____

_____

_____

_____

_____

	17 THURSDAY	18 FRIDAY	Weekly Goal Refection
1st Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
2nd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
3rd Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
4th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
5th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
6th Period	CW HW	CW HW	1 2 3 4 5 How did my actions support my goal?
	Parent/Guardian:	Parent/Guardian:	Parent/Guardian:

<u>Mustang Tip of the Week!</u>

Reflect on your study habits: take some time to think about how you study best. Do you prefer to work in short bursts or long sessions? Are you more productive in the mornings or evenings? Use this self-awareness to optimize your study routine.

<u>Quote of the Week!</u>

"The ability to recognize opportunities and move in new -and unexpected- directions will benefit you no matter your interest or aspirations."

- Drew Gilpin Faust



ACADEMIC GRADING POLICY

The following grading system and accompanying guidelines, rules, and regulations have been developed to meet the needs of grading consistency throughout the school district and individual instructor freedom in assigning marks. Whenever it becomes evident to a teacher that a student is in danger of failing a course/grade level, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

- **MeaningofLetterGrades(Grades6-12):**
  - "A" (90-100%) grade indicates Outstanding student achievement 4.0 grade points.
  - "B" (80-89%) grade indicates Above Average student achievement 3.0 grade points.
  - "C" (70-79%) grade indicates Average student achievement 2.0 grade points.
  - "D" (60-69%) grade indicates Below Average student achievement 1.0 grade points.
  - "F" (0-59%) grade indicates Little or No achievement 0 grade points.
  - "I" Incomplete 0 grade points.
  - An **"Incomplete"** shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, Honors, and Concurrent Postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

- **A (90-100%) Outstanding Achievement 5.0 grade points**
- **B (80-89%) Above Average Achievement 4.0 grade points**
- **C (70-79%) Average Achievement 3.0 grade points**

- **Citizenship as Factors in Grading**

Every effort should be made to distinguish between the academic and the citizenship grade. The citizenship grade should not be determined by the student's academic performance. Factors taken into consideration may include behavior towards staff and students, promptness to classes, and class participation.

Grades for citizenship, study skills, and effort shall be reported as follows:

O = Outstanding
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

- **Weight of Examinations**

No single course assignment or course project, including final examination shall be weighted at more than 25 percent of the semester grade.

- **Providing Information to Parents/Guardians and Students**

The classroom teacher must provide information to each student regarding the basis of grading in the class. No student will be given a failing semester grade unless the parents/guardians have been previously notified by the teacher through the progress report or deficiency notice.

ACADEMIC HONESTY

- The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.
- Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules.

ACTIVITIES AND ELIGIBILITY

Student participation in these events is considered a privilege. Not all students will be allowed to participate and those students who disregard the appropriate behavior policies may be excluded. Students may be excluded from activities for any of the following reasons:

- Outstanding school debts
- Poor citizenship grades
- Failing grades on last grade report
- Less than 2.0 GPA
- Excessive discipline
- Poor attendance
- Students who receive two (2) or more UNSATISFACTORY citizenship comments on their report card
- High school athletes are subject to the Athletic Code of Conduct



ATTENDANCE

Every absence from school must be cleared whether it is excused or unexcused. **Absences must be cleared within 5 days. (AR 5113)** The law defines an excused absence as illness, quarantine by health officials, medical appointment, dental appointment, optometry appointment, chiropractic appointment, mental health, court appearance for the child, or attendance at a funeral for an immediate family member. Absences must be cleared in one of the following three ways: a) Provide a written note signed by a parent/ guardian explaining absence, b) Parent/guardian may call or email the attendance clerk, or c) respond to the absence notification via ParentSquare.

CHRONIC ABSENCE and TRUANCY

- **Chronic absentee** means a student who is absent regardless of the reason for 10 percent or more of the school days in the school year (when the total number of days the student is absent is divided by the total number of days the student is enrolled).
- **Truant** means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.
- California Education Code allows that an attendance supervisor, a peace officer, a school administrator, or any probation officer may arrest or assume temporary custody of a minor if found away from home and absent from school without a valid excuse. At the third truancy in the same school year, the pupil will be classified as a **habitual truant** and the pupil is referred to and required to attend a SARB meeting. Upon the fourth truancy, the student may be referred to the jurisdiction of the juvenile court.
- ***AFTER SCHOOL- Only students who are enrolled in an after-school program (ELOP) or are attending a school sponsored event are allowed on campus after regular school hours.***

BICYCLES/SKATEBOARDS/SCOOTERS

Bicycle racks are provided on the school grounds, but students must provide their own locks. The bicycle rack area is OUT OF BOUNDS during school hours. Students must not loiter in the rack area before or after school. Bicycles, skateboards, scooters, etc., are not to be ridden on campus. Students must wear helmets, as required by law.

- **Electric Bikes and Electric Scooters.** If a student is not legally permitted to use an electric bike or electric scooter, they may not use it for transportation to/from school. It is a parent/guardian's responsibility to know and understand local ordinances and laws.
- Students will be required to complete a safety course prior to riding electric conveyances to and from campus.

BUS REGULATIONS

Bus transportation is considered a privilege. Students riding school buses are expected to arrive at their stops ready for boarding 5 minutes prior to scheduled pick up and will observe all school and district safety rules on the bus and at the bus stop. Failure to comply with the rules and regulations for bus riders in the district shall be sufficient reason for a student to be denied transportation and subject to school discipline. A copy of the bus safety rules will be available for all riders. District buses may be fitted with cameras and, if so, are recording on a continuous basis while the buses are in operation. This is to ensure student and driver safety.

MOBILE COMMUNICATION DEVICES (CELL PHONES & ALL ELECTRONIC DEVICES)

- Students shall not use smartphones or other mobile communication devices while at a school site unless under the supervision and control of a district employee.
- The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

WEARABLE AND RECORDING-CAPABLE DEVICES

- Students shall not wear any personal electronic device capable of audio recording, video recording, photography, monitoring, or transmission while present in any instructional setting or privacy-sensitive area, unless expressly authorized by a school employee for a legitimate school purpose or otherwise permitted by law.
- For purposes of this policy, instructional settings include any classroom, library instructional area, testing environment, assembly for instruction, or other location where students are engaged in teacher-directed learning or academic assessment. Privacy-sensitive areas include restrooms, locker rooms, dressing areas, health offices, counseling offices when confidential communications are occurring, and any other location in which a person reasonably expects privacy.
- Students also shall not activate, use, or access the audio, video, photographic, monitoring, or transmission functions of any such device at any time on campus or at a school-sponsored activity in a manner that infringes on the privacy rights of any other person, disrupts instruction, compromises test security, or interferes with school operations.
- The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

CLOSED CAMPUS

All Lake Elsinore Unified School District schools have a CLOSED CAMPUS policy. Students must remain at school once they arrive on campus in the morning until they are dismissed at the end of their last period. Students who leave campus without permission shall be classified as truant.



DETENTION OF STUDENTS

With parental notification, 24-hours beforehand, educators or administrators may require students to stay in their classrooms or the administrative office before or after school. These detentions serve various purposes such as completing assignments, catching up on missed work, addressing habitual tardiness, and managing disciplinary issues.

DISASTER/EMERGENCY

Following a natural disaster/emergency, all students will remain at school until they are checked out by the parent, guardian, or someone on their emergency card. Students are to follow the instructions of the adults on campus. An emergency check-out process will be followed, requiring all adults checking-out a student to have an ID and said adult must be listed on the student's emergency list. ***LOOK TO PARENT SQUARE FOR DIRECTIONS.***

DISCIPLINE

Students who display inappropriate behavior may be subject to suspension or expulsion as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity.

GROUNDS FOR SUSPENSION AND EXPULSION - (EDUCATION CODE 48900)

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.

(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).

(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.



GROUNDS FOR SUSPENSION AND EXPULSION - (EDUCATION CODE 48900) (Continued)

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

EDUCATION CODE 48900.2 A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5 of the Education Code.

EDUCATION CODE 48900.3 Pupils in grades 4 to 12, inclusive may be suspended or recommended for expulsion if it is determined the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233.

EDUCATION CODE 48900.4 A pupil in grades 4 to 12 inclusive may be suspended or recommended for expulsion if it is determined the pupil has intentionally engaged in harassment, threats, or intimidation against another. The act must be sufficiently severe or pervasive "to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment."

DRESS CODE

The Board of Trustees believes that every student has the right to attend a school that is orderly and free from influences that detract from a wholesome educational environment. The primary responsibility for a satisfactory standard of dress and/or appearance rests with students and their parents. The clothing worn at school or school-related activities should reflect the positive attitude of our school community. All students are to dress and groom themselves in a school-appropriate and respectful manner.

DRESS CODE

THE FOLLOWING IS A LIST OF ALLOWABLE CLOTHING ITEMS:

Shirts/Tops/Dresses

- ·All shirts, tops or dresses must not have inappropriate images, words, or content.

