Foothill Ranch Middle School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/28/2026 3:00 PM

Location *(Ubicación)*

Library Annex

Zoom Link *(Enlace de Zoom)*

Zoom Meeting Link: https://twinriversusd-org.zoom.us/j/89092464085

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Catalina Aranas	Year 1	
Parent	Zsanelle West	Year 1	
Parent	Ambilka Aiello	Year 1	
Parent	Angeles Soberas	Year 1	
Student	Milania Sablan	Year 2	
Alternates *(Alternativos)*:			

Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)

Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	George Porter		
Teacher: *Maestro(a):*	Linda Hall	Year 1	
Teacher: *Maestro(a):*	Autumn Black	Year 1	
Teacher: *Maestro(a):*	Rachel Lenhart	Year 1	
Other Staff: *Otro Personal:*	Renee Daw	Year 2	
Alternates: *Alternativos:*			
***Teachers must be the majority** *Los maestros deben ser mayoría*			

AGENDA		
ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:* Quorum: *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* May 2026 Minutes Attached	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
Member Training (Formación de Miembros Attachment Video Below	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Elect Officers (Elegir a Funcionarios) Elect Chairperson Vice Chairperson Secretary	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
New Members (Nuevos Miembros) Link Below	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Other Review Terms of Office 3📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
Bylaws (Reglamentos) Adopt Bylaws: Attachment Below 3📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar See Attached Below 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
Parent Involvement (Participación de Padres) See Attached Below 1📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Other SPSA Goals and Actions and CAASPP Data	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)*
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: *Fecha de próxima reunión:*	11/18/2026	3:00 PM

Foothill Ranch Middle School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/19/2026 2:45 PM

Location *(Ubicación)*

Library Annex

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/85780395992

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Mecca Campbell	Absent
Parent	Amhaud Maher	Present
Parent	Ambilka Aiello	Absent
Parent	Angeles Soberanes	Absent
Student	D'Aubri Nicholson	Present
Alternates *(Alternativos)*:		

Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)

Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	George Porter	Present
Teacher: *Maestro(a):*	Autumn Black	Present
Teacher: *Maestro(a):*	Linda Hall	Absent
Teacher: *Maestro(a):*	Rachel Lenhart	Present
Other Staff: *Otro Personal:*	Renee Daw	Present
Alternates: *Alternativos:*		

***Teachers must be the majority** *Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 3:04 PM Total Members in Attendance: *Total de Miembros Presentes:* 6 Quorum: *Quórum:* Yes (Si)
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Community member Tara Jacobs noted that member Aiello was marked present and member Sobreranes was marked absent. The reverse was true for the two members. Community member Tara Jacobs noted there were 6 SSC members present not the annotated 7. The change from 7 members to 6 changes the allin favor numbers in the minutes from 7 to 6. The council noted and agreed to the change
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* The council members spent three minutes reviewing the agenda. No additions or comments were made to the posted agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Review April 2026 SSC Minutes 1 📎 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Porter Second *Se secundó*: Black In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
School Compact (Compacto Escolar) Tabled in April to discuss integrartion of tangible supports into the compact. 1 📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* School Compact Person *Persona:* Porter Second *Se secundó*: Black In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Member Porter presented the updated (boldened statements) School Compact
Site Safety Plan (Plan de Seguridad del Centro) Members requested additional time to prepare for discussion Site Safety Procedure has been added for review and discussion 2 📎 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Site Safety Plan Person *Persona:* Porter Second *Se secundó*: Black In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Members reviewed the Site Safety Procedures and then passed the Safety Plan
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Other Review/Discuss TRUSD Draft Cell Phone Policy and Electronic Use 1 📎 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* The team discussed the proposed TRUSD Cell Phone Policy. Recommendations were: 1. Teachers should not have latitude to allow students to use their cell phones as every student has a district provided electronic device.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
Approve 26-27 SPSA 1 📎 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* 2026/27 SPSA Person *Persona:* Porter Second *Se secundó*: Black In favor *A favor* : 6 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Member Porter presented the SPSA, specifically calling out the TSI status and the SPSA goals targetingnTSI subgroup deficits in ELA, mathematics, Chronic Absenteeism and Suspension Rate.

