



Randy Holcomb

Principal

randy.holcomb@twinriversusd.org



5115 Dudley Blvd.

Bldg A,

McClellan, CA

95652

(916) 566-1600

Board of Trustees

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Superintendent

Steve.Martinez@twinriversusd.org

Twin Rivers Unified School District

Foothill Ranch Middle School

CDS Code: 34-76505-6059232

5001 Diablo Drive, Sacramento, CA 95842 ♦ (916) 566-3440

2013-14 School Accountability Report Card

Principal's Message

Foothill Ranch Middle School is committed to providing students and parents with an academically rigorous and relevant curriculum that will prepare students for high school and beyond. We teach students to become independent thinkers who can problem solve, analyze and evaluate across social and academic areas. We are an inclusive school that embraces all types of learners and promotes academic and social equity for all.

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

Foothill Ranch Middle School inspires students to learn critical thinking and problem solving skills that will enable them to become college and career ready and will promote life long learning.

District & School Profile (School Year 2014-15)

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 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Foothill Ranch Middle School had a beginning enrollment of 593 students in grades five through eight for the 2013-14 school year. Student demographics are illustrated in the chart.

At Foothill Ranch Middle School, we recognize the unique learning needs of the adolescent group we serve and have designed programs to support our students while they learn. Students who have special needs and/or are English Learners are given individualized assistance in accordance with their learning plans. Students have six courses a day that includes advisory English, Math, Social Studies, Science, Physical Education and an elective. Teachers differentiate their instruction so that they ensure the needs of the whole student are met. All students are taught through a project based curriculum which emphasizes critical thinking, problem solving, creativity, and hands on practicum.

Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

| Enrollment by Student Group | |
|------------------------------------|-------------------|
| 2013-14 | |
| | Percentage |
| African American | 21.8% |
| American Indian | 0.3% |
| Asian | 2.9% |
| Filipino | 1.2% |
| Hispanic or Latino | 36.6% |
| Pacific Islander | 2.0% |
| White | 30.2% |
| Two or More | 3.0% |
| None Reported | 2.0% |
| English Learners | 24.6% |
| Socioeconomically Disadvantaged | 94.3% |
| Students with Disabilities | 22.9% |

School Enrollment & Attendance (School Year 2013-14)

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 Ranch Middle 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, as needed, 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 | | | |
|---------------------------------|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| 5th | 111 | 95 | 74 |
| 6th | 116 | 126 | 96 |
| 7th | 211 | 213 | 215 |
| 8th | 241 | 233 | 208 |

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2013-14)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

| NCLB Compliant Teachers | | |
|----------------------------------|--|--|
| | % of Core Academic Courses Taught By NCLB Compliant Teachers | % of Core Academic Courses Taught By Non-NCLB Compliant Teachers |
| School | 96.8% | 3.2% |
| District | 75.3% | 24.7% |
| High-Poverty Schools in District | 75.3% | 24.7% |
| Low-Poverty Schools in District | N/A | N/A |

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

| | Teacher Credential Status | | | |
|--------------------------|---------------------------|-------|-------|----------|
| | School | | | District |
| | 12-13 | 13-14 | 14-15 | 14-15 |
| Fully Credentialed | 34 | 0 | 34 | 1181 |
| Without Full Credentials | 0 | 0 | 0 | 14 |
| Working Outside Subject | 0 | 0 | 0 | 53 |

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

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 semester or year.

| Misassignments/Vacancies | | | | |
|--|----------|----------|----------|--|
| | 12-13 | 13-14 | 14-15 | |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | |
| Misassignments of Teachers (other) | 0 | 0 | 0 | |
| Total Misassignments of Teachers | 0 | 0 | 0 | |
| Vacant Teacher Positions | 1 | 0 | 1 | |

School Facilities & Safety (School Year 2014-15)

Foothill Ranch Middle 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 School Site 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. Key elements to the safety plan include evacuation plans and drills, shelter-in-place, and dismissal procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

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. One full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition.