Pants/Sweatpants/Shorts/Skirts/Dresses

- All pants, shorts, skirts, and/or dresses must cover undergarments and private areas.

Shoes

- Activity-specific shoes are required for physical education (PE) and co-curricular activities.

Sun protective clothing

- Sunglasses are permitted outdoors.
- Hats are acceptable outdoors and must not have inappropriate images, words, or content.

DRESS CODE (Continued)

THE FOLLOWING IS A LIST OF CLOTHING ITEMS THAT ARE NOT ALLOWED:

Inappropriate Clothing:

- Clothing or accessories with images or language that depicts:
  - Violence
  - Drugs or alcohol (or any illegal item or activity; for example, Cookies)
  - Hate speech, profanity, or pornography (including symbols)
  - Anything that could create a hostile or intimidating environment based on any protected class
- Undergarments (including bralettes), sheer materials, and swimwear of a similar design, worn as outerwear.

Headwear

- Headwearorclothing that obscures the face (except as a religious observance or health/safety-related facial coverings).

Gang Affiliated Apparel

- In consultation with law enforcement or other gang experts, the school administration may limit clothing or apparel where there is a reasonable basis for identifying clothing as gang affiliated.

All dress code violations will be enforced by site administration.

DRUGS AND ALCOHOL

Students using, being in possession of, or under the influence of alcohol, drugs, or controlled substances (including over the counter medications) will be subject to suspension, and law enforcement will be notified. Students who furnish alcohol, drugs, or controlled substances will be subject to immediate suspension, contact with law enforcement, and may be recommended for expulsion. Students who sell a controlled substance will be immediately suspended from school, have contact with law enforcement, and will be recommended for expulsion. (EC 48915) In addition, such students may be referred to a counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

EXTRACURRICULAR & CO-CURRICULAR ACTIVITIES

Extracurricular activities are not part of the regular school curriculum, are not graded and do not offer credit. Students must maintain a minimum GPA and satisfactory citizenship to participate in extra-curricular activities. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom.

GUM

All LEUSD schools have a "No Gum" policy. Students who choose to bring and/or chew gum at school will be assigned an appropriate consequence. Repetitive incidents with gum will be considered defiance and student will be disciplined accordingly.

HEALTH SERVICES

Students must have a pass from their teacher before going to the Health Office, unless an emergency occurs. Students are welcome to discuss health problems with the nurse or health clerk. The nurse or health clerk will administer first aid; if a student needs further treatment or care, and the student requires transportation home or to a doctor, an identified emergency contact person will be notified by, or under the supervision of, school personnel. Parents must provide the school with updated emergency information and notify them should name, address, and/or telephone number change.

LOCKERS

Lockers in Physical Education will be assigned the first few days of school as a convenience and for storage during your P.E. class only. Lockers are the property of the school district and are on loan to the student fort heir use. Certain school employees have keys, which open all lockers. Students can expect lockers to be checked occasionally. The person to whom the locker is assigned shall be held responsible for the contents of the locker. Therefore, students should not share their locker combinations or locker with other students. Neither the school nor the district is responsible for any lost or stolen items.

LUNCH PERIODS

Students MUST stay on campus during their lunch period. Hot lunches and snacks are sold at school. Students may also bring their own lunch from home. Students should show SCHOOL PRIDE in their campus and keep it clean by throwing away trash.

MEDICATION

Students are not to have any medication in their possession, including both prescription and over-the-counter (OTC) medication. If it is necessary for a student to take medication during school hours, they must obtain the proper forms in the Health Office and have them completed by parents/guardians and physician. The forms are to be returned to the nurse or health clerk with the medicine in the prescription bottle. Medicine will be administered according to the physician's directions in the Health Office.



NON-DISCRIMINATION
Lake Elsinore Unified is committed to making schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The district prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. The district promotes programs that ensure that discriminatory practices are eliminated in all district activities. Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal. Any student or parent/ guardian who believes that discrimination has occurred should immediately contact the principal for resolution at the site.

PARENT NOTIFICATION
It is important that parents receive information regarding school activities; therefore, it is the students' responsibility to take all bulletins and notices home to parents. The school webpage, school newsletter, and ParentSquare (a school communication system) all communicate pertinent information regarding school functions. Parents need to notify the school immediately of any change in address and/or phone number.

PERSONAL PROPERTY
Personal propertyis brought at your own risk. The school and school district are not responsible in the event of loss, theft, or damage of any personal property. Students are encouraged to report any loss, theft, or damage of personal property to the administration office. School administration may investigate the theft, loss, or damage of personal property if reasonably able to do so.

RESTROOMS
Restrooms are to be used during passing periods, during lunch, or before and after school. Restrooms are not to be used for changing clothes or visiting with friends. Food and/or drink are not permitted in the restrooms. Teachers may not release students for restroom use during the first 10 minutes and last 10 minutes of class period.

SCHOOL RESOURCE OFFICER
Deputies from the Riverside Sheriff's Office are assigned to assist all schools. Deputies may assist in a wide variety of functions including,butnotlimitedto,classroompresentations,trafficcontrol,training/prevention, discipline, supervision, and the investigation of any criminal activity on campus.

SCIENCE EDUCATION — PUPILS' RIGHTS TO REFRAIN FROM THE HARMFUL OR DESTRUCTIVE USE OF ANIMALS (Education Code 32255)

1. Notification to pupils and parents - Education Code Section 2255.4 states that "each teacher teachinga course that utilizes live or dead animal parts shall inform the pupils of their rights pursuant to this chapter." Parental notification is also to be given "at the beginning of the first semester or quarter of the regular school term" by the governing board of each school district. This is the yearly notice.

2. Registering Objections and Determining Alternative Projects - Any pupil with a moral objection to dissecting (or otherwise harming or destroying) animals, or any parts thereof, must notify his/her teacher. Furthermore, the pupil's objections to participate in an educational project pursuant to this section (Education Code Section 32244.1) must be substantiated by a note from a parent or guardian. An alternative education project, as defined in Section 32255(b) would include, but not be limited to, the use of videotapes, models, film, books, and computer software that would provide an alternate method for obtaining knowledge, information, or experience required by the course of study. The teacher shall assign an alternative education project. They must ensure that it only requires "comparable time and effort investment by the pupil."

SEARCH AND SEIZURE
School officials may search individual students, their property, backpacks, and lockers when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district/school. School officials have the right and ability to open and inspect any school locker, backpack, or vehicle without student permission when they have reasonable suspicion that the search will disclose evidence of illegal possessions and/or activity. Any prohibited/illegal items found with the student, contained in a locker, backpack, or vehicle shall be considered to be the property of the student whom the locker was assigned, who possessed the backpack, or who brought the vehicle to school, or activity. Parent/Guardian will be notified of all searches. The school district contracts with canine detection services to help keep our campuses safe.

SELLING FOOD/MERCHANDISE
The only individuals who will be allowed to sell anything on campus will be Food Services and school organizations that follow the process as outlined by the school ASB. There should be no selling of any items during regular school hours without prior approval. These items will be confiscated and may not be returned. In addition, the student may also face disciplinary consequences.



SEXUAL HARASSMENT

The Governing Boardprohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment will be subject to disciplinary action up to and including dismissal.

- **STUDENT SEXUAL HARASSMENT POLICY**

Lake Elsinore Unified is committed to making the schools free from sexual harassment. This means that the district prohibits harassment made by someone from or in the educational setting. Sexual harassment can be such actions as unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting. The district prohibits conduct that has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment. The district further prohibits sexual harassment in which a student's grades, benefits, services, honors, program or activities are dependent on submission to such conduct. Board Policy 5145.7

SMOKING-TOBACCO-VAPES-LIGHTERS-MATCHES

No form of tobacco is allowed any where at school. Any student in possession of, or using, any form of tobacco and/or lighters or matches is subject to consequences, up to and including home suspension.

- **VAPING DEVICES AND ELECTRONIC NICOTINE DELIVERY SYSTEM (ENDS)**

The possession or use of any vaping device or Electronic Nicotine Delivery System (ENDS) or any other device intended to promote use of a vaporized smokeless behavior is prohibited just the same as any tobacco item or device. LEUSD does not in any way promote smoking. Students who violate this rule may be subject to consequences up to and including at home suspension and expulsion.

- **VERKADA VAPE SENSORS**

To help maintain a safe and healthy school environment, vape sensors will be installed in student bathrooms to deter smoking and vaping and to support student safety and wellness on campus.

SOCIAL MEDIA

LEUSD schools maintain social media platforms to support student learning and to enhance communication between parents/ guardians, staff, students and other community members. While we encourage comments and input on district social media platforms, comments that use offensive or vulgar language, share private information, advocate illegal acts, or violate Board policy will be
removed. Responsible use of social media by students is expected.