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:13 PM

Next meeting date: 05/19/2026 3:00 PM
Fecha de próxima reunión:

Foothill Ranch Middle School

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

04/28/2026 2:45 PM

Location *(Ubicación)*

Foothill Ranch Middle School Library Annex

Zoom Link *(Enlace de Zoom)*

Zoom Meeting Link:
https://twinriversusd-org.zoom.us/j/82831340517

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Mecca Campbell	Absent
Parent	Amhaud Maher	Absent
Parent	Amblka Aiello	Present
Parent	Angeles Soberanes	Present
Student	D' Aubri Nicholson	Absent
Alternates *(Alternativos)*:		

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Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*		**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	George Porter	Present
Teacher: *Maestro(a):*	Autumn Black	Present
Teacher: *Maestro(a):*	Linda Hall	Present
Teacher: *Maestro(a):*	Rachel Lenhart	Present
Other Staff: *Otro Personal:*	Renee Daw	Present
Alternates: *Alternativos:*		

***Teachers must be the majority** *Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 3:04 PM Total Members in Attendance: *Total de Miembros Presentes:* 7 Quorum: *Quórum:* Yes (Si)
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Tara Jacobs (Community) shared that she had copies of her January 30, 2025 SSC Minutes that had differences in information from the submitted differences. Mrs. Jacobs also provided a reminder that attachments should be submitted 72 hours ahead of the SSC Meeting.
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Mr. Porter provided the team three minutes to review the presented agenda.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Review Minutes June 5, 2025 January 30, 2025 January 29, 2026	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Porter Second *Se secundó*: Hall In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Jan 30 Minutes were approved with corrections: Below Gipson(Absent); Daw (Absent) Attendance(7); Vice Chair(Black); Hall(Chair); Maher(Timekeeper);Avila(Secretary) Site Funded Positions 1.Hall (1)/Avila (2) 7 in favor 2.Hall (1)Porter(2) 7 in favor 3.Hall (1)/Porter(2) 7 in favor Safety Plan: Porter (1)/Hall(2) 7 in favor SPSA: Porter(1)/Hall (2) 7 in favor Meeting Concluded at 4:11 PM
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* January 29, 2026 MInutes Revision/Update: Member Soberanes logged in but lost the connection Minutes Approved Porter(1)/Hall(2); 7 in favor
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) Review and Approve	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Bylaws Person *Persona:* Porter Second *Se secundó*: Hall In favor *A favor* : 7 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
School Compact (Compacto Escolar Review and Approve	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Table(Soberanes) Person *Persona:* Soberanes Second *Se secundó*: Black In favor *A favor* : 6 Oppose *En contra*: 1 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Tabled to discuss integration of tangible supports into the compact. Update doc.
Site Safety Plan (Plan de Seguridad del Centro) Review (Previously Approved)	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Table Person *Persona:* Porter Second *Se secundó*: Daw In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada* The team wanted to table the item to review suggested revisions.
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
Needs Assessment (Evaluación de Necesidades) Review Needs Assessment (Faculty) Review Needs Assessment (ELAC)	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Member Soberanes is available to effort Parent Engagement through PTO/PTA as well as organizing school events both parent and student centered Through Mrs. Zamora (AP): ELAC parents would like to have more Adult ESL classes Faculty Needs Assessment is focused on all teachers having prep periods and concern for the loss of our MTSS staff member.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* N/A
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación*	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 4:07 PM

Next meeting date: 05/19/2026 3:00 PM
Fecha de próxima reunión:

Foothill Ranch Middle School
Student/Parent/School Learning Compact
2025/26

The parents and staff of Foothill Ranch Middle School know that learning can take place only when there is a combination of effort and motivation by all parties: parent, student, and school. We are all committed to do our best to promote the achievement of all students' educational progress. This Compact was adopted by Foothill Ranch Middle School on _____ and will be in effect for the duration of the school year. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program.

