



Twin Rivers Unified School District

Foothill Farms

Junior High School

5001 Diablo Drive, Sacramento, CA 95842 ♦ (916) 286-1400
2008-09 School Accountability Report Card

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Principal



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Board of Trustees

Janis Green
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Superintendent

School Mission Statement

Developing Confident, Competent, Compassionate Citizens.

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. Started 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 721 students in grades seven and eight for the 2008-09 school year. Student demographics are illustrated in the chart.

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.

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 two of 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.*

Student Enrollment by Ethnic Group

| 2008-09 | |
|-------------------------|------------|
| | Percentage |
| African American | 25.4% |
| American Indian | 1.4% |
| Asian | 4.7% |
| Caucasian | 38.3% |
| Filipino | 0.7% |
| Hispanic or Latino | 27.3% |
| Pacific Islander | 0.7% |
| Multiple or No Response | 1.5% |

Suspensions & Expulsions

| | School | | | District | | |
|-----------------|--------|-------|-------|----------|-------|-------|
| | 06-07 | 07-08 | 08-09 | 06-07 | 07-08 | 08-09 |
| Suspensions | 711 | 646 | 855 | 0 | 0 | 10898 |
| Suspension Rate | 87.3% | 90.1% | | 0.0% | 0.0% | 35.2% |
| Expulsions | 24 | 5 | 7 | 0 | 0 | 64 |
| Expulsion Rate | 2.9% | 0.7% | 1.0% | 0.0% | 0.0% | 0.2% |

Student Recognition

- Academy Student of the Month
- Honor Roll
- Principal's List
- People's Choice Recognition
- Athletic Awards Night

Extracurricular Activities

- Flag Football
- Volleyball
- Boys & Girls Basketball & Soccer
- Wrestling Club
- Dance Team
- Choir
- Chess Club
- Science Club
- Book Club
- Poetry Night

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 | | | |
|---------------------------------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 |
| 7th | 429 | 384 | 363 |
| 8th | 385 | 333 | 358 |

Class Size

Average class sizes vary by grade level and subject area taught. 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 | | | | |
| 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | 07 | 08 | 09 | |
| English | 26 | 25 | 23 | 15 | 15 | 16 | 22 | 12 | 15 | 5 | 9 | 4 |
| Mathematics | 27 | 30 | 27 | 7 | 4 | 7 | 27 | 16 | 14 | 4 | 16 | 9 |
| Science | 30 | 26 | 31 | 1 | 4 | - | 11 | 10 | 11 | 7 | 4 | 8 |
| Social Science | 31 | 29 | 30 | - | 3 | 3 | 13 | 9 | 9 | 6 | 3 | 8 |

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 on 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 October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All teachers have the opportunity to review the materials. 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 |
| 7th-8th | English/ Language Arts | McDougal Littell | 2003 | Yes |
| 7th-8th | History/Social Science | Holt, Rinehart & Winston | 2006 | Yes |
| 7th-8th | Mathematics | Prentice Hall | 2002 | Yes |
| 7th | Mathematics | SRA (Open Court) | 2005 | Yes |
| 7th-8th | Science | Holt, Rinehart & Winston | 2007 | Yes |

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 1:451. 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.

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.

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 two of 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>.

Counseling & Support Services Staff

| | Number of Staff | Full Time Equivalent |
|--|-----------------|----------------------|
| Academic Counselor | 1 | 1.0 |
| Bilingual Paraeducators | 1 | 1.0 |
| Health Assistant | 1 | 1.0 |
| Instructional Coach | 1 | 1.0 |
| 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 |
| RSP Aide | 2 | 1.5 |
| SDC Aide | 4 | 3.0 |
| Special Day Class (SDC) Teacher | 3 | 3.0 |
| Speech and Language Specialist | 1 | 0.5 |

California Standards Test (CST)

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 | 2007 | 2008 | 2009 |
| English/Language Arts | 25 | 29 | 28 | * | * | 38 | 43 | 46 | 50 |
| Mathematics | 18 | 18 | 21 | * | * | 35 | 40 | 43 | 46 |
| Science | 28 | 33 | 29 | * | * | 34 | 38 | 46 | 50 |
| History/Social Science | 20 | 16 | 15 | * | * | 25 | 33 | 36 | 41 |

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

California Standards Test (CST)

Subgroups

| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| African American | 17 | 12 | 20 | 3 |
| American Indian | * | * | * | * |
| Asian | 53 | 65 | 38 | 8 |
| Filipino | * | * | * | * |
| Hispanic or Latino | 24 | 20 | 25 | 16 |
| Pacific Islander | * | * | * | * |
| Caucasian | 35 | 21 | 37 | 23 |
| Males | 24 | 21 | 28 | 14 |
| Females | 33 | 19 | 30 | 16 |
| Socioeconomically Disadvantaged | 26 | 19 | 27 | 14 |
| English Learners | 13 | 10 | 19 | 11 |
| Students with Disabilities | 9 | 7 | 11 | 8 |
| Migrant Education | * | * | * | * |