Here are some important guidelines and information regarding use of social media for students:

- **Making Threats:** Threatening a person or group of people in any situation is serious. Posting or forwarding an anonymous, empty threat will raise red flags that both school officials and law enforcement will investigate. Cyber threats can result in serious student discipline as well as action by law enforcement. If you see a threatening post, take a screenshot and report it to school administration or a law enforcement official immediately.

- **Cyberbullying:** Cyberbullying takes many forms and can harm others. This includes offensive text messages, emails, posting rumors or slurs, and circulating embarrassing photos of a classmate online. Cyberbullying can result in serious disciplinary consequences. If you or someone you know is a victim of cyber bullying, please report it to school officials immediately.

Things to Remember:

- There is no such thing as true anonymity. Assume that everything you post is permanent. Even if you delete your account, others can easily print photos or text messages, images, etc.
- Be respectful of others. Don't spread rumors or publish confidential information.
- Think before you post. Offensive, racial or defamatory comments and personal insults may hurt others and disrupt the school learning environment.
- Know who is on your social media network. Be careful about accepting "random" friends.
- ·Always take PRIDE in being an LEUSD student.

STUDENT I.D. CARDS

Students are to carry their school-issued I.D. card at all times while on school campuses or at school-sponsored events or activities. Student I.D. cards may be in the format of a physical or digital card.

SURVEILLANCE CAMERAS

In an on-going effort to improve the supervision of students on our campus and to provide a safe and secure campus, the school may use video cameras to monitor and supervise open/public areas of the campus. Signs posted on campus serve as a reminder that cameras may be used to supplement campus supervision.



TELEPHONES
School phones are used by teachers and staff members for school business. Students may use school phones only when provided with prior staff permission and when they are supervised by a teacher or other adult employee.

TEXTBOOKS AND EQUIPMENT
The school furnishes books and equipment for students. Loss of or damage to textbooks, library books, classroom books, school devices, or equipment will result in fines and/or holding of diplomas.

VISITORS & VISITOR MANAGEMENT SYSTEM
LEUSD utilizes a digital visitor management system which requires visitors entering any campus to scan their ID before entering. During regular school hours, visitors will be requested to present a form of identification (Driver's License, Military ID, State ID, or district-issued badge). The digital visitor management system will issue a temporary visitor badge for those without a volunteer A or B badge or employee badge. This badge is to be worn and made visible at all times.

Students should be friendly and courteous to all adults, including visitors who may be touring the school. Students are not allowed to bring relatives or friends, other than guardians, on campus for visitations during the school day. Any parent/adult visitor to our campus must report first to the front office to receive a visitor badge. Parents are encouraged to visit the campus. A 24-hour notice is required if a parent wishes to sit in on classroom instruction.

PARENTS' RIGHTS TO REQUEST TEACHER QUALIFICATIONS (TITLE 1 SCHOOLS)

Parents' Rights to Request Teacher Qualifications (Title 1 Schools)

Terra Cotta Middle School receives Title 1 federal funds and Federal Law requires that parents be notified of their right to know the professional qualifications of their child's teacher(s) in core academic subject areas, including the following:

1. The type of state credential or license that the teacher holds. Some teachers will have credentials in a particular subject area, such as English or Mathematics, and others will have a multiple subject credential, which allows them to teach a variety of subjects.

2. The education level of and subject area of the teacher's college degree(s). All teachers have a bachelor's degree, and many teachers have graduate degrees beyond the bachelor's, such as a master's or doctoral degree.

In addition to the qualifications of the teacher, if a paraprofessional (teacher's aide) provides your child services, you may also request information about his or her qualifications. Many paraprofessionals have two years of college and others have passed a test that verifies their qualifications.

If you would like to request this information, please contact Lake Elsinore Unified School District, Personnel Support Services, at 951-253-7000.



TCMS: SCHOOL-PARENT COMPACT FOR ACHIEVEMENT

What is a School-Parent Compact?

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how the partnership includes the responsibility to make sure all our students reach or exceed grade-level standards.

Effective compacts:

- Links to actionsin the SPSA
- Focus on academic excellence for all students
- Describe how teachers will help students develop those skills using high-quality curriculum and instruction Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The families, students, and staff of Terra Cotta Middle School's School Site Council and English Language Parent Advisory Committees meet regularly to discuss current grade level and district data. Our School-Parent Compact for Achievement is revised based on these discussions. Teachers suggest home learning strategies, parents add ideas to make them more specific, and students identify ways to support their learning goals. Parents are welcome to contribute comments at any time.

This compact was established by Terra Cotta Middle on 9.17.2025 and will be in effect for the 2025-2026 school year. The school will distribute the compact annually to all parents and family members of students participating in Title I, Part A program.

OUR GOALS FOR STUDENT ACHIEVEMENT

District Goals

- Develop student proficiency through early foundational reading skills and structured literacy instruction in reading and writing with a focus on building background knowledge, vocabulary development, and comprehension across all content areas, accelerating the learning of all students including multilingual learners.
- Improve student attendance and learning engagement by promoting strong relationships, consistent family communication, and the use of evidence-based instructional practices in every classroom.
- Prioritize the social-emotional well-being and mental health of students and staff through professional development, implementation of trauma-informed practices, and partnerships with community resources.
- Ensure students in LEUSD graduate prepared for postsecondary success by increasing access to and participation in college and career readiness opportunities through rigorous coursework in AP courses, dual enrollment, and CTE pathways, as well as career exploration opportunities in elementary and middle school.

School Goals

- TCM SPSA Goal 1: Academic Excellence
- TCM SPSA Goal 2: Student, Family & Community Engagement
- TCM SPSA Goal 3: Educational Environment

Teacher Roles

- All students receive equal access to the core curriculum through high-quality instruction by utilizing research and evidence-based instructional strategies.
- Have a classroom with clear academic and behavioral standards, goals, and expectations (PBIS, and CCSS)
- Assign regular homework throughout the week that supports the core curriculum and student learning.
- Throughout the day, all students' needs are met through flexible grouping in Universal Access and English Language Development.
- Teachers work collaboratively in Professional Learning Communities to plan curriculum, monitor student progress through examining student work, and guide instruction in their grade level
- Teachers work collaboratively in Professional Learning Communities to plan curriculum, monitor student progress through examining student work, and guide instruction in their grade level.
- Response to Intervention at Terra Cotta entails teachers' progress monitoring at-risk students in order to identify student academic needs early and implement appropriate interventions for student success.
- Teachers set goals with students to improve iReady scores, performance tasks and other forms of local assessments.
- Teachers will communicate with families utilizing Parent Square, classroom notices, or phone calls, relaying student progress and/or concerns in a timely manner.

TCMS: SCHOOL-PARENT COMPACT FOR ACHIEVEMENT



The Family's Role

Parents and families will assure student eats breakfast at home before arriving to school or arrive early to have breakfast at school.

- Families will ensure students are able to provide basic self-care and address personal needs such as tying their own shoes. Homework monitoring; ensure student is reading at least 20-30 minutes every day.
- Provide a quiet place for studying.
- Assure student is arriving at school on time, well-rested, ready to learn, and in school uniform.
- Provide accurate contact information to the school office.
- Read all the communications sent from the school and respond when appropriate.
- Attend all parent-teacher conferences.
- Attend parent trainings to learn more about the student's education.
- Support teacher's and school's behavioral expectations.
- Set limits and monitor my child's use of social media sites, video games, and time spent watching television.
- Read and refer to the school's parent handbook.
- Have a dialogue daily with your student about their school day and ongoing projects or assignments.

The Student's Role

Our students joined staff and parents to develop ideas about how they can succeed in school and reach their goals in reading, math, and behavioral expectations:

- Be a hard-working scholar! Come to school every day on time ready to learn.
- Give my family all school communications.
- Take responsibility for my own learning while working collaboratively with others & on independent tasks.
- Complete all classwork and homework assignments on time and to the best of my ability.
- Use all forms of technology responsibly.
- Read for 20-30 minutes daily at home. Practice math fluency 5-10 minutes daily at home.
- Know and work towards meeting my Lexile goals by the end of this school year.
- Be a positive participant, act respectfully, work responsibly in a safe environment at all times and locations within our school and
- community.

Activities to Build Partnerships

Terra Cotta Middle holds frequent meetings to actively communicate updates and topics relevant to families.

- PTA recruits and trains parents who are interested in volunteering.
- Parents participate in the site's School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), or any of the district parent and community meetings.
- The Family Resource Center is provided with materials to aid parents in their work as volunteers. The Center serves as a hub for parent volunteers to meet and engage with one another.

Events include: Fall Harvest Festival, Math/Literacy nights. Movie Night, Positive Parenting Nights, and more!
Building Partnerships: If you would like to volunteer, participate and/or visit in a classroom, please contact: Norma Diaz, norma.diaz@leusd.k12.ca.us or leave a message at (951)253-7380.

