



Twin Rivers Unified School District Foothill Ranch Middle School

CDS Code: 34-76505-6059232

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2014-15 School Accountability Report Card Published in 2015-16 School Year

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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.

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.

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 2015-16)

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.

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.

School Enrollment & Attendance (School Year 2014-15)

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 the 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

	2012-13	2013-14	2014-15
5th	95	74	97
6th	126	96	87
7th	213	215	213
8th	233	208	232

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

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

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	21.8%
American Indian or Alaska Native	0.6%
Asian	3.2%
Filipino	0.5%
Hispanic or Latino	43.1%
Native Hawaiian or Pacific Islander	1.6%
White	24.7%
Two or More Races	4.4%
English Learners	25.4%
Socioeconomically Disadvantaged	95.0%
Students with Disabilities	23.1%
Foster Youth	0.8%

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 2015-16)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	94.8%	5.2%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
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
	13-14	14-15	15-16	15-16
Fully Credentialed	0	34	37	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

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		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	1	0

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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 2015, 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	Algebra I	College Board	2014	Yes	0.0%
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%
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

School Facilities & Safety (School Year 2015-16)

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 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.

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. Two full-time and one part-time custodian ensures 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/28/2015				
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		Band Room - the carpet has frayed seams; Boys Restroom Near Room 43 - the floor is damaged; Girls Restroom Near Room 43 - the floor is damaged; Room 40 - there are two stained ceiling tiles; Room 43 - there are two stained ceiling tiles; Room 5 - there are five stained ceiling tiles.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Girls Locker Room - there is water damage on the ceiling.
Electrical			X	Band Room - there are four lights out; Boys Restroom Near Room 19 - there is one light out; Cafeteria/Kitchen - there are seven lights out; Girls Locker Room - there is one light out; Girls Restroom Near Room 27 - there are two lights out; Room 16 - there is one light out; Room 43 - two lights are out.
Restrooms/Fountains			X	Boys Restroom Near Room 10 - there is one broken wall tile and one broken toilet; Boys Restroom Near Room 19 - one clogged urinal; Girls Restroom Near Band Room - there is water damage on the outside East wall, one broken dispenser, and one loose faucet; Girls Restroom Near Room 10 - there is one inoperable toilet and there is one toilet that leaks; Boys Locker Room - the drinking fountain is not working.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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); 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

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

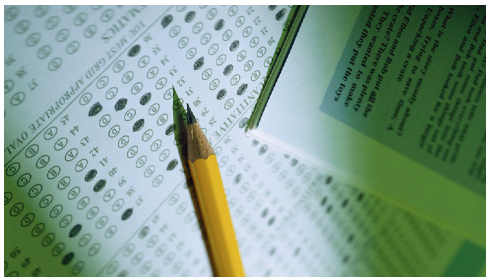
California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	15	26	44
Mathematics (Grades 3-8 and 11)	12	21	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

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

California Assessment of Student Performance and Progress - Grade 5													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	104	100	96.2	69	12	16	2	100	96.2	58	25	14	3
Male	104	45	43.3	71	13	16	0	45	43.3	51	33	13	2
Female	104	55	52.9	67	11	16	4	55	52.9	64	18	15	4
Black or African American	104	23	22.1	83	0	17	0	23	22.1	78	13	9	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	104	3	2.9	--	--	--	--	3	2.9	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	104	42	40.4	60	19	19	2	42	40.4	48	31	19	2
Native Hawaiian or Pacific Islander	104	1	1	--	--	--	--	1	1	--	--	--	--
White	104	29	27.9	72	10	10	3	29	27.9	55	28	10	7
Two or More Races	104	2	1.9	--	--	--	--	2	1.9	--	--	--	--
Socioeconomically Disadvantaged	104	94	90.4	69	13	16	1	94	90.4	59	24	15	2
English Learners	104	27	26	89	7	4	0	27	26	59	30	11	0
Students with Disabilities	104	17	16.3	100	0	0	0	17	16.3	94	6	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--