This agreement is a promise to work together. **Together we can improve teaching and learning.**

As a student, I pledge to:

- Work as hard as I can on my school and homework assignments.
- Keep track of assignments and important dates in my school planner **(Reinforced through Minga)**
- Discuss with my parents what I am learning in school.
- Follow the school rules and policies.
- Ask my teacher questions when I do not understand something.
- **Go to my public or school library when I need resources.**
- Monitor grades in AERIES **(FCL will conduct workshops)**

_____

As a parent, I pledge to:

- Provide a quiet study time and place at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Encourage my child to follow the school rules and policies.
- Review my child's homework and check AERIES Parent Portal for progress on assignments and grades.
- Encourage my child to read
- **Encourage my child to use the school or public library.**

_____

As a school, we pledge to:

- Provide high-quality curriculum and instruction. Teachers will provide standards-based lessons **(Pacing Guides, Yr. At a Glance, Assessment Protocols, IAB & FIAB's, Renaissance DnA Resources**) and activities in the classroom.
- Observe the importance of ongoing communication between parents and family members and teachers:
    - Provide parents, through on-going communication, with information about the school's performance**(Annual Title 1 Meeting**), student progress, school events, and other relevant information.
    - Frequent progress reports on student progress are provided to parents. Every 7 weeks parents are sent progress reports and grades are sent at the end of every quarter.
    - Parents are provided reasonable access to staff and opportunities for parents and family members to volunteer and participate in their child's class, and observe classroom activities. Parents can become members of the School Site Council, English Learner Advisory Committee, and other

parent organizations at the school. Through newsletters and the school website, the school informs parents of participation activities available.

- Explain student academic expectations, instructional goals, and grading system to students and parents.
- Explain student behavior expectations, school rules, and school/district policies to students and parents.
- Encourage students to record assignments and important dates in their planners.
- Promote reading in school and at home.
- **Encourage students to use the library, AERIES, and other educational resources.**
- Create a welcoming environment for children and parents.
- Ensure a safe and orderly learning environment.
- Promote a positive atmosphere for students, staff, and parents.

Twin Rivers Unified School District
Comprehensive School Safety Plan
SB 187 Compliance Document
(Education Code Section 32280-32289.5 and 49390-49395)

2025-2026

School: Foothill Ranch Middle
CDS Code: 34 76505 6059232
School Address: 5001 Diablo Dr. Sacramento, CA 95842
School Phone: 916-566-3440

Principal's Name: George Porter
Principal's Email: george.porter@trusd.net

Date of Adoption by Board of Trustees: 02/24/2026

2 Attach evac map & aerial view

Signatures:

George Porter	Principal	George Porter
Ahmaud Maher/Lopez	SSC Chairperson	Ahmaud Maher Lopez
Megan Simmons	Executive Director	Megan Simmons

Table of Contents

Part I: Comprehensive School Safety Plan Purpose and Vision (pages 3-4)

- ✓ *Per California Education Code § 32280 & § 32281(b)*

Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)

- ✓ *Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228*

Part III: Site Demographics and Assessment of School Safety (pages 5-6)

- ✓ *Per California Education Code § 32282(a)(1)*

Part IV: Key Safety Personnel – Incident Command System (pages 7-15)

- ✓ *Per California Education Code § 32282.1*

Part V: Firearm Safety Notification Procedures (page 16)

- ✓ *Per California Education Code § 49392*

Part VI: Threat Reporting Procedures (pages 16-17)

- ✓ *Per California Education Code Ed Code §§ 49390, 49393, 49394*

Part VII: Emergency Response Protocols from District Master EOP (page 18)

- ✓ *Per California Education Code § 32282(a)(2)(B)(i), (I)-(K)*

Part VIII: Strategies and Procedures for School Safety

- ✓ *Per California Education Code § 32282(a)(2)(A)-(N)*

Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
    - A) Child abuse reporting procedures
    - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
    - C) Earthquake emergency procedures
    - D) Use of facilities during emergencies
    - E) Suspension and expulsion policies
    - F) Notification of dangerous pupils
    - G) Discrimination, harassment, hate crime reporting
    - H) Dress code policies
    - I) Safe ingress and egress
    - J) School discipline procedures
    - K) Tactical response to criminal incidents
    - L) Prohibition of high-intensity drills
    - M) Reporting dangerous or unlawful activity
    - N) Sudden cardiac arrest response
    - O) Opioid overdose protocol
    - P) Instructional continuity plan
    - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

Comprehensive School Safety Plan Vision

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures

List names and place an X in the column representing each person's role.