Communication about Student Learning

Terra Cotta'sLEUSD website and email - Useplatforms like Parent Square or Canvas - Weekly Parent Bulletin Newsletters
Back to School Night - Open House - Parent/Teacher Conferences (Progress Reports and Report Cards)
Progress Reports (iReady in Math and Reading) - Specialized parent meetings such as School Site Council, English Learner Advisory Council - Parent Engagement Nights with the Principal

Do you have questions about child's progress?

Contact your child's teacher by phone at (951)253-7380 or send a message via email to your students school counselor.

TCMS: TITLE I SCHOOL-LEVEL PARENTAL INVOLVEMENT POLICY

Title I, Part A School-Level Parent and Family Engagement Policy
This policy describes the means of carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Terra Cotta Middle School has developed a written Title I, Part A parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of School Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA). The policy is updated periodically to meet the changing needs of parents and the school (ESSA Section 1116(b)[1]. It has distributed the policy to parents of Title I students.
The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at Terra Cotta Middle the following practices have been established:
The school convenes an annual meeting to inform parents of Title I students about Title I, Part A requirements and about the right of parents to be involved in Title I. Part A program (ESSA Section 1116(c)[1].

- *During either our Back to School Night, our first School Site Council or first ELAC meeting.*

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116(c)[2].

- *A flexible number of meetings will be held at varied times based on parent needs and will include childcare and translation services, if needed.*

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parental involvement policy (ESSA Section 1116(c)[2].

- *An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.*
- *Included as part of the annual review of the School Plan for Student Achievement (SPSA) through School Site Council (SSC), and English Learner Advisory Committee (ELAC).*
- *Through weekly parent Mustang Bulletins (Newsletters), Back-to-School nights, SSC, PTSA and ELAC.*

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116 [c][4][B]).

- *At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for state and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.*

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA 1116 [c][4][C]).

- *Through informal parent requests for meetings, 504 meetings, Evening with Administrators, Back-to-School nights, SSC, ELAC, and PTA.*

School-Parent Compact
Terra Cotta Middle engages Title 1, Part A parents in meaningful interactions with the school. The compact supports a partnership among staff, parents, and the community to improve student academic achievement. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction.
The ways parents will be responsible for supporting their children's learning.
The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

- *The school-parent compact is distributed through the Parent Handbook or Parent Conferences for every student. A copy of the compact is attached as part of the policy.*

Building Capacity for Involvement
Terra Cotta Middle engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.
The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section1116[e][1]).

- *At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.*

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- *Training to empower parents to support and assist their children's education. This may include such activities as: College and Career Readiness Parent Meeting, Digital Citizenship Parent meetings, Family Math Training, Family Literacy Night, and Family Science Night.*

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- *Weekly Mustang Bulletin, parents are provided with resources for how to support their students effectively through positive parent approaches and also navigate school systems.*
- *At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated into the SPSA.*

The school coordinates and integrates Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- *Coordination of parent involvement activities at the site are done by a parent volunteer, PTA, an employee, a staff committee, the leadership team, and/or the SSC.*
- *AppropriaterolesforcommunityorganizationswillbedevelopedandmayincludeAdopt-a-school,supportingacademicexcellencethroughawardsrecognitionassemblies,supplyingtheschoolwithneededmaterials, equipment, career information, and role modeling.*

The school distributes Information related to school and parent programs, meetings, and other activities to Title , Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]) .

- *School information, including communication about the Title I, Part A program, will be distributed in all the major languages spoken by the families of the students at the school.*

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116 [e][14]) .

- *Parent involvement strategies within the SPSA are integrated based on parent input through survey data.*
- *Parents may submit comments through the principal and/or the SSC if they are not satisfied with the school plan activities.*

Accessibility
Terra Cotta Middle provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- *All parents, including parents with limited English proficiency are provided information and school reports in a format and language using translation of parent materials and interpreters for parents at meetings.*
- *Access to all facilities and parking are provided for parents with disabilities.*

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

This policy was adopted by Terra Cotta Middle School in November and will be in effect for the period of November 2025 to November 2026.

TCMS: 4-WAY SCHOOL PLEDGE



As a Student:
I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Be a student in positive academic standing: Come to class on time, ready to learn, and with assignments completed.
- Regularly talk to my parents/guardians and my teacher(s) about my progress in school.
- Be a cooperative learner.
- Check my academic progress using Infinite Campus
- Be a student in positive behavioral standing: Be responsible for my own behavior and follow school and classroom expectations. Ask for help when I need it.
- Additional Pledge(s): _____

Student Signature: _____ Date: _____

As a Teacher:
I understand the importance of a positive school experience to every student and my role as educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide a supportive, flexible learning environment to address the social/emotional needs of all students. Provide high-quality, standards-based curriculum and instruction.
- Provide consistent and appropriate expectations for all students.
- Provide opportunities for highly engaging activities, motivating all students to make progress in their learning. Communicate regularly with families about their child's progress in school.
- Provide a safe, positive, and healthy learning environment for all students
- Provide assistance to families on what they can do to support their student's learning.
- Provide meaningful feedback on student work in a timely manner.
- Input academic progress and grade(s) every two weeks.

Teacher Signature: _____ Date: _____

As a Parent:
I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Provide a quiet time and place for homework and assist my child with their homework regularly.
- Ensure my student completes his/her homework.
- Ensure my child engages in preferred reading activities for at least 30 minutes each day
- Support the school's/district's homework and discipline policies
- Review all school communication with your child.
- Be involved with my student's education by attending parent conferences, meetings and other school events such as Back to School Night,
- Open house, etc…
- Encourage participation in After-School events as needed.
- Communicate with staff regarding questions, comments, and concerns.

Parent Signature: _____ Date: _____

As a Principal:
I understand the importance of a positive school experience to every student and my role as educator and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide an environment that allows for positive communication between the teacher, parent, and student.
- Encourage and support teachers to regularly provide instructional activities that will reinforce student engagement and mastery of standards.
- Assist teachers with analysis of student progress toward district and state standards.
- Provide a safe and orderly school environment that allows teachers to teach and students to learn.

Principal Signature: _____ Date: _____

TCMS: EXPECTATIONS BY LOCATION

We are Respectful, Responsible, Safe

MUSTANG NATION	RESPECTFUL	RESPONSIBLE	SAFE
Hallways	• Use calm and kind voices • Keep our hallways clean	• Have a pass, go to class	• Walk • Keep hands and feet to yourself
Health Office	• Use calm and kind voices • Mind your own business	• Have a seat • Wait patiently	• Practice personal space
Office	• Use calm and kind voices • Mind your own business	• Each student needs a pass • Focus on your task, when dismissed return to class	• Stay in student designated areas • Enter and exit main doors
Quad	• Listen and respond kindly to adults and peers	• Clean up after yourself • Don't stall, hit the hall	• Stay in student designated areas • Keep hands and feet to yourself
Restrooms	• Mind your own business • Listen and respond kindly to adults and peers	• Go, flush, wash, exit • Clean up after yourself	• Report safety issues
Mustang Support Center	• Use calm and kind voices • Mind your own business	• Focus on your task • When dismissed return to class	• Stay in student designated areas



TCMS: STUDENT EXPECTATIONS CONTRACT

TCMS: Student Expectations Contract 26-27

Student participation in school-sponsored events and activities is a privilege. Students who are not able to follow school rules and expectations as they are outlined by the school site and district board policies will be excluded. The following are the expectations students must meet. Failure to meet any of these expectations will result in exclusion from activities.

1. **Academic Standing**: A student must be in good academic standing
   a) No more than one F on most recent grading report

2. **Behavior Standing**: A student must be in good behavior standing
   a) No more than two days of PBI*
   b) No off-campus suspensions*

3. **Attendance Standing**: The student must be in good attendance standing
   a) No more than 10 period tardies per semester (excluding first period)**

4. **Fees and Charges**: No outstanding charges or fees including library, PE lock, and textbook fines*

This contract must be reviewed and signed by the student and a parent/guardian and turned in to the school. The signed contract ~~must be on file with the school for the student to participate in an~~y school-sponsored events or activities. Any student without a signed contract on file with the school will be excluded from activities.

*pending appeals process **one ~~Saturday School can clear seven tardies~~

TCMS: Contrato de Expectativas Estudiantiles 26-27

La participación de los estudiantes en eventos y actividades escolares es un privilegio. Los estudiantes que no puedan cumplir con las normas y expectativas escolares, tal como se establecen en las políticas del centro educativo y del distrito, serán excluidos. A continuación, se detallan las expectativas que los estudiantes deben cumplir. El incumplimiento de cualquiera de estas expectativas resultará en la exclusión de las actividades.

1. **Rendimiento académico**: El estudiante debe tener un buen rendimiento académico.
   a) No más de una calificación reprobatoria (F) en su último informe de calificaciones.

2. **Conducta**: El estudiante debe tener una buena conducta.
   a) No más de dos días de inasistencia escolar (PBI)*.
   b) Ninguna suspensión fuera del campus*.

3. **Asistencia**: El estudiante debe tener una buena asistencia.
   a) No más de 10 tardanzas por semestre (excluyendo la primera hora)**.