California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	92	85	92.4	54	29	15	1	88	95.7	52	28	11	8
Male	92	47	51.1	55	34	11	0	47	51.1	49	30	15	6
Female	92	38	41.3	53	24	21	3	41	44.6	56	27	7	10
Black or African American	92	25	27.2	64	28	8	0	25	27.2	80	16	0	4
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	92	3	3.3	--	--	--	--	3	3.3	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	92	36	39.1	58	22	17	3	37	40.2	41	35	16	8
Native Hawaiian or Pacific Islander	92	1	1.1	--	--	--	--	1	1.1	--	--	--	--
White	92	11	12	27	45	27	0	13	14.1	46	31	8	15
Two or More Races	92	7	7.6	--	--	--	--	7	7.6	--	--	--	--
Socioeconomically Disadvantaged	92	78	84.8	58	28	13	1	81	88	54	30	10	6
English Learners	92	25	27.2	72	20	8	0	25	27.2	64	28	8	0
Students with Disabilities	92	10	10.9	--	--	--	--	10	10.9	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	201	190	94.5	48	33	16	1	196	97.5	51	34	11	2
Male	201	93	46.3	56	33	9	0	96	47.8	53	32	11	1
Female	201	97	48.3	41	33	23	2	100	49.8	48	36	10	3
Black or African American	201	35	17.4	66	17	11	3	35	17.4	46	40	9	0
American Indian or Alaska Native	201	2	1	--	--	--	--	2	1	--	--	--	--
Asian	201	3	1.5	--	--	--	--	3	1.5	--	--	--	--
Filipino	201	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Hispanic or Latino	201	92	45.8	51	33	14	1	93	46.3	56	33	10	1
Native Hawaiian or Pacific Islander	201	2	1	--	--	--	--	2	1	--	--	--	--
White	201	43	21.4	33	47	19	0	48	23.9	44	29	15	6
Two or More Races	201	10	5	--	--	--	--	10	5	--	--	--	--
Socioeconomically Disadvantaged	201	176	87.6	47	35	15	1	182	90.5	51	34	11	2
English Learners	201	40	19.9	78	23	0	0	43	21.4	77	16	7	0
Students with Disabilities	201	38	18.9	76	18	3	0	39	19.4	77	10	8	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	230	214	93	64	25	8	2	214	93	76	18	3	2
Male	230	124	53.9	65	24	10	2	124	53.9	76	19	3	2
Female	230	90	39.1	62	26	6	3	90	39.1	77	17	2	1
Black or African American	230	50	21.7	64	28	4	0	50	21.7	80	16	0	0
American Indian or Alaska Native	230	2	0.9	--	--	--	--	2	0.9	--	--	--	--
Asian	230	7	3	--	--	--	--	7	3	--	--	--	--
Filipino	230	2	0.9	--	--	--	--	2	0.9	--	--	--	--
Hispanic or Latino	230	86	37.4	72	22	5	1	86	37.4	86	10	1	2
Native Hawaiian or Pacific Islander	230	4	1.7	--	--	--	--	4	1.7	--	--	--	--
White	230	55	23.9	51	29	15	4	55	23.9	62	27	7	2
Two or More Races	230	5	2.2	--	--	--	--	5	2.2	--	--	--	--
Socioeconomically Disadvantaged	230	199	86.5	64	25	8	2	199	86.5	76	18	3	1
English Learners	230	51	22.2	90	2	6	2	51	22.2	86	10	2	2
Students with Disabilities	230	48	20.9	79	15	2	0	47	20.4	83	13	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 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.

Subject	California Standards Test Percentage of Students Meeting or Exceeding State Standards								
	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	42	55	45	43	47	43	59	60	56

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.

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	45
African American/Black	28
Hispanic or Latino	46
White	55
Males	51
Females	39
Socioeconomically Disadvantaged	45
English Learners	29
Students with Disabilities	16

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

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 2014-15)

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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.0%	23.4%	3.2%
7	23.9%	16.8%	3.3%

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

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 school site.

Parent & Community Involvement (School Year 2015-16)

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 rates;
- Pupil expulsion rates; and
- 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					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	20.7%	22.5%	19.5%	0.0%	0.0%	0.1%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

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.

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.

Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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	2003-04	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

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			
13	14	15	13	14	15	13	14	15	13	14	15	
By Grade Level												
5	20	18	29	13	16	1	9	2	13	1	-	1
6	28	20	23	5	11	9	34	17	14	2	-	3
Other	31	-	22	-	-	1	-	-	-	1	-	-
By Subject Area												
English	20	20	22	17	17	12	10	10	12	2	2	2
Mathematics	19	19	23	11	11	6	11	11	11	1	1	2
Science	23	23	22	6	6	7	10	10	11	2	2	2
Social Science	24	24	21	4	4	7	10	10	9	2	2	2

School Leadership

Mr. Howard (Randy) Holcomb, the Foothill Ranch Middle School principal, has been a vice principal for the past seven 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 2014-15)

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.

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

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.

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 Program (RSP) Teacher	2	2.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	6	6.0
Speech and Language Specialist	1	1.0

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 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for 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, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

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
- People's Choice Awards
- Promotion

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
- Art Night
- Wrestling Club
- Chess Club
- Science Club
- Family Game Night
- Book Club
- After-School Tutoring
- WEB (Where Everybody Belongs)
- SSA (Safe School Ambassadors)
- Annual 5K Fun Run/Fun Day
- Volleyball
- Boys & Girls Basketball & Soccer
- G.S.A. (Gay Straight Alliance)
- Club Live
- Science Night
- Talent Show
- Spanish Club
- Vertical Venture Gardening Club

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$69,172
District	\$71,162
Percentage of Variation	-2.8%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-5.2%

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		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,853
From Supplemental/Restricted Sources	\$2,812
From Basic/Unrestricted Sources	\$6,041
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	16.2%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	13.0%