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

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 | | | | |
|---------------------------------|-------|-------|-------|-----------------------|
| | 06-07 | 07-08 | 08-09 | 2009 API Growth Score |
| Statewide Rank | 2 | 1 | 1 | |
| Similar Schools Rank | 2 | 1 | 3 | |
| All Students | | | | |
| Actual Growth | -23 | 20 | -12 | 617 |
| Socioeconomically Disadvantaged | | | | |
| Actual Growth | -15 | 37 | -3 | 606 |
| African American | | | | |
| Actual Growth | - | 27 | -47 | 537 |
| Hispanic or Latino | | | | |
| Actual Growth | -10 | 4 | 9 | 610 |
| Caucasian | | | | |
| Actual Growth | -30 | 37 | -3 | 648 |
| English Learners | | | | |
| Actual Growth | 18 | -21 | 28 | 640 |

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

| National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students | | | | | |
|--|---------------------|----------|-----------------------------|------------|----------|
| | Average Scale Score | | % at Each Achievement Level | | |
| | State | National | Basic | Proficient | Advanced |
| Reading 2007 Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007 Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Math 2009 Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Math 2009 Grade 8 | 270 | 282 | 36 | 18 | 5 |

| National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students | | | | |
|---|--------------------|-----|----------|-----|
| | Participation Rate | | | |
| | State | | National | |
| | SD | ELL | SD | ELL |
| Reading 2007 Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007 Grade 8 | 78 | 92 | 66 | 77 |
| Math 2009 Grade 4 | 79 | 96 | 84 | 94 |
| Math 2009 Grade 8 | 85 | 96 | 78 | 92 |

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 two of 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) | | | | |
|--------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | School | | District | |
| | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Met AYP Criteria | Yes | Yes | Yes | Yes |
| Participation Rate | No | No | No | No |
| Percent Proficient | No | | Yes | |
| API School Results | N/A | | No | |
| Graduation Rate | | | | |

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 two of 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 | District |
| Program Improvement (PI) Status | In PI | Not in PI |
| First Year in PI | 2003-2004 | - |
| Year in PI (2009-10) | Year 5 | - |
| # of Schools Currently in PI | - | 25 |
| % of Schools Identified for PI | - | 40.98% |

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 2008-09 school year, 4.4% of seventh grade students were in the HFZ.

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Foothill Farms Junior High had 30 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 06-07 | 07-08 | 08-09 | 08-09 |
| Fully Credentialed | 33 | 32 | 30 | 1489 |
| Without Full Credentials | 3 | 2 | 3 | 36 |
| Working Outside Subject | 0 | 1 | 0 | 0 |

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 | | |
|--|--------------------------|----------|----------|
| | 07-08 | 08-09 | 09-10 |
| Misassignments of Teachers of English Learners | 2 | 0 | 2 |
| Misassignments of Teachers (other) | 0 | 0 | 1 |
| Total Misassignments of Teachers | 2 | 0 | 3 |
| Vacant Teacher Positions | 1 | 0 | 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.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 94.6% | 5.4% |
| District | 97.4% | 2.6% |
| High-Poverty Schools in District | 98.4% | 1.6% |
| Low-Poverty Schools in District | 0.0% | 0.0% |

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 an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

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 third 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 and 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 October of 2009 the school safety plan was reviewed.

The table shows the results of the most recent school facilities inspection. 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: 05/18/2009 | | | | |
| Overall Summary of School Facility Conditions: Fair | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | | X | E-Wing Boys & Girls Restroom - Girls-One light fixture missing cover. Boys-Three light fixtures missing covers. Gym - One light fixture out. 1 exit sign out. Gym-Boys & Girls Locker Room - Boys LR-One light bulb out. Girls LR-Two light bulbs out. Multi-Purpose Rm - Ten light bulbs out. One fixture ballast or bulbs out. CI Rm 16 - Two light fixtures bulb/ballast out. CI Rm 17 - Three light fixtures bulb/ballast out. CI Rm 19 - Two light fixtures bulb/ballast out. CI Rm 14 - One light fixture bulbs/ballast out. CI Rm 2 - One light bulb out. CI Rm 1 - One light bulb out. |
| Restrooms/Fountains | | | X | Gym Outside Water Fountain Boys/Girls Locker Room - Both were dirty and in need of cleaning. D-Wing Boys Restroom - No seat covers or holders available. B-Wing Boys & Girls Restroom - Boys-No seat covers/Holder in either stall. Portable Restrooms - HC & Boys-missing seat covers and holders. One toilet paper holder broken. |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | Gym - Door to equipment room busted. |
| External (Grounds, Windows, Doors, Gates, Fences) | 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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

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.

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 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of 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 & District | |
| School | \$60,094 |
| District | - |
| Percentage of Variation | - |
| School & State | |
| All Unified School Districts | - |
| Percentage of Variation | - |

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of 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 2007-08 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 two of 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.*

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
- Comprehensive Student Support
- Quality Education Investment Act
- After School Education & Safety
- School Counselor Program
- English Language Acquisition Program
- Parent Involvement
- Charter School Fund
- Reading First
- Pupil Retention Block Grant
- PE Block Grant***
- EIA-LEP
- EIA-SCE
- Healthy Start
- Medi-Cal
- Head Start
- State Lottery
- Title IV
- Title I
- Title III
- State Compensatory Education

**Effective 08/09

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,445 |
| From Restricted Sources | \$2,612 |
| From Unrestricted Sources | \$4,833 |
| District | |
| From Unrestricted Sources | \$4,661 |
| Percentage of Variation between School & District | 3.69% |
| State | |
| From Unrestricted Sources | \$5,512 |
| Percentage of Variation between School & State | 12.32% |

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 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.