School Safety Planning Committee Members (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	**Principal or designee**	**Teacher Rep. of Cert. Employees**	**Parent**	**Classified Employee**	**Other School Staff**	**Law Enforcement**
Name						
Twin Rivers Police						X
George Porter	X					
Sean Miller		x				
Troygah Ahmach				x		
David Lopez					x	
Marcelina Zamora					x	

Date reviewed/amended: 10/21/2025

Date communicated to the public: 10/26/2025

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

A) A representative of the local school employee organization
B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
C) A representative of each teacher organization at the school site
D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

Part III: Site Demographics and Assessment of School Safety

Number of Students	519
Number of Staff	73
Number of Disabled Students	5
Number of Disabled Staff	0
Site Square Acreage / Square Footage	5,868
Number of Classrooms	33
Number of Other Rooms	5
Number of Parking Lots	1
Campus Safety Specialist (CSS) On-Site (Y/N)	Y
Health Assistant On-Site (Y/N)	Y

2024 California School Dashboard	**% of Students**
Suspensions	10.7
Chronic absence rates	29.8
2024-25 School Climate Report Card (Elementary)	**% of Students**
School Connectedness	58
Academic Motivation	73

Meaningful Participation	33
Facilities Upkeep	36
Parent Involvement in Schooling	63
Social and Emotional Learning Supports	48
Antibullying Climate	40
Feel Safe at School	52
Cyberbullying	22
Rule Clarity	51