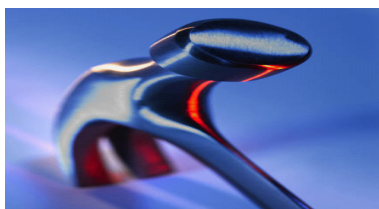
A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

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 2014-15 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.72% of the district's general fund budget.

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: 08/28/2014 | | | | |
| 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 | | Boys Restroom Near Room 19 - cracked floor tiles near the entry; Boys Restroom Near Room 43 - the floor is torn; Room 40 - there are two stained ceiling tiles; Room 5 - there are two stained ceiling tiles. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | | | X | Boys Locker Room - one missing light diffuser; Boys Restroom Near Room 19 - there is one light out; Cafeteria/Kitchen - there are five light out; Girls Restroom Near Room 27 - there is one light out; Room 29 - there is one missing light diffuser; Gym - there are two light out; Room 33 - there is one light out; Room 43 - there are two light out. |
| Restrooms/Fountains | | X | | Boys Restroom Near Room 19 - missing soap dispenser; Boys Restroom Near Room 43 - the flooring is torn; Boys Locker Room - the drinking fountain has no water. |
| Safety (Fire Safety, Hazardous Materials) | | | X | Room 25 - the fire extinguisher is blocked; Room 29 - the fire extinguisher is blocked; Room 7 - the fire extinguisher is blocked. |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | |



Instructional Materials (School Year 2014-15)

Twin Rivers Unified held a public hearing on October 7, 2014, 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 collected in June 2014, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|-------------------------|-------------------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| 7th-8th | ELD | National Geographic / Hampton Brown | 2008 | Yes | 0.0% |
| 5th-6th | English/ Language Arts | MacMillan/ McGraw-Hill CA Treasures | 2010 | Yes | 0.0% |
| 7th-8th | English/ Language Arts | McDougal Littell | 2002 | Yes | 0.0% |
| 7th-8th | History/ Social Science | Holt | 2006 | Yes | 0.0% |
| 5th | History/ Social Science | Pearson Scott Foresman | 2006 | Yes | 0.0% |
| 6th | History/ Social Science | Prentice Hall | 2006 | Yes | 0.0% |
| 7th-8th | Mathematics | College Preparatory Math | 2014 | Yes | 0.0% |
| 5th-8th | Mathematics | Houghton Mifflin | 2015 | Yes | 0.0% |
| 7th | Science | Holt | 2007 | Yes | 0.0% |
| 6th | Science | Houghton Mifflin | 2007 | Yes | 0.0% |
| 8th | Science | McDougal Littell | 2007 | Yes | 0.0% |
| 5th | Science | Pearson Scott Foresman | 2007 | Yes | 0.0% |

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056059232Textbooks_1.pdf

B. Pupil Outcomes State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|---|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Science | 43 | 42 | 54 | 46 | 44 | 48 | 60 | 59 | 60 |

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| California Assessment of Student Performance and Progress | |
|---|---------|
| Subgroups | |
| Subject | Science |
| District | 48 |
| School | 54 |
| Males | 59 |
| Females | 47 |
| African American/Black | 37 |
| American Indian | * |
| Asian | * |
| Filipino | * |
| Hispanic | 55 |
| Pacific Islander | * |
| White | 61 |
| Socioeconomically Disadvantaged | 52 |
| Students with Disabilities | 44 |
| Migrant Education | * |
| Two or More Races | * |

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

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 table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 | 2011 | 2012 | 2013 |
| English/Language Arts | 31 | 33 | 35 | 40 | 42 | 40 | 54 | 56 | 55 |
| Mathematics | 14 | 31 | 37 | 41 | 41 | 40 | 49 | 50 | 50 |
| History/Social Science | 22 | 15 | 26 | 29 | 31 | 31 | 48 | 49 | 49 |

**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.

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

The table displays the school's API ranks and actual API point changes by student group for the past three years.

