

Terra Cotta Middle School

29291 Lake Street • Lake Elsinore, Ca 92530 • (951) 253-7380 • Grades 6-8

Dr. Kathy Nash, Principal
kathy.nash@leusd.k12.ca.us
<http://tcm.leusd.k12.ca.us>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Lake Elsinore Unified School District

545 Chaney St.
Lake Elsinore, CA 92530
(951) 253-7000
www.leusd.k12.ca.us

District Governing Board

Stan Crippen, Trustee Area 1
Susan E. Scott, Trustee Area 2
Heidi Matthies Dodd, Trustee Area 3
Juan I. Saucedo, Trustee Area 4
Christopher J. McDonald, Trustee Area 5

District Administration

Dr. Doug Kimberly
Superintendent
Dr. Gregory J. Bowers
Assistant Superintendent
Dr. Alain Guevara
Assistant Superintendent
Dr. Kip Meyer
Assistant Superintendent
Arleen Sanchez
Chief Business Officer
Tracy Sepulveda
Assistant Superintendent
Sam Wensel
Executive Director

School Description

Superintendent's message LEUSD is well positioned for the 2018 school year! The collaboration between voters, parents, teachers and staff has resulted in student achievement growth, improved facilities and playing fields under Measure V, and new instructional technology for classrooms. Under our state accountability system, the Fall 2017 update to the California School Dashboard was recently released. The Dashboard provides teachers and principals with valuable performance data that is examined weekly during their PLC collaboration time, and used to guide instruction. The current Dashboard shows LEUSD schools are making progress. LEUSD improved in several areas, though English Language Arts and Math growth indicators are little changed from a year ago, a trend statewide. The Dashboard is powered by six state indicators and four local indicators, along with a variety of custom reports by which to compare schools, districts, and student subgroups. Dashboard color codes reflect status and change to depict achievement growth ranging from Red (lowest) to Blue (highest). LEUSD performance highlights: **SUSPENSION RATES**—by lowering suspensions, results for the 'Suspension' indicator have IMPROVED from orange to yellow, changing from a high suspension rating to a medium suspension rating. **'EL' PROGRESS**—English Learners IMPROVED from yellow to green, changing from 'Medium' to 'High' as a result of an additional 3.1% students making progress towards English proficiency. **GRADUATION RATE**—this indicator has IMPROVED from green to blue. The District continues to have a 'High' rating due to an increase in graduating students of 1.5%. **COLLEGE/CAREER PREPAREDNESS**—growing College & Career Preparedness is an area for increased attention. The CA School Dashboard shows 35.2% of LEUSD graduates as being 'Prepared.' The State will not have a color indicator for College & Career Preparedness until 2018, but notably, LEUSD 11th grade students' ELA and Mathematics scaled scores increased in both areas respectively by 0.3 points and 4.2 points, a positive college readiness indicator. **CHRONIC ABSENTEEISM**—for the first time, the CA Schools Dashboard includes District and school Chronic Absenteeism rates, though a Chronic Absenteeism color indicator does not appear on the Fall 2017 report. District wide, LEUSD's Chronically Absent statistic is 12.8%. LEUSD met all local indicators for implementing state standards, providing safe school facilities, adequate books and instructional materials, as well as meeting indicators for school climate, and student and parent engagement. View how LEUSD is performing at www.caschooldashboard.org. These are positive indicators, so let's be mindful of the many positive accomplishments of 2017 to help set the bar high for 2018. Sincerely, Dr. Doug Kimberly, Superintendent

Principal's Message

I am proud to be the Principal of Terra Cotta Middle School where our outstanding staff strives to support students in their quest to achieve excellence.

Terra Cotta is a California Distinguished School and has achieved recognition for California Excellence in Arts, and as an AVID demonstration school. Our extensive AVID program provides the strong literacy skills and organizational skills to our students who need extra support and guidance. Terra Cotta staff work closely with our English Learners and Special Education students to encourage and provide supports that make rigorous curriculum accessible to all students. Before, during and after school Intervention opportunities are available to "At Risk" students.

Our staff will continue to implement Common Core State Standards, that are assessed through the Smarter Balance. This data, along with common assessments is analyzed in Professional Learning Communities, provide continuous instructional improvement. This year our 8th graders will participate in the NGSS Science assessment pilot. Our goal is to continue to provide a strong academic program that is centered around helping students to become college and career ready. Terra Cotta's goal is to continue to teach the 4Cs; critical thinking, collaboration, communication, and creativity. With these skills, students will be prepared to take on the challenges of college and transfer these skills to future 21st Century careers. Our goal is to provide our students with the confidence and skills to be globally competitive.