At Foothill Ranch Middle, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

Part IV: Key Safety Personnel – Incident Command System

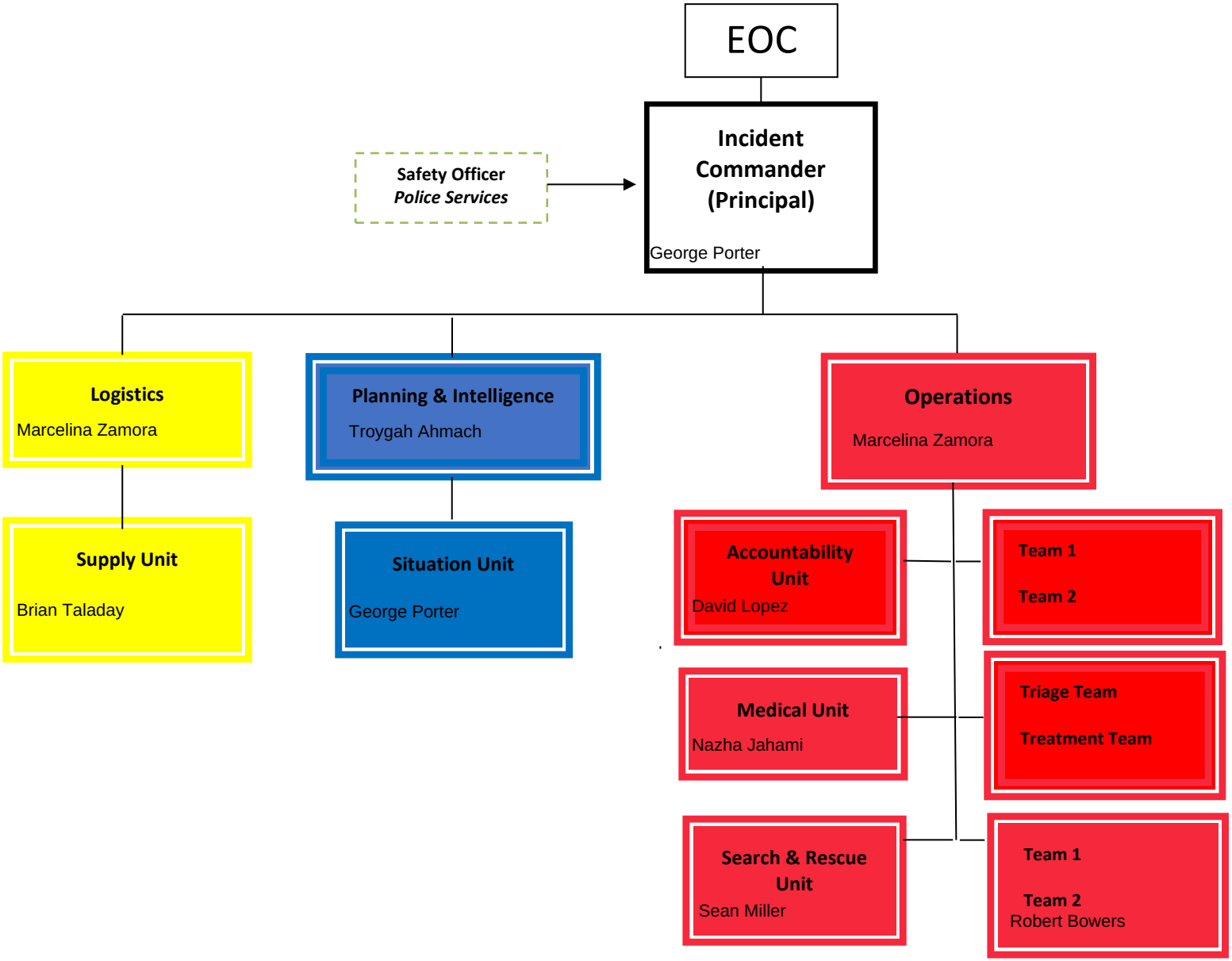
Foothill Ranch Middle

Incident Command System
Year: 2025-2026

Name	Work Phone	Cell Phone
COMMAND STAFF		
Incident Commander (Principal)		
Primary: George Porter	916-566-3440	916-914-4409
Alternate:		
GENERAL STAFF		
OPERATIONS SECTION		
Section Leader: Marcelina Zamora	916-566-3440	209-541-4348
Alternate:		
Accountability Unit		
Unit Leader: David Lopez	916-566-3440	209-202-8690
Team 1:		
Team 2:		
Medical Unit		
Unit Leader: Nazha Jahami	916-566-3440	916-566-3440
Triage Team:		
Treatment Team:		
Search & Rescue Unit		
Unit Leader: Sean Miller	916-566-3440	916-566-3440
Team 1:		
Team 2: Robert Bowers	916-566-3440	916-566-3440
PLANNING & INTEL SECTION		
Section Leader: Troygah Ahmach	916-566-3440	916-566-3440
Alternate:		
Situation Unit		
Unit Leader: George Porter	916-566-3440	916-566-3440
Alternate:		

LOGISTICS SECTION		
Section Leader: Marcelina Zamora	916-566-3440	916-566-3440
Alternate:		
Supply Unit		
Unit Leader: Brian Taladay	916-566-3440	916-566-3440
Alternate:		

Incident Command System
Year: 2025-2026



RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
Priorities	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	What are the most important things to focus on immediately? Gain accountability of all students and staff within 10 minutes of the onset of the incident.
Objectives	Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available. Objectives can be thought of as the "big picture" response mechanisms that allow the Incident Commander to address the defined priorities.	How do I address the identified priorities? 1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area. 2) Conduct Search and Rescue Operations
Strategies	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	What are the specific resources I need to deploy in order to accomplish the stated objectives? 1) Deploy Accountability Team to the Evacuation Assembly Area. 2) Deploy Search and Rescue Teams to selected areas.
Tactics and Tasks	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	What are the specific task directives? 1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name. 2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point. 3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.