| API School Results | | | |
|---------------------------------|-------|-------|-------|
| | 2011 | 2012 | 2013 |
| Statewide | 1 | 1 | 2 |
| Similar Schools | 1 | 5 | 5 |
| Group | 10-11 | 11-12 | 12-13 |
| All Students at the School | | | |
| Actual API Change | -1 | 49 | 16 |
| Black or African American | | | |
| Actual API Change | -5 | 62 | 56 |
| Hispanic or Latino | | | |
| Actual API Change | 12 | 45 | 11 |
| White | | | |
| Actual API Change | 20 | 42 | -3 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | - | 51 | 21 |
| English Learners | | | |
| Actual API Change | -12 | 55 | 9 |
| Students with Disabilities | | | |
| Actual API Change | - | - | 31 |

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2013-14)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. 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).

| Percentage of Students in Healthy Fitness Zone 2013-14 | | | |
|---|-----------------------|-----------------------|----------------------|
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 28.0% | 8.0% | 2.0% |
| 7 | 19.6% | 14.5% | 2.2% |

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

C. Engagement State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2014-15)

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 Ranch Middle School. We encourage parents as well as neighbors or relatives to come to the campus and academically assist students during any period or in the after-school program. We encourage parents to chaperone during dances and other school functions, to attend field trips, help with security and crosswalk duty, and maintain flower beds for the beautification of the school. We want parents to be actively involved with their students' success at Foothill Ranch Middle School.

Contact Information

Parents who wish to participate in Foothill Ranch Middle School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 566-3440.

State Priority: School Climate

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

- Pupil suspension/expulsions rates
- Other local measures on the sense of safety.

Discipline & Climate for Learning

Foothill Ranch Middle 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 disciplinary action is taken. For issues that require administrative intervention, the site administration uses the progressive discipline plan outlined in the Twin Rivers Unified School District's Family Handbook. These administrative consequences may include detention, 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.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|----------|-------|-------|
| | School | | | District | | |
| | 11-12 | 12-13 | 13-14 | 11-12 | 12-13 | 13-14 |
| Suspensions | 504 | 361 | 393 | 5588 | 5607 | 5513 |
| Suspension Rate | 74.2% | 54.1% | 66.3% | 17.7% | 17.8% | 17.7% |
| Expulsions | 0 | 0 | 0 | 18 | 12 | 20 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.1% | 0.0% | 0.1% |

The three-year statewide rates for comparison are as follows:

2011-12: 5.7%
2012-13: 5.1%
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

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.

Federal Intervention Program (School Year 2014-15)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2003-2004 | 2010-2011 |
| Year in PI (2014-15) | Year 5 | Year 3 |
| # of Schools Currently in PI | - | 51 |
| % of Schools Identified for PI | - | 100.0% |

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

| Class Size Distribution | | | | | | | | | | | | |
|-------------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|---|
| Average Class Size | | | Classrooms Containing: | | | | | | | | | |
| | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | |
| 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | 12 | 13 | 14 | |
| By Grade Level | | | | | | | | | | | | |
| 5 | 27 | 13 | 13 | - | 37 | 28 | 16 | 17 | 2 | - | 2 | - |
| 6 | 25 | 14 | 13 | 4 | 39 | 24 | 12 | 28 | 16 | - | 2 | - |
| By Subject Area | | | | | | | | | | | | |
| English | 24 | 20 | 21 | 10 | 17 | 10 | 6 | 10 | 15 | 5 | 2 | - |
| Mathematics | 23 | 19 | 22 | 9 | 11 | 6 | 8 | 11 | 13 | 3 | 1 | - |
| Science | 27 | 23 | 20 | 4 | 6 | 7 | 7 | 10 | 13 | 5 | 2 | - |
| Social Science | 28 | 24 | 20 | 3 | 4 | 6 | 6 | 10 | 12 | 5 | 2 | - |

School Leadership

Mr. Howard (Randy) Holcomb, the Foothill Ranch Middle School principal, has been a vice principal for the past six years. His goal is to meet the Foothill community's desires and expectations for a school of excellence.