4. **Cuotas y cargos**: No tener cargos ni cuotas pendientes, incluyendo multas por biblioteca, candado de educación física y libros de texto*.

Este contrato debe ser revisado y firmado por el estudiante y un padre/tutor legal, y entregado a la escuela. El contrato firmado debe estar archivado en la escuela para que el estudiante pueda participar en cualquier evento o actividad escolar. Todo estudiante que no tenga un contrato firmado y archivado en la escuela quedará excluido de las actividades.

*Pendiente de proceso de apelación **Una clase de los sábados permite compensar siete tardanzas



TCMS: SCHOOLWIDE PROGRESSIVE ATTENDANCE

- 5 Tardies = Infinite Campus Message
- 10 Tardies = Counselor, Engagement Specialist or Administrative Meeting
- 15 Tardies = Administrative Consequence (progressing in severity depending on frequency, including but not limited to lunch detention, afterschool detention, or PBI (full day) and/or Extreme Saturday school)

TCMS: SCHOOL WIDE RECOGNITION & ACHIEVEMENT GOALS



Dear Parents, Guardians, and Students,

The next three years will be an exciting time in the lives of our middle school students. They will be engaging in classroom and co-curricular experiences that will help them grow and develop the academic skills needed in preparation for their transition into high school. Terra Cotta Middle School is dedicated to educational excellence for all students as they navigate this journey. Excellence can be achieved by setting goals, accomplishing schoolwork, and celebrating achievements, in support of this, the School-Wide Achievement Goals are set for all students to accomplish this school year.

TCMS SCHOOL-WIDE ACHEIVEMENT GOALS (SWAG)

- Achieve a 3.0 grade point average (GPA) with no D's or F's.
- Maintain 96% attendance, which includes not being tardy to class.
- Earn Citizenship grades that are Satisfactory or Outstanding.

TCMS STANDARDS FOR PARTICIPATION IN SCHOOL-WIDE EVENTS

- Achieve a 2.0 grade point average (GPA) or higher with no F's.
- Earn Citizenship grades that are Satisfactory or Outstanding.

Take part in the fun! School wide events include: early access to break, lunchtime activities, assemblies, dances, talent show, teacher assistant opportunities (8th graders), leadership opportunities, awards, field trips, intramurals, 8th grade end-of-year activities and more!

As students strive to attain the school-wide achievement goals, they are expected to maintain standards for participation in school-wide events. Maintaining these standards is required in various school-wide activities.

TCMS HONOR ROLL

In recognition of superior student academic achievement, honor roll status is available to all 6th, 7th, and 8th grade students who qualify based on their semester grades. The following is a description of the TCMS Honor Roll requirements:

Platinum: 4.00 GPA for two or more consecutive semesters.
Gold: 4.00 GPA
Silver: 3.50 - 3.99 GPA
Bronze: 3.00 - 3.49 GPA

TCMS PERFECT ATTENDANCE

Consistent class attendance and participation is vital to the continuity and effectiveness of the learning process. TCMS grants awards for those students who achieve perfect attendance. The TCMS Perfect Attendance Award highlights and celebrates those students who have completed the academic school year without accumulating any absences, tardies, and/ or early dismissals. Consistent attendance is important, expected, and possible (as these award recipients so effectively demonstrate).

PARENT RESOURCES/TOOLS

HELP YOUR STUDENT SUCCEED!

Common questions answered and MORE by downloading three simple apps.

- What's going on at school?
- Was my student in class today?
- Does my student have homework?
- Did my student turn in their work today?
- How do I speak to my student's teacher?
- What is my student's grade?



ParentSquare

ParentSquare

- Stayupdatedwith district & school announcements.
- Messageteachers directly
- https://www.parentsquare.com/signin

Infinite Campus

- Check student schedules
- Check attendance
- Check unofficial transcripts
- Check grades

Parent: https://leusdca.infinitecampus.org/campus/portal/parents/lakeElsinore.jsp

Student: https://leusdca.infinitecampus.org/campus/portal/students/lakeElsinore.jsp

CANVAS

Canvas: Observer/Parent Account

- See classwork/assignments/directions
- See assignmentdue dates
- See teacher feedback and student work submissions
- See student grades

You'll need a pairing code from at least one LEUSD student, they can access that code for you from *their* Canvas account:

PARENT RIGHTS



According to Child Protective Services and Law Enforcement, the Minimum a Parent Needs to do is…

- Provide a warm, dry place where their child can sleep.
- Provide their child with three meals a day.
- Provide their child with one outfit of clothing and one pair of shoes.
- Provide the child with the child abuse hotline number if the child threatens to report the parent for neglect and abuse.

1. **Parents have the right to make house and family rules.** Minor children must comply with all rules made by their parents. If the child is under 18 years old, and still relies on the parents for a home and financial support, the child must still comply with parental household rules, including curfew, restricting who enters the home, and what activities are allowed.
2. **Parents have the right to control all things enjoyed and used by their child.** Anything the parent buys for the child is considered “loaned” and remains the property of the parent. If the child works for the money to buy a specific item, that item is owned by the child, but the parents have the right to control or restrict the item.
3. **Parents have the right to approve or censor music, video games, movies, TV, phone use and apps, or computer websites.** The parent controls all media and messages electronically entering their home. The parent is vigilant that electronic media entering the home does not expose their child to messages that do not reflect good values.
4. **Parents have the right to search their child’s room and possessions at any time.** Parents should also look through their child’s backpack or purse each morning before they leave for school.
5. **Parents have the right to insist their child attend school.** Truancy fines can be up to $350 per day. If left unpaid, Court Financial Services transfers the amountowed to the child’s credit report when they turn 18.
6. **Parents have the right to be in control of their home.**

Children’s Rights

- A child has strong, legal rights if they have been physically, emotionally, or sexually abused.
- A child has a right to an education.
- A child has a right to three meals a day.
- A child has a right to have a clean, warm, and dry place to sleep.
- A child has a right to have one set of clothing and a pair of shoes.

Misconceptions about Children’s Rights

1. A child has **NO right to control their life** (under 18 years of age).
2. A child has **NO right to verbally or physically abuse parents or siblings.** Domestic abuse, battery, assault, or terroristic threats are Penal Code offenses.
3. A child has **NO right to pick their clothing styles.** The parent helps select, approves, and pays for what the child wears. Parents enforce the school dress code.
4. A child has **NO right to privacy.** The parent can search their child’s room and possessions at any time.
5. A child has **NO right to maintain a website or a social media application.** If allowed, the parent monitors it regularly and randomly.

ANTI-BULLYING/STUDENT MENTAL HEALTH

STOPit App



StopIt is an application that you can use to report bullying, potential fights, threats of school violence, or important situations.
The information is shared directly with school administration.

Site:
https://appweb.stopitsolutions.com/incident_report/

AccessCode:
GoMustangs951

If youknoworhearofanyonewhohascommittedacrimeor engaged in suspicious or illegal activities, you can call the anonymous **WeTip Line** to help keep Lake Elsinore Unified Schools safe.

Call24hoursaday,7daysaweek
Hotline: 1-800-78-CRIME or
Log onto www.wetip.com

SUICIDE PREVENTION LIFELINE

National Suicide Prevention Lifeline
Available 24 Hours Everyday
Call 1-800-273-8255



TCMS COUNSELORS

Mrs. Armstrong

Ms. Serrato

Mr. DeLano

ROLE OF SCHOOL COUNSELORS

As School Counselors, we believe it is our responsibility to advocate for all students at Terra Cotta Middle School. We provide students with services through individual and group counseling, classroom lessons, and program development. School Counselors consult with teachers, administration, and parents/guardians to provide support for the entire school community. This ensures that we are meeting the current academic, social-emotional, college/career needs of our students

REQUEST A MEETING WITH YOUR SCHOOL COUNSELOR

TC Counselors Are Here to Help You With:

BULLYING Family Tests

Friends HOMEWORK

Your Future Organization

STUDYING

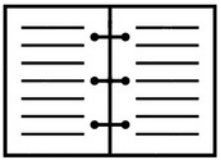
AVID

WICOR: WRITING INQUIRYCOLLABORATION ORGANIZATION READING



Writing *Inquiry* *Colla boration Organization* *Reading*



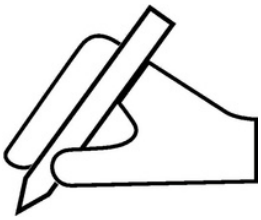




	What It Is...	Students Who...	Strategies That Support
Writing	• A Learning tool • A personal and public communication tool • A record of thinking	• Support their thinking • Demonstrate understanding • Consider audience and purpose	• Focused Note Taking • Quickwrites • DLIQ Reflections • Sentence Frames • One Pagers
Inquiry	• Uncovering one's understanding • Asking critical questions • Engaging in thinking, learning, and discussion	• Clarify their own thinking • Probe others' thinking • Work through ambiguity and confusion	• Costa's Levels of Thinking • Socratic Seminars • Philosophical Chairs
Collaboration	• Teamwork with shared responsibility • Sharing of ideas, information, and opinions	• Work together toward a common goal • Work in study groups • Support the learning of others though inquiry	• Stand - Share - Sit • Team Huddle • Standing Meeting • Four Corners • Ticket Out the Door
Organization	• Managing materials and practicing study habits • Planning and prioritizing school and work • Engaging in goal setting • Taking responsibility for one's own learning	• Develop and use procedures and tools to study effectively • Manage their time • Are prepared for class, participating during instruction, and self-advocate	• Binder and organizational tools • Agendas/Planners • SMART Goals
Reading	• Gaining meaning, understanding, and knowledge from print • Purpose driven • Interactive	• Understand text structures • Apply prior knowledge and make connections • Make predictions and ask questions • Create visual images as they read	• Marking the Text • Close Reading • Writing in the Margins • Summarizing

AVID

FocusedNote-Taking Overview

EQ: What are the notes phaseandwhyisnoteinteractionbeneficial?

