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Twin Rivers Unified School District

Foothill Farms

Junior High School

5001 Diablo Drive, Sacramento, CA 95842 ♦ (916) 286-1400
2007-08 School Accountability Report Card

School Mission Statement

We at Foothill Farms Junior High School will enthusiastically provide an environment that fosters life-long learning and empowers every student to attain their highest personal growth and academic mastery.

School Goals

- By 2013 all students at Foothill Farms Junior High School will perform at grade level or higher in reading, language arts, math, science, and social science classes.
- Provide a safe learning environment and promote an academically centered school culture.
- Provide students with real world job skills.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Foothill Farms Junior High School had a beginning enrollment of 717 students in grades seven and eight for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	<u>Percentage</u>
African American	25.0%
American Indian	1.1%
Asian	4.0%
Caucasian	39.1%
Filipino	0.6%
Hispanic or Latino	26.6%
Pacific Islander	1.0%
Multiple or No Response	2.6%

At Foothill Farms Junior High School, we recognize the unique needs that this age group has and have designed programs to support our students while they learn. One program designed to support students is the academy concept. All students in one academy share the same core teachers for English, math, science and social studies. This allows the teachers to deliver their subject specific curriculum while working as a team to ensure that the needs of the whole child are met.

Additionally, many of our students will be participating in an academic program that provides two hours of English/Language Arts or two hours of mathematics instruction each day. One hour is based upon the California standards associated with the academic content while the other hour focuses upon skill development. Since these support classes are taught by the same teacher that teaches the core class, the students and teachers are able to develop a relationship based upon meeting the academic needs of the child.

Discipline & Climate for Learning

Foothill Farms Junior High School utilizes a progressive discipline plan which is focused upon maximizing student time inside of the classroom. Classroom teachers address behavioral issues through alternative means of correction which include parent contacts, student contracts, and assigning detention. Additionally, there has been an Intervention Center established on campus to help kids before discipline action is taken. For issues that require administrative intervention, the site administration uses the progressive discipline plan outlined in the Twin River Unified School District's Family Handbook. These administrative consequences may include detention, Friday School, suspension, or a referral for expulsion.

Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment. The suspensions and expulsions for the past three years are illustrated in the chart. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Suspensions & Expulsions			
	School		
	05-06	06-07	07-08
Suspensions	428	711	646
Suspension Rate	51.4%	87.3%	90.1%
Expulsions	5	24	5
Expulsion Rate	0.6%	2.9%	0.7%

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Foothill Farms Junior High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
7th	435	429	384
8th	398	385	333

Class Size

Foothill Farms Junior High School maintained a schoolwide average class size of 26.2 students and a pupil-to-teacher ratio of 21.0:1 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	06	07	08	06	07	08	06	07	08	06	07	08
English	27	26	25	13	15	15	17	22	12	18	5	9
Mathematics	26	27	30	14	7	4	29	27	16	6	4	16
Science	30	30	26	2	1	4	9	11	10	5	7	4
Social Science	28	31	29	5	-	3	7	13	9	6	6	3

Curriculum Development

Foothill Farms Junior High School is a comprehensive junior high school providing access to California State Content Standards in all core subjects. Students are provided intervention through the use of a support class that teaches underlying skills which may need reinforcing in order for the student to be successful in their standards-based class. Student learning is monitored in an ongoing basis through a variety of formative benchmark assessments. Most classes have also established Quarter and Semester tests which are tied to the California State Content Standards and are mapped to their formative assessments to ensure that students are learning the content being taught.



Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-8th	English/ Language Arts	McDougal Littell	2003	Yes	0.0%
7th-8th	History/ Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%
7th-8th	Mathematics	Prentice Hall	2002	Yes	0.0%
7th	Mathematics	SRA (Open Court)	2005	Yes	0.0%
7th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Counseling & Support Staff

In addition to academics, the staff at Foothill Farms Junior High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The counselor to pupil ratio is 1:359. The chart lists support staff that are available to all students at Foothill Farms Junior High School.

A program in place at Foothill Farms Junior High School is a sheltered English Learner program that allows students to gain a mastery of the English language as quickly as possible.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	2	1.5
English Language Development (ELD) Teacher	2	1.2
Library Technician	1	1.0
Nurse	1	1.0
Outreach Consultant	1	1.0
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	2	2.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.5

Another academic program that is offered at Foothill Farms Junior High School is the After School Tutoring Program. The ASTP offers after school support for students in the areas of English/Language Arts, mathematics, history, and science. Students can stay after school each week on Tuesdays, Wednesdays, & Thursdays to receive assistance from classroom teachers.

Special Education services for RSP and SDC students are offered on site as well as a self-contained class-room for students identified as Emotionally Disturbed.

A Gifted and Talented Education (GATE) program is available for those students that qualify, where students receive challenging supplemental instruction.

Parent & Community Involvement

Parents are encouraged to be actively involved with both the academic and social life of their child on the campus and to volunteer any time they can, helping students enrolled at Foothill Farms Junior High School. We encourage parents as well as neighbors or relatives to come to the campus and listen to students read during any period or in the after-school program. We encourage parents to chaperone during dances and other school functions, to attend field trips, to help plant flowers, and maintain flower beds for the beautification of the school. We want parents to sit in on classes to learn the challenges of their child. Some parents can offer short mini-lessons on their areas of expertise or by teaching different cultures of their native countries.

Contact Information

Parents who wish to participate in Foothill Farms Junior High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 286-1400.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Physical Fitness

In the spring of each year, Foothill Farms Junior High School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 7.3% of seventh grade students were in the HFZ.