We encourage our parent and community members to get involved! There are many different ways to give your input. Please join PTSA to support activities and programs at Terra Cotta. Please join ELAC, our English Learner committee, and SSC, our School Site Council Committee. Our teachers welcome your participation in classrooms and the office. We look forward to seeing you at school events, parent nights and all meetings and conferences. Together, as a team, we can ensure all students are successful.

Dr. Kathy Nash, Principal

School Mission Statement

Terra Cotta Middle School is a community of learners focused on ensuring the success of every student and all stakeholders through a blending of academics with visual and performing arts. Our mission is to provide the support needed to nurture and develop 21st Century learners who will be globally competitive.

School Vision Statement

We at Terra Cotta Middle School believe education is the foundation on which our society is built. Our vision is to help our students develop as young adults who will take responsibility for their actions and their learning. To accomplish this we will focus our efforts on all stakeholders, school climate, and rigorous curriculum and instruction that will allow our students to attain confidence in their abilities to succeed and contribute to society.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	1.2
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	0.0
White	17.4
Socioeconomically Disadvantaged	78.7
English Learners	7.1
Students with Disabilities	13.1
Foster Youth	0.4

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	375
Grade 7	415
Grade 8	416
Total Enrollment	1,206

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Terra Cotta Middle School	16-17	17-18	18-19
With Full Credential	51	51	
Without Full Credential	0	1	
Teaching Outside Subject Area of Competence	1	0	
Lake Elsinore Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Terra Cotta Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	1	0	
Vacant Teacher Positions	1	0	

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

Lake Elsinore Unified School District held a hearing for the sufficiency of textbooks September 14, 2017

Textbooks and Instructional Materials	
Year and month in which data were collected: September 14, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt, California Collection 2018, Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	6, Big Ideas Math, Course 1 2015, Adopted 2016 6, Big Ideas Math, Course 1 Advanced 2015, Adopted 2016 7, Big Ideas Math, Course 2 2015, Adopted 2016 7, Big Ideas Math, Course 2 Advanced 2015, Adopted 2016 8, Big Ideas Math, Course 3 2015, Adopted 2016 8, Big Ideas Math, Algebra 1 2015, Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science {CA}, Prentice Hall, 2007 2007 Focus on Life Science {CA}, Prentice Hall, 2007 2007 Focus On Physical Science {CA}, Prentice Hall, 2007 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive! The Ancient World, Teachers’ Curriculum Institute, 2004 2005 History Alive! The Medieval World & Beyond, Teachers’ Curriculum Institute, 2004 2005 History Alive! The US Through Industrialism, Teachers’ Curriculum Institute. 2004 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Inside, National Geographic/Hampton Brown, 2009 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Lake Elsinore Unified School District (LEUSD) is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The LEUSD Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office and at the District Office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, LEUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of the students, staff, day custodian, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority. LEUSD regularly assesses maintenance, modernization, and new construction needs. Any pesticide use at our school sites is in compliance with the Healthy Schools Act of 2000.

Fire drill evacuations are conducted on a monthly basis at all elementary and middle schools, and twice a year at the high schools in the District. A fire safety inspection is conducted once each year by the Riverside County Fire Department, while site personnel conduct site inspections on a regular basis.

The school's Disaster Preparedness Plan is updated annually, and disaster drills are conducted four times per year at each elementary school and middle school, and once each semester at the high schools.

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

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

Our school was built in 2002. It has 26 regular classrooms, six science labs, eight portables, a library, a computer lab, a multipurpose room, and five special education rooms. The designed capacity of the school is 1,300 students. Athletic facilities include a gym, dance room, and outside courts and fields.