Phase	Overview
Phase 1 **Taking Notes**	1. Teacher determines **purpose** for note-taking. 2. Teacher selects **format** for note-taking based on purpose. (One Pager, CN Paper, 3-Column Notes, Graphic Organizer, etc.) 3. Students write the **Essential Question** and take notes on the teacher selected format. Teacher creates EQ or Essential Question for note-taking. 
Phase 2 **Processing**	Students **revise notes** by: • Underling • Highlighting • Circling • Chunking • Questioning • Adding • Deleting • Etc. 
Phase 3 **Connecting Thinking**	Students **analyze notes** to make connections and deepen content knowledge by adding **questions** and own thinking. Students also identify gaps or points of confusion and indicate those on their notes. 
Phase 4 **Summarizing and Reflecting**	Students pull most important aspects of notes and thinking to create a **summary** that captures the meaning of the content and reflects the learning. Students **reflect** on the notes and make personal connections. 
Phase 5 **Applying**	Teacher shares how notes will be utilized going back to the **Purpose** of note-taking (Socratic Seminar, essay, presentation, test, quiz, project, etc.). Students will **use notes** as a learning tool to apply or demonstrate learning. 

AVID

Costa's Levelsof Thinking

1 - Gathering Information (on thepage)	**2 - Processing Information** (between thelines)	**3 - Applying Information** (off thepage)
complete, identify, recite, define, list, select, describe, observe	compare, sort, infer, contrast, distinguish, analyze, classify, explain (why?)	evaluate, judge, if/then, generalize, forecast, predict, hypothesize, imagine, speculate
Gathering	**Processing**	**Applying**
Language Arts/Social Studies • What information is provided? • Locate in the story where… • When did the event take place? • Point to the… • List the… • Where did…? • What is…? • Who was/were…? • Illustrate the part of the story that… • Make a map of… • What is the origin of the word _____? • What events led to…? • What are you being asked to find? • Name the... • Make a map of… **Math/Science** this problem? • What is the formula for…? • What mathematical/science concepts does this problem connect to? • What does _____ mean? • Explain the concept of… • Draw a diagram of...	**Language Arts/Social Studies** • What would happen to you if...? • Would you have done the same thing as…? • What occurs when…? • Compare and contrast ___to ___ • What other ways could ___ be interpreted? • What is the main idea of the story/ event? • What information supports your explanation? • What was the message in this piece/ event? • Give an example of… • Describe in your own words what ___ means. • What does ___ suggest about ___'s character? • What is the author trying to prove? • What evidence does he/she present? **Math/Science** to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • Does it make sense to…? • Explain how you calculate… • What equation can you write to solve the word problem? • What method would you use? • How do your conclusions support your hypothesis?	**Language Arts/Social Studies** • Design a ___ to show... • Predict what will happen to ___as___ is changed? • Write a new ending to the story/ event. • Describe the events that might occur if… • Add something new on your own that was not in the story… • Pretend you are… • How does the author's claim hold up in the circumstances? • What do you think will happen to ___? Why? • What was most compelling to you in this ___? Why? • How would you solve this problem in your life? • Do you feel __ is ethical? Why or why not? **Math/Science** • Using amath/scienceprinciple, how can we find…? • How can you tell if your answer is reasonable? • What would happen to ___ if ___ (variable) were increased/ decreased? • What type of evidence is most compelling to you? • What significance is this experiment to the subject you're learning? • Do you feel ___ experiment is ethical?

AVID

Strategies for Success

REMINDERS FOR HARD DAYS



1. Abad day does not equal a badlife.
2. Not all thoughts are true.
3. The only way out is through.
4. Feelings are not facts
5. Your worth is not contingent on circumstances.
6. Nothing stays the same.
7. You can't be everything to everyone.
8. Be gentle with yourself, and trust your inner voice, strength, and resilience.
9. You're not alone. It's okay to ask for help.
10. Focus on things you can control. Let go of the rest.

TIME MANAGEMENT

1. Don't wait until the last minute to doyour assignments; allow yourselfextratime justin case something comes up that needs your attention.
2. Take a few minutes every day to gather your homework and check your binder reminder at school or home.
3. Make a list of what you must do and number each task (#1, #2, #3, etc.) from the most important to the least important.
4. Don't plan too many activities for one afternoon/evening.
5. Be flexible. Your planned schedule may change, so give yourself enough time to adjust to the change.
6. Use small chunks of time to proofread assignments or study notes.
7. Don't always do your assignments in the same order. Do the most difficult assignment first.
8. Remember to give yourself short breaks during your study time.
9. Have a specific time each day to do your homework.
10. Have a study area where you can go to do your work and keep all your supplies.



MARKING THE TEXT

Symbol	Revision
123/ABC	Number the notes for each new concept or main ideas
Key Words	Circle vocabulary/key terms
Main Words	Highlight or underline main ideas
^	Fill in gaps of missing information and or reword/rephrase in red
Unimportant	Delete/cross our unimportant information by drawing a line through it with a red pen
?	Identify points of confusion to clarify by asking a partner or teacher
*	Identify important information that will be on a test, essay, or tutorial
Visual/Symbol	Create a visual/symbol to represent important information to be remembered

AVID

Strategies for Success

STUDYING FOR A TEST

1. Identify the information to becovered onthetest.
2. Identify and collect all the necessary materials (e.g., textbook, notebook, etc.).
3. Identify major topics.
4. Under each topic, identify major headings.
5. Under each heading, use the Outline Form to identify Who, What, Where, When, How, and Why or underline/highlight.
6. Make study aids such as flash cards.
7. Memorizing information using Outline Form and mnemonic strategies.



Additional Suggestions:

- Study with a friend.
- Write practice questions and answer the questions.
- If study questions are provided, answer all questions.
- Make certain that all information in the summary is thoroughly understood.

TEST TAKING SKILLS

1. Survey entire test for the items included (e.g., true-false, multiple choice, fill-in-the-blank, short response, etc.)
2. Read ALL directions.
3. Underline or circle all key words or phrases in the directions (e.g., locate, write, choose the best answers, identify the main idea, etc.).
4. Do not answer any items until the directions are thoroughly understood (i.e., ask the teacher for clarification if the directions are not thoroughly understood).
5. Respond to all items for which the answer is known; skip remaining items to answer later.
6. For those items which are difficult to answer, underline the keywords (e.g., Who, What, Where, When, Why, How) and the respond.
7. For those items still not understood, ask the teacher for clarification.
8. Go back and check all answers for accuracy (e.g., follow directions, proper use of math operations, no careless errors).

Additional Suggestions:

- For a statement to be true, all the statements must be true (e.g., note words such as all, never, always, etc.).
- When matching, first answer items that are known, cross off answers that are used; then go back to the remaining items and make the best choice.
- Some items may provide clues or reminders for items that could not be answered the first time through the test.
- When writing an essay answer, construct the answer around Who, What, Where, When, Why, and How.
- On multiple-choice items, read all choices before responding. If any of the choices look new or different, they are probably not the correct answer.

PE: POLICIES & PROCEDURES



MISSION STATEMENT

Encourage students to be fit for life by teaching the lifelong benefits of daily exercise and a healthy diet through academic and physical activities that are fun, challenging, and which promote the development of character, citizenship, and self-confidence.

ESSENTIAL LEARNINGS

Physically Fit Proficient:

- Show continuous improvement in their personal levels of fitness.
- Engage in activities establishing and improving aerobic capacity/endurance.
- Engage in activities thatdevelop core strength and muscular endurance.
- Participate in activitiesthat promote flexibility and range of motion.
- Students will test proficient in all five sections of the California Physical Fitness Test (PFT).
  Mile run, • Curl-ups,• Push-ups, • Flexibility (Shoulder Stretch), • Trunk-lift

Academic Proficiencies:

- Demonstrate an understanding of how to achieve and maintain cardiovascular fitness.
- Know how fitness and nutrition balance can affect overall health and wellness.
- Understand how to create a personal fitness plan that will serve as a guide to manage their individual health and fitness goals.
- Learn and demonstrate rules, concepts, and strategies involved in individual and team sports/ activities.
- Test proficient(70%orbetter) on the Physical Education Boot Camp Test **and** Student Conduct & Gym Etiquette Test.