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district. For results on course specific tests, please see <http://star.cde.ca.gov>.**

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts			Math			Science			Social Science					
	7			8			7			8					
	06	07	08	06	07	08	06	07	08	06	07	08			
All Students															
School	26	23	30	25	26	27	27	20	20	22	28	33	16	21	16
State	43	46	49	41	41	45	41	39	41	38	42	52	34	35	36
Males															
School	23	19	23	19	24	24	28	19	19	24	31	36	18	24	19
State	38	42	44	37	37	41	41	39	42	41	45	54	36	36	39
Females															
School	29	29	40	35	27	32	25	20	21	18	25	30	14	16	13
State	48	51	54	45	46	50	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged															
School	25	23	28	24	24	26	24	18	19	21	27	30	15	19	14
State	28	31	34	25	26	30	27	27	30	23	29	39	19	20	22
African American															
School	23	14	24	14	15	18	16	6	12	11	20	21	5	10	5
State	29	32	35	27	27	31	22	22	24	21	25	35	19	20	22
Asian															
School	33	42	46	24	30	50	31	53	42	24	27	69	24	24	44
State	67	71	73	62	64	69	72	69	71	65	70	78	58	62	64
Filipino															
School	24	*	*	*	30	*	25	*	*	*	28	*	*	21	*
State	60	66	67	54	56	63	58	57	59	52	58	70	46	49	53
Hispanic or Latino															
School	29	22	28	22	24	26	27	21	17	11	22	26	11	20	11
State	28	32	34	25	26	31	28	27	30	23	28	38	20	21	23
Caucasian															
School	25	27	33	28	24	32	28	20	24	28	34	40	21	21	21
State	63	66	68	62	62	63	58	54	57	55	60	70	51	52	53
Students with Disabilities															
School	5	4	10	2	3	5	5	0	7	2	8	8	0	3	5
State	11	12	12	9	10	11	10	9	12	11	13	17	10	10	11
English Learners															
School	23	17	11	10	21	10	25	14	14	7	18	12	7	10	2
State	9	10	10	6	6	8	13	13	14	9	12	18	6	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Federal Intervention Programs	
	School
Program Improvement (PI) Status	In PI
First Year in PI	2003-2004
Year in PI (2008-09)	Year 4
# of Schools Currently in PI	-
% of Schools Identified for PI	-

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Adequate Yearly Progress (AYP)		
	School	
Met Overall AYP	Yes	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API School Rate	Yes	
Graduation Rate	N/A	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	3	2	1	
Similar Schools Rank	5	2	1	
All Students				
Actual Growth	-14	-23	20	635
Socioeconomically Disadvantaged				
Actual Growth	-5	-15	12	621
African American				
Actual Growth	-	-	27	591
Hispanic or Latino				
Actual Growth	8	-10	4	606
Caucasian				
Actual Growth	-25	-30	37	659
English Learners				
Actual Growth	30	18	-21	617

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Foothill Farms Junior High had 32 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Teacher Credential Status			
	School		
	05-06	06-07	07-08
Fully Credentialed	36	33	32
Without Full Credentials	3	3	2
Working Outside Subject	0	0	1

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	06-07	07-08	08-09
	Misassignments of Teachers of English Learners	0	2
Misassignments of Teachers (other)	1	0	0
Total Misassignments of Teachers	0	2	0
Vacant Teacher Positions	0	1	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

NCLB Compliant Teachers		
School	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	90.6%	9.4%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In addition to the districtwide professional days, on a weekly basis, each school has a "late start" day in which the first 90 minutes of the day are devoted to instructional improvement; furthering California Standards instruction, implementation of instructional best practices and training for specific student populations including Special Education, Gifted and Talented and English Learners. Instructional Para educators are included in this weekly target audience of instructional professional development.

School Leadership

Mr. James, the Foothill Farms Junior High School principal, is a second year principal who has been a high school vice principal for five years, and a classroom teacher for twelve years prior to that. The school has an established and recognized Site Leadership Team comprised of the principal, two vice principals, and at least one representative from each curricular department. Many of these curricular representatives are department chairs while others are members of the School Site Council.

The Site Leadership Team performs a dual purpose of being both a steering committee in which decisions about the programs offered at the site level are discussed, monitored, or amended. Additionally, the Site Leadership Team acts as an advisory unit to the School Site Council providing input as to the school's ability to meet its stated goals.

Opportunities for leadership include:

- Site Leadership Team
- School Site Council

School Facilities & Safety

Foothill Farms Junior High School was originally constructed in 1962. The campus is currently comprised of 41 classrooms, a library, one computer lab, a gym, one counseling room, one staff lounge, a black top area, a sports field, and a cafeteria.

The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. In the fall of 2007 the district safety plan was revised. The new plan was approved by the district board, principals were trained, each site completed and submitted for approval a new school level plan, and school staffs were trained.

The table shows the results of the most recent school facilities inspection (as of January 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 06/27/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Four full-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Average Teacher Salaries	
School	
School	\$60,094
School & State	
All Unified School Districts	63,458
Percentage of Variation	5.30%

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2006-07 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,691
From Restricted Sources	\$2,325
From Unrestricted Sources	\$4,367
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	17.60%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant
- School and Library Improvement Block Grant
- Gifted and Talented Education
- High Priority School Grant
- After-School Intervention
- School Counselor Program
- English Language Resource Program
- Parent Outreach Workers
- Discretionary Block Grant
- Parent Involvement
- PE Block Grant
- Charter School Fund
- State Compensatory Education
- Comprehensive Student Support
- Quality Education Investment Act
- Title I
- EIA-LEP
- EIA-SCE
- SIP
- Head Start
- State Lottery
- Title IV
- ELAP
- Healthy Start
- Medi-Cal
- Neil Soto Grant
- Reading First