Twin Rivers Unified School District
Foothill Ranch Middle School
CDS Code: 34-76505-6059232

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2016-17 School Accountability Report Card
Published in 2017-18 School Year

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 knowledge, as well as teaching them to become independent and creative thinkers who can analyze and evaluate across social and academic areas. We teach them to use what they know to solve problems that arise. We are an inclusive school that embraces all types of learners and promotes academic and social equity for all.

DataQuest

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

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 2017-18)

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.

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	19.3%
American Indian or Alaska Native	0.5%
Asian	6.6%
Filipino	0.6%
Hispanic or Latino	42.9%
Native Hawaiian or Pacific Islander	1.2%
White	23.0%
Two or More Races	4.7%
EL Students	23.7%
Socioeconomically Disadvantaged	89.7%
Students with Disabilities	23.4%
Foster Youth	0.5%

School Enrollment & Attendance (School Year 2016-17)

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.

Foothill Ranch Middle School had a beginning enrollment of 653 students in grades five through eight for the 2016-17 school year.

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
5th	97	88	98
6th	87	107	108
7th	213	192	248
8th	232	227	199

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.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	37	36	31	1256
Without Full Credentials	0	0	4	60
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			
	15-16	16-17	17-18
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	1	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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	From Most Recent Adoption	% Lacking
7th-8th	ELD	Pearson	2017	Yes	0.0%
5th-6th	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
7th-8th	English/Language Arts	Houghton Mifflin/Harcourt	2017	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	Life Science	Holt	2007	Yes	0.0%
5th-8th	Mathematics	Houghton Mifflin	2015	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 2017-18)

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.

School Facility Conditions				
Date of Last Inspection: 08/28/2017				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Room 13 SPED - the HVAC system is not working properly.
Interior		X		Boys Locker Room - there is exposed plywood and areas that need paint; Cafeteria - gum stuck on the wall near kitchen; PE/Bike Room - the cabinets need to be stained and/or painted; Room 23 - the cabinets need to be stained and/or painted; Room 4 - the cabinets have an excessive amount of scratches and dings and need paint and/or stain; Room 41 SPED - the Formica on the counter top edge is missing and chipped.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			Gym - one window is covered with unpainted plywood.
Electrical		X		Cafeteria - there are five lights out; PE/Bike Room - there are two lights out; Room 16 SPED - there are four lights out; Room 30 SPED - there are two lights out; Room 33 SPED - there is one light out; Room 9 - there are four lights out.
Restrooms/Fountains	X			Room 16 SPED - the ceiling vent is detached, and there is a ceiling tile detached.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Boys Locker Room - the ceiling is being repaired. There is exposed plywood and areas that need paint.
External (Grounds, Windows, Doors, Gates, Fences)	X			Gym - windows show signs of leaking. there is peeling paint and signs of dry rot around the windows.

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 2017-18 school year, the district has budgeted $1,896,380.00 for the deferred maintenance program. This represents 0.61% of the district's general fund budget.

B. Pupil Outcomes State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/ literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district,, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	34	34	--	31	32	--	48	48
Mathematics (Grades 3-8 and 11)	--	25	31	--	25	25	--	36	37
Science (Grades 5, 8, and 10)	45	47	--	43	40	--	56	54	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	678	618	91.15	33.87	646	95.14	30.5
Male	345	312	90.43	31.41	326	94.49	28.22
Female	333	306	91.89	36.39	320	95.81	32.81
Black or African American	136	129	94.85	28.91	127	92.70	24.41
Asian	51	34	66.67	26.47	49	96.08	22.45
Hispanic or Latino	285	272	95.44	32.35	275	96.49	31.27
White	149	132	88.59	44.7	143	95.97	41.26
Two or More Races	31	30	96.77	30	30	96.77	16.67
Socioeconomically Disadvantaged	621	564	90.82	32.15	592	95.18	30.07
English Learners	257	214	83.27	22.43	245	95.33	22.86
Students with Disabilities	159	141	88.68	13.48	141	89.81	12.06

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

State Priority: Other Pupil Achievement

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

• Pupil outcomes in the subject area of physical education

Physical Fitness (School Year 2016-17)

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 2016-17			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.5%	23.9%	3.4%
7	21.1%	23.9%	10.5%

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 school site.