Psychomotor Principals:

- Engage in activities developing coordination and mastery of complex motor skills.
- Understanding Psychomotor Skills:
  - Physical Activity
  - Manipulative Skills (throwing, catching, kicking, volleying)
  - Non-Manipulative Skills (turning, twisting, balancing, stretching)
  - Locomotors Skills (walking, running, jumping, hoping, skipping, galloping, sliding)

Game and Play Strategies:

- Understanding the fundamental differences between games and play.
- Learning the skills of effective communication & teamwork, and applying those skills to advance group performance in competitive activities.
- Learn and demonstrate rules, strategies, and concepts involved in team and individual sports activities.

TEACHER CONTACT INFORMATION

The PE teachers are not available during the school day via phone. Please email questions or concerns.

Teacher	Phone #	Extension	Email
Mrs. Burgess	(951) 253-7380	ext. 3321	heather.burgess@leusd.k12.ca.us
Mrs. Cummins	(951) 253-7380	ext. 3322	deana.cummins@leusd.k12.ca.us
Mr. Kretschmar	(951) 253-7380	ext. 3324	michael.kretschmar@leusd.k12.ca.us
	(951) 253-7380	ext. 3320	

PE: POLICIES & PROCEDURES

DAILY PE CLOTHING

Daily Proper PE Attireincludes:

- Terra Cotta PE Uniform T-Shirt
- Terra Cotta PE Uniform Short
- Athletic Shoes
- Socks

Cost of a PE Uniform is $20


T-Shirt - $10


Shorts - $10

All PE clothing must be clearly marked with the student's first and last name. Sweats are optional in cold weather and must NOT have zippers, snaps, or buttons for safety. Street clothes and jackets may not be worn at any time. Athletic shoes must be laced and tied securely for safety reasons.

NO jewelry may be worn in PE. All piercings must be removed. It is not recommended to get new piercings during the school year.

Students must wear their **own** PE clothing to receive credit. PE uniforms must be kept in intact, unaltered and clean condition. Students unable to dress in their own PE uniform may borrow a clean loaner uniform. Loaner uniforms may be issued to a student a maximum of five (5) times per school year. Loaners are only issued on the first day of the school week and must be returned at the end of the class session in which they were issued.

***Pursuant to Ed. Code 49066**,a student experiencing difficulties complying with this dress requirement may wear a plain white t-shirt and light colored basketball shorts.*

If bringing clothes from home:

- No dark colored shirts- **NO BLACK or NAVY**
- **NO PRO CLUB** shorts are allowed. Shorts should be basketball style shorts and be of an appropriate length. (A minimum of a 7-inch inseam and not to extended past the knees).
- If we cannot write on your student's name on their clothing with a black marker and have it clearly visible, they cannot wear it for PE. As per policy, all student's clothing needs to be clearly marked with the student's first and last name with a permanent marker.
- If there is a question about whether clothes brought from home are appropriate for PE class, please bring the clothes to the PE teacher for approval before marking the clothing with the student's name.

PARTICIPATION

Students are expected to come to class prepared to participate on a daily basis.

In order to participate, they must have the proper attire daily:



- Being clothed in appropriate PE attire (PE uniform t-shirt and shorts)
  - including socks
  - athletic shoes that are tied securely
- **NO** jewelry (students cannot participate if they have jewelry on)
- **NO** gum
- Water is the only drink permitted in PE. (No other food or drinks are allowed)
- Students are responsible for following all "Locker Room Procedures".
- Students are expected to participate with honest effort and to the best of their ability.

PE: POLICIES & PROCEDURES



LOCKER ROOM PROCEDURES

- All students will be assigned a combination lock and asmall locker for storageofPEclothesonly.
- Use of personal locks is not permitted & will be removed/discarded.
- Locks are to remain on the assigned locker. **Do NOT** take locks home!
- If a student loses a lock s/he will be charged a $6 replacement fee.
- NO “horseplay” or profanity will be tolerated in the locker room.
- Use of cameras, cell phones, tablets, ear buds/air pods are strictly **PROHIBITED** in the locker room and during the PE period.
- Use of the aforementioned will result in consequences including: lunch detention, and/or after school detention.





(NOTE: Cell phones are not allowed out in the locker room at anytime for any reason.)

- Students maynotchange inthe bathrooms or showerarea.
- Students should dress quickly and report to their assigned role call numbers promptly.
- Food, gum, drinks and **SPRAYCONTAINERS,GLASSCONTAINERS,ANDAEROSOLS are NOT ALLOWED** in the locker room and will be confiscated and will not be returned.
- Clothes must be taken home and washed every Friday.

NOT PERMITTED



NO Cell phone use in the locker room, **NO** talking, texting, **NO** taking pictures/videos with cell phones or cameras, **NO** Aerosols or Sprays or Glass Containers of any kind, **NO** Food, **NO** Gum, and **NO** Drinks

PARENT NOTES

Students healthy enough to attend schoolareusually healthy enoughto participatein PE activities. A parent may write a note to excuse their student from participationinPE physical activities duetoinjury or illness. The parental note must include the following:

- Be written and signed by parent
- Be dated
- Provide a **specific** reason for no PE physical activity participation
- Include the parent phone number
- State the number of days the note is for (1 - 3 days Maximum).

Parental notes do NOT excuse the student from dressing out. Students will be assigned modified activity or make-up work to complete in lieu of the day’s scheduled PE activities.

Any request for an excuse due to illness or injury longer than three (3) days requires a doctor’s note **by California law**. If nototherwisestated, aparentalnote is goodfor one (1)day only!

MAKE-UP WORK

If a student is absent or has a parent/doctor note, they earn a zero for the day. They can earn their points back by completing make-up work. Alternative assignments are available **to make up absences, medicals, visits to the nurse, and excused tardies**. It is the responsibility of the student to obtain their make-up assignment from their teacher on the day they return to class by stopping by the teacher office to pick up their worksheets. All of the make-up work is **ALSO** available to all students in Canvas. All make-up work must be completed and turned in within **one week** (7 calendar days) of the absence to receive full credit. After 7 calendar days, students may only earn partial credit.

Students can access make-up work:

1. On Canvas in the PE Make-Up work Module
2. In Infinite Campus (the article review is attached daily to the assignment description page)
3. In the coach’s office (in the locker room) from the PE teachers



PE: POLICIES & PROCEDURES

GRADING POLICY

We use the Infinite Campus Grade Book for Daily Grading.
Every student has the opportunity to earn a satisfactory grade regardless of athletic ability.

Grading Policy is based upon:

- Honest effort
- Attendance & Punctuality
- Daily wearing of proper PE attire
- Active participation in all assigned class activities
- Following class rules and strict adherence to the “Locker Room Procedures”
- Scores on Policy and Rules Tests
- Satisfactory performance on Weekly Standard Tests

Citizenship grades are based upon appropriate behavior, positive attitude, and the demonstration of good sportsmanship in class.

STATE FITNESS STANDARDS

State Fitness Standards for Girls Age*13	
Skill	Standard
One Mile Run	9:00 - 11:30 Minutes
Push-Up	7 - 15
Curl-Up	18 - 32
Trunk Lift	9” - 12”
Flexibility	Touch fingers behind back
* State Standards are adjusted based on age.	

State Fitness Standards for Boys Age* 13	
Skill	Standard
One Mile Run	7:30 - 10:00 Minutes
Push-Up	12 - 25
Curl-Up	21 - 40
Trunk Lift	9” - 12”
Flexibility	Touch fingers behind back
* State Standards are adjusted based on age.	

LOCKER #:_____

Bin #: _____

Lock Combo: _____



PE Teacher’s Name:

_____

Email Address:

_____@leusd.k12.ca.us

I have read and understand the PE Policies and Procedures.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____



PE: PERFORMANCE LOG

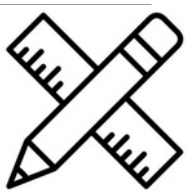


NOTE: WEEKS SIGNED IN ADVANCE PRIOR TO THEIR COMPLETION WILL BE RECORDED AS A ZERO IN THE GRADEBOOK.