A progressive discipline plan is in place and multiple discipline and Character Counts assemblies are conducted throughout the year. Four campus supervisors and a part-time School Resource Officer also help maintain a safe environment. The WE TIP program is utilized so that students may report crime anonymously and all leads are followed up immediately.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 6/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	111: Carpet damage, installed 1986.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	TC TOWER GIRLS/BOYS RR: TOILET STALLS BASE MAJOR RUST DAMAGE GIRLS/BOYS
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	503: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 504: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 505: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 506: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/15/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		507: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 508: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 509: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 510: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT/NEW DRINKING FOUNTAIN 7/2018 516: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 517: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 518: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 519: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 520: RAMP TO CLASSROOM PLYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT 521: RAMP TO CLASSROOM PYWOOD HAS WOOD ROT/DAMAGE TO ASPHALT GYM BOYS 600: DAMAGE TO ASPHALT GYM GIRLS 600: DAMAGE TO ASPHALT
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	34.0	33.0	40.0	40.0	48.0	50.0
Math	22.0	21.0	28.0	28.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	24.3	20.9	25.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1190	1179	99.08	32.91
Male	592	583	98.48	25.73
Female	598	596	99.67	39.93
Black or African American	42	41	97.62	19.51
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00	75.00
Filipino	--	--	--	--
Hispanic or Latino	881	874	99.21	31.35
White	200	197	98.50	37.06
Two or More Races	42	42	100.00	42.86
Socioeconomically Disadvantaged	947	937	98.94	28.39
English Learners	367	364	99.18	20.88
Students with Disabilities	136	133	97.79	9.02
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,191	1,177	98.82	21.07
Male	592	582	98.31	19.93
Female	599	595	99.33	22.18
Black or African American	42	41	97.62	12.2
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	62.5
Filipino	--	--	--	--
Hispanic or Latino	884	874	98.87	18.99
White	199	196	98.49	27.04
Two or More Races	41	41	100	29.27
Socioeconomically Disadvantaged	947	935	98.73	18.93
English Learners	369	363	98.37	12.95
Students with Disabilities	137	132	96.35	3.79
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

- Volunteering in the classroom
- Tutoring students
- Participating in School Site Council (SSC)
- Volunteering for PTSA activities
- Parenting Classes
- Helping with drama and music activities
- Monthly Parent meeting Morning and Evening
- ELCA meetings
- AVID Parent Meetings

For more information on how to become involved, please contact Principal Sarah Arredondo at (951)

253-7380 or sarah.arredondo@leusd.k12.ca.us.

State Priority: School Climate

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

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

School Safety Plan

Our School Safety Plan was reviewed by our School Site Council in February, 2017, and updates were presented for review to our Governing Board in March 2017. The School Safety Plan was last reviewed and discussed with the school faculty in August 2016. The School Safety Plan will be reviewed by School Site Council in February for approval.

The Safe School Plan (SSP) is updated annually at each site to address components that the site will proactively seek to improve as it relates to student and staff safety. The SSP is available to the public for review upon request.

The Comprehensive Safe School Plan is fully incorporated in the School Plan for Student Achievement, Goal Seven, and includes data regarding the California Healthy Kids Survey, crime, safe school procedures, and compliance with laws including: (1) child abuse reporting, (2) disaster response and crisis intervention, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to California Education Code Sections 35291 and 35291.5.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	5.8	7.0	6.6
Expulsions Rate	0.1	0.2	0.5
District	2015-16	2016-17	2017-18
Suspensions Rate	4.0	4.0	3.5
Expulsions Rate	0.2	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	3
Other	0
Average Number of Students per Staff Member	
Academic Counselor	441:1

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

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	27.0	28.0	25.0	9	10	11	9	3	14	14	21	10
Mathematics	29.0	31.0	26.0	7	5	9	4	4	10	17	19	14
Science	30.0	11.0	9.0	4	4	5	6			16		
Social Science	30.0	31.0	30.0	3	6	6	5	9	21	17	37	26

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

Professional Development provided for Teachers

Each year, LEUSD strongly supports and encourages teachers, administrators, and support staff to participate in professional development on a regular basis throughout the school year. LEUSD first priority is to provide assistance for teachers and classroom Para-Educators. Workshops and trainings scheduled throughout the year are based on the academic needs of students. Offerings include data analysis, curriculum and content knowledge, Standards-based instruction, instructional strategies, and leadership skills. Subsequent to initial training, follow up and coaching take place districtwide. The District's goal is to provide opportunities for teachers, administrators, and staff in order to meet the learning needs of all students. An in-house professional growth program is provided for all staff.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,685	\$47,903
Mid-Range Teacher Salary	\$78,313	\$74,481
Highest Teacher Salary	\$103,072	\$98,269
Average Principal Salary (ES)	\$126,770	\$123,495
Average Principal Salary (MS)	\$134,922	\$129,482
Average Principal Salary (HS)	\$143,486	\$142,414
Superintendent Salary	\$247,257	\$271,429
Percent of District Budget		
Teacher Salaries	40.0	35.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,764	\$1,132	\$5,632	\$98,535
District	◆	◆	\$6,622	\$102,012
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			-16.2	-3.5
Percent Difference: School Site/ State			-23.4	19.8

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

At Terra Cotta, our programs to assist and support all students include the Gifted and Talented Education (GATE); Special Education classes; English Learner classes; English Language Arts Intervention classes; Math Intervention and AVID classes. All classes are to provide strategic or intensive intervention for struggling students or enrichment for the gifted and the talented.

DataQuest

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

Internet Access

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