Parent & Community Involvement (School Year 2017-18)

Foothill Ranch Middle School knows that our students do better in school when there is a positive connection between school and families. We have a new Parent Center on campus, staffed by our English Learner Counselor. Parents are encouraged to be actively and positively involved with the academic and social life of their child. Our teachers use the School Loop gradebook, and parents can register their account to view current grades, assignments, and progress at any time. We encourage parents to chaperone during dances and field trips, as well as other school functions. We also have other opportunities for parent involvement including our School Site Council (SSC) and English Learner Advisory Council (ELAC). We strive to have good communication with parents and 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 and 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, FRMS has established a Positive Behavior Intervention Program (PBIS) 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.

Foothill Ranch Middle School believes in rewarding and recognizing students for positive behavior.

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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	19.47	18.16	13.49	0.13	0.00	0.25
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2017-18)

The School Site Safety Plan is evaluated annually and revised as needed 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.

D. Other SARC Information

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

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.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2003-2004	2010-2011
Year in PI	Year 5	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

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

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												
				Classrooms Containing:								
	Average Class Size			**1-20 Students**			**21-32 Students**			**33+ Students**		
	15	**16**	**17**	**15**	**16**	**17**	**15**	**16**	**17**	**15**	**16**	**17**
By Grade Level												
5	29	26	26	1	1	1	13	13	14	1	1	-
6	23	30	24	9	6	9	14	9	17	3	11	2
Other	22	-	23	1	-	1	-	-	-	1	-	1
By Subject Area												
English	22	18	18	12	16	19	12	11	8	2	1	4
Mathematics	23	20	22	6	8	8	11	10	7	2	1	4
Science	22	23	26	7	4	3	11	11	8	2	1	4
Social Science	21	26	25	7	2	3	9	11	8	2	1	4

School Leadership

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

• ELAC

Counseling & Support Staff (School Year 2016-17)

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. 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
Nurse	1	0.133
Psychologist	1	0.8
Resource Specialist Program (RSP) Teacher	1	1.0
SDC Aide	3	3.0
Special Day Class (SDC) Teacher	7	7.0
Speech and Language Specialist	2	1.5

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2016-2017 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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. Core teachers have a period each day for collaboration where they review data and plan instruction.

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

• School-wide incentive program for student academic, attendance, and social growth/achievement.

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

• Art Night

• Boys & Girls Basketball & Soccer

• Wrestling Club

• G.S.A. (Gay Straight Alliance)

• Vertical Venture Gardening Club

• Chess Club

• Club Live

• WEB (Where Everybody Belongs)

• SSA (Safe School Ambassadors)

• Science Club

• Science Night

• Family Game Night

• Talent Show

• Annual 5K Fun Run/Fun Day

• Book Club

• Spanish Club

• After-School Tutoring

School Site Teacher Salaries (Fiscal Year 2015-16)

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	$70,232
District	$73,962
Percentage of Variation	-5%
School & State	
All Unified School Districts	$79,228
Percentage of Variation	-11.4%

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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 2015-16		
	District	State
Beginning Teachers	$45,390	$47,808
Mid-Range Teachers	$57,705	$73,555
Highest Teachers	$94,579	$95,850
Elementary School Principals	$101,037	$120,448
Middle School Principals	$105,044	$125,592
High School Principals	$112,069	$138,175
Superintendent	$260,000	$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%

District Expenditures (Fiscal Year 2015-16)

Based on 2015-16 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	$8,667
From Supplemental/Restricted Sources	$2,614
From Basic/Unrestricted Sources	$6,053
District	
From Basic/Unrestricted Sources	$5,947
Percentage of Variation between School & District	1.8%
State	
From Basic/Unrestricted Sources	$6,574
Percentage of Variation between School & State	-7.9%

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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:

- After School Education & Safety
- Arts in Education
- CA Partnership Academies
- Carl Perkins
- Charter School Fund
- EIA-LEP
- EIA-SCE
- Elementary and Secondary School Counseling Program
- Gifted and Talented Education
- Head Start
- Medi-Cal
- Pupil Retention Block Grant
- Special Education
- State Lottery
- Sustain Meaningful Arts
- Targeted Instruction Improvement Block Grant**
- Title I
- Title II
- Title III