Date	Personal Fitness Goal	Run Time	Parent Signature	Teacher Initial
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		
		:		



MATH: MULTIPLICATION CHART



X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Periodic Table of the Elements
for the Grade Eight and High School California Science Test

Legend

Atomic Number — 1 — Element Symbol
Element Name — H — Average Atomic Mass
hydrogen — 1.01

** If this number is in parentheses, then it refers to the atomic mass of the most stable isotope.*

	1												13	14	15	16	17	18
1	1 H hydrogen 1.01	2																2 He helium 4.00
2	3 Li lithium 6.94	4 Be beryllium 9.01											5 B boron 10.81	6 C carbon 12.01	7 N nitrogen 14.01	8 O oxygen 16.00	9 F fluorine 19.00	10 Ne neon 20.18
3	11 Na sodium 22.99	12 Mg magnesium 24.30	3	4	5	6	7	8	9	10	11	12	13 Al aluminum 26.98	14 Si silicon 28.09	15 P phosphorus 30.97	16 S sulfur 32.06	17 Cl chlorine 35.45	18 Ar argon 39.95
4	19 K potassium 39.10	20 Ca calcium 40.08	21 Sc scandium 44.96	22 Ti titanium 47.87	23 V vanadium 50.94	24 Cr chromium 52.00	25 Mn manganese 54.94	26 Fe iron 55.85	27 Co cobalt 58.93	28 Ni nickel 58.69	29 Cu copper 63.55	30 Zn zinc 65.38	31 Ga gallium 69.72	32 Ge germanium 72.63	33 As arsenic 74.92	34 Se selenium 78.97	35 Br bromine 79.90	36 Kr krypton 83.80
5	37 Rb rubidium 85.47	38 Sr strontium 87.62	39 Y yttrium 88.91	40 Zr zirconium 91.22	41 Nb niobium 92.91	42 Mo molybdenum 95.95	43 Tc technetium (98)	44 Ru ruthenium 101.07	45 Rh rhodium 102.91	46 Pd palladium 106.42	47 Ag silver 107.87	48 Cd cadmium 112.41	49 In indium 114.82	50 Sn tin 118.71	51 Sb antimony 121.76	52 Te tellurium 127.60	53 I iodine 126.90	54 Xe xenon 131.29
6	55 Cs cesium 132.91	56 Ba barium 137.33	57–71	72 Hf hafnium 178.49	73 Ta tantalum 180.95	74 W tungsten 183.84	75 Re rhenium 186.21	76 Os osmium 190.23	77 Ir iridium 192.22	78 Pt platinum 195.08	79 Au gold 196.97	80 Hg mercury 200.59	81 Tl thallium 204.38	82 Pb lead 207.21	83 Bi bismuth 208.98	84 Po polonium (209)	85 At astatine (210)	86 Rn radon (222)
7	87 Fr francium (223)	88 Ra radium (226)	89–103	104 Rf rutherfordium (267)	105 Db dubnium (268)	106 Sg seaborgium (269)	107 Bh bohrium (270)	108 Hs hassium (269)	109 Mt meitnerium (278)	110 Ds darmstadtium (281)	111 Rg roentgenium (282)	112 Cn copernicium (285)	113 Nh nihonium (286)	114 Fl flerovium (289)	115 Mc moscovium (289)	116 Lv livermorium (293)	117 Ts tennessine (294)	118 Og oganesson (294)

57 La lanthanum 138.91	58 Ce cerium 140.12	59 Pr praseodymium 140.91	60 Nd neodymium 144.24	61 Pm promethium (145)	62 Sm samarium 150.36	63 Eu europium 151.96	64 Gd gadolinium 157.25	65 Tb terbium 158.93	66 Dy dysprosium 162.50	67 Ho holmium 164.93	68 Er erbium 167.26	69 Tm thulium 168.93	70 Yb ytterbium 173.05	71 Lu lutetium 174.97
89 Ac actinium (227)	90 Th thorium 232.04	91 Pa protactinium 231.04	92 U uranium 238.03	93 Np neptunium (237)	94 Pu plutonium (244)	95 Am americium (243)	96 Cm curium (247)	97 Bk berkelium (247)	98 Cf californium (251)	99 Es einsteinium (252)	100 Fm fermium (257)	101 Md mendelevium (258)	102 No nobelium (259)	103 Lr lawrencium (266)

Copyright © 2019 California Department of Education

Character Strong

BE KIND!

Focuses on social skills, including empathy, respect, and cooperation.

BE STRONG!

Develops responsibility, perseverance, and courage through goal-setting.

BE WELL!

Promotes emotional regulation, gratitude, and mental health.

CHARACTER DARES

Our Character isn't what we *prefer* - it's what we practice.
The Dare is a challenge - a way to help us put each session/lesson into practice. It's like a workout for your heart.

- ☐ **Lesson 5: The Initiator** - Go out of your way to start a conversation with someone. (Begin with asking them what their name is, or try to learn 1 new thing about them.)
- ☐ **Lessson 6: Table for 2** - Invite someone who doesn't always sit with for lunch, during class, or after school.
- ☐ **Lesson 7: Make Their Day** - Send a message to 3 people with the goal of making their day. (This could be a fun memory, a thoughtful compliment, or an inside joke.)
- ☐ **Lesson 8: Offline Escape** - Set a timer for your phone or computer screen time, and turn off the screen when the timer goes off. Use the time you save to engage in an activity that you enjoy, like reading, drawing, or going for a walk.
- ☐ **Lesson 9: Hall or Home** - Find 3 people to smile at in the hallway, or identify 1 thing you can do to make someone smile at home.
- ☐ **Lesson 10: Thank You, Thank You** - Write a thank-you note to someone who has helped or inspired you recently, whether it's a teacher, friend, or family member. (Deliver it personally or leave it for them to find.)
- ☐ **Lesson 11: Notice a Need** - Notice a task in someone's life that you know needs to be done. Then do it!
- ☐ **Lesson 12: What a Picture is Worth** - For 3 days in a row, identify 1 "best moment," and take a photo (or make a written note) of that moment to capture it. (Invite a friend to join you by sharing your daily photos or best moments with each other.
- ☐ **Lesson 13: Clean-up Crew** - Make a goal each day for a week to pick up 7 pieces of trash in a public space. (You could do this all at once, each day of the week, or pick up 1 piece of trash in between each of you classes.)
- ☐ **Lesson 14: Active Action** - Find 2 people to show kindness to this week by listening to their needs and then doing something intentional in response, like helping with a task or writing a meaningful note.
- ☐ **Lesson 15: Specific Support** - Give 1 support staff in your school a specific 'thank you' for the role they play at your school. ("I just wanted to say thank you for ___. Our school wouldn't run the same without, especially ___.")
- ☐ **Lesson 16: Bridge Builder** -Think of someone you've been holding a grudge against, whether big or small. Take one step toward letting it go - write them a note, have a conversation, or simply choose to move forward in your heart. Forgiveness is for you just as much as it is for them.
- ☐ **Lesson 17: 3+1** - Share 3 things you need to accomplish this week with a family member. (Ask them for 1 piece of advice that would help you complete them.)
- ☐ **Lesson 18: Visual Gratitude** - Find someone in your community who makes a difference. Record yourself and ask two others to share how this person has impacted the community. Then, send the recording to them!
- ☐ **Lesson 19: Compliment Chain Reaction** - Give a compliment to 1 person, and then ask them to compliment someone else, keeping the chain going throughout the day.
- ☐ **Lesson 20: Practicing Positivity** - Do your best this week to catch yourself when you have a negative thought. (Practice reframing those thoughts to be more positive. For example, reframing "I am not at this" to "I am learning about this.")
- ☐ **Lesson 21: More Movement** - Commit to 20 minutes of movement (go for a walk, dance, sports, etc.) Bonus: take a picture of your activity, send it to a friend, and invite them to join you next week.
- ☐ **Lesson 22: Instant Gratitude Gram** - Send a picture of a past experience you've shared with someone and tell them why it meant so much to you. (If you don't have a way to take a picture, write a message instead, describing the experience and expressing your gratitude.
- ☐ **Lesson 23: Asking for Help** - Asking for help shows humility, trust, and respect. This week, ask someone you don't usually turn to for help - whether it's something big or small - and notice what you learn through the experience.
- ☐ **Lesson 24: Quality Time** - Choose someone you'd like to spend more time with. (Plan an activity, set a date and time, and send them an invitation.)
- ☐ **Lesson 25: Give Them Their Flowers** - Find an opportunity to compliment or celebrate the actions, talents, or efforts of someone in your life. If possible, give the compliment publicly, around other people they care about.

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:

Name: _____

Date: _____

Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

- **Activity Notes**

- **Reflection**

Lesson Title:



Name: _____



Date: _____



Period: _____

- **Welcome Task**

- **Dare**

Activity Notes

- **Reflection**

TCMS MUSTANGS HALL PASS

First Name: _____ Last Name: _____

Date	Period	Location	Time Left	Time Returned	Teacher Signature
8/3/26	1 (2) 3 4 5 6	Restroom (Health Office) Library Office Classroom#_____ Other	9:50	10:05	JD
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			

TCMS MUSTANGS HALL PASS

First Name: _____ Last Name: _____

Date	Period	Location	Time Left	Time Returned	Teacher Signature
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			
	1 2 3 4 5 6	Restroom Health Office Library Office Classroom#_____ Other			