The school has an established and recognized Site Leadership Team comprised of the principal and one representative from all grade levels. The Leadership Team membership also includes any school staff (classified or certificated) who wish to contribute on a drop-in basis. The Site Leadership Team is a steering committee whereupon 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 about the school's ability to meet its stated goals. Opportunities for leadership include:

- Site Leadership Team
- School Site Council

Counseling & Support Staff (School Year 2013-14)

In addition to academics, the staff at Foothill Ranch Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. Foothill Ranch Middle School has two academic counselors to assist with the social-emotional development of our students.

A program in place at Foothill Ranch Middle 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 is the After School Tutoring Program (ASTP). 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, and 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. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

The chart lists support staff that are available to all students at Foothill Ranch Middle School.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Academic Counselor | 2 | 2.0 |
| Bilingual Paraeducators | 1 | 1.0 |
| Health Assistant | 1 | 1.0 |
| Library Technician | 1 | 1.0 |
| Nurse | 1 | 0.4 |
| Psychologist | 1 | 0.5 |
| Resource Specialist | 2 | 2.0 |
| Program (RSP) Teacher | 3 | 3.0 |
| SDC Aide | 6 | 6.0 |
| Special Day Class (SDC) Teacher | 1 | 1.0 |
| Speech and Language Specialist | | |

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as 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 adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2013-2014 school year, Twin Rivers Unified School District offered 2 non-student professional development days for elementary teachers and secondary teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels. These strategies include teaching practices for promoting 21st century skills. For the 2013-2014 year, the district supported approximately 73 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification for Teachers) candidates. TRUSD recognized 5 brand-new National Board Certified Teachers at the end of the year.

School Site Teacher Salaries (Fiscal Year 2012-13)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

| Average Teacher Salaries | |
|------------------------------|----------|
| School & District | |
| School | \$63,716 |
| District | \$68,898 |
| Percentage of Variation | -7.5% |
| School & State | |
| All Unified School Districts | \$70,720 |
| Percentage of Variation | -9.9% |

Teacher & Administrative Salaries (Fiscal Year 2012-13)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2012-13 | | |
| | District | State |
| Beginning Teachers | \$40,000 | \$41,761 |
| Mid-Range Teachers | \$54,473 | \$66,895 |
| Highest Teachers | \$85,204 | \$86,565 |
| Elementary School Principals | \$100,560 | \$108,011 |
| Middle School Principals | \$105,080 | \$113,058 |
| High School Principals | \$114,809 | \$123,217 |
| Superintendent | \$205,358 | \$227,183 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 37.0% | 38.0% |
| Administrative Salaries | 6.0% | 5.0% |

Curriculum Development

Foothill Ranch Middle School is a comprehensive 5th - 8th grade middle school providing access to California State Content Standards taught through "Common Core" instructional strategies. Students are provided quality "first instruction" and are monitored to ensure they are proficient in the acquisition of basic concepts. All classes focus on Project Based Learning which allows students to interact and connect with their academic subjects.

Student Recognition

Student achievement and improvement are recognized with:

- Entry to Dances and Special Events
- Field Trips
- Honor Roll Awards
- Promotion
- People's Choice Awards

Expenditures & Services Funded (Fiscal Year 2012-13)

Based on 2012-13 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.

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**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,047 |
| From Supplemental/Restricted Sources | \$2,258 |
| From Basic/Unrestricted Sources | \$4,789 |
| District | |
| From Basic/Unrestricted Sources | \$4,698 |
| Percentage of Variation between School & District | 1.9% |
| State | |
| From Basic/Unrestricted Sources | \$4,690 |
| Percentage of Variation between School & State | 2.1% |

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Extracurricular Activities

Activities and clubs vary year to year depending on the availability of parent and staff volunteers: Extracurricular activities at Foothill Ranch Middle School may include:

- Flag Football
- Volleyball
- Boys & Girls Basketball & Soccer
- Wrestling Club
- G.S.A. (Gay Student Alliance)
- Choir
- Chess Club
- Science Club
- Book Club
- Spanish Club