INCIDENT COMMAND SYSTEM
POSITION DESCRIPTIONS

COMMAND STAFF

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

Incident Commander (IC) (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- ☐ Establishing the incident objectives and priorities that guide incident action planning and operations
- ☐ Approving all response plans and strategies based on expert advice
- ☐ Approving all external messages
- ☐ Determining the operational cycle
- ☐ Assessing the situation
- ☐ Establishing an Incident Command Post (ICP)
- ☐ Establishing or modifying an appropriate organization
- ☐ Ensuring planning meetings are scheduled as required
- ☐ Coordinating activity for all Command and General Staff
- ☐ Coordinating with key people and District officials
- ☐ Approving requests for additional resources or for the release of resources
- ☐ Keeping District administration informed of incident status
- ☐ Approving the use of trainees, volunteers, and auxiliary personnel
- ☐ Order the demobilization of the incident when appropriate.

UNIFIED COMMAND

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

GENERAL STAFF SECTION

OPERATIONS

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

OPERATIONS SECTION CHIEF:

- ☐ Manage tactical operations at the site / Incident Command Post level.
- ☐ Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- ☐ Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- ☐ Assist in the development of the operations portion of the Incident Action Plan
- ☐ Supervise the execution of the Incident Action Plan for Operations
- ☐ Ensure safe tactical operations
- ☐ Request additional resources to support tactical operations
- ☐ Approve release of resources from assigned status (not release from the incident)
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

ACCOUNTABILITY UNIT LEADER

- ☐ Gain accountability of all students, staff, visitors, and contractors at the Incident site
- ☐ Report accountability status to the Incident Command Post
- ☐ Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- ☐ Track movement of personnel to off-site reunification and conduct on-site parent release operations.

MEDICAL UNIT LEADER

- ☐ At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- ☐ Oversee the triage and medical treatment of all casualties
- ☐ Report casualty status and fatalities to the Incident Command Post
- ☐ Track movement of casualties and recommend mitigation strategies to the Incident Commander
- ☐ Liaise with medical first responder upon arrival and provide casualty status
- ☐ Request additional personnel and supplies as needed
- ☐ Liaise with the Coroner's Office on scene

SEARCH AND RESCUE UNIT LEADER

- ☐ Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- ☐ Develop and implement search and rescue plans
- ☐ Track search and rescue team activities
- ☐ Document team actions
- ☐ Ensure teams have appropriate equipment
- ☐ Make equipment and personnel requests to the Incident Commander, as necessary
- ☐ Report all information to the Incident Commander
- ☐ Assist fire department operations at their request
- ☐ Brief arriving fire department personnel as directed
- ☐ Assist medical teams with immediate intervention treatment as needed

PLANNING & INTELLIGENCE

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

PLANNING & INTELLIGENCE SECTION CHIEF:

- ☐ Collect and process situation information
- ☐ Supervise the preparation of the Incident Action Plan
- ☐ Establish information requirements and reporting schedules for the Situation Unit
- ☐ Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- ☐ Report any significant changes in incident status
- ☐ Compile and display incident status information
- ☐ Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- ☐ Oversee preparation of Incident demobilization plan
- ☐ Maintain close communication with the Incident Commander
- ☐ Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- ☐ Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SITUATION UNIT LEADER

- ☐ Maintain the Incident Command Post status board
- ☐ Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- ☐ Document assignments and supply needs
- ☐ Notify the Incident Commander of pertinent information and status changes
- ☐ Establish information requirement
- ☐ Fill EOC information requests
- ☐ Maintains a master record of the incident

LOGISTICS

All incident material support and staffing needs are provided by the Logistics Section.

LOGISTICS SECTION CHIEF:

- ☐ Manage all incident logistics
- ☐ Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- ☐ Brief other Section and Unit Leaders as needed
- ☐ Conduct logistical forecasting
- ☐ Identify anticipated and known incident service and support requirements
- ☐ Request additional resources as needed
- ☐ Review and provide input to all plans and planning subsections, as required
- ☐ Supervise requests for additional resources
- ☐ Direct and oversee the activation, operations, and demobilization of the Logistics Section
- ☐ Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

SUPPLY UNIT LEADER

- ☐ Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

Part VI: Threat Reporting Procedures (California Education Code 49393)

1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

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2. Definitions

- **Threat or perceived threat**: Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity**: Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee**: All certificated and classified staff, contractors, and governing board members who interact with students.

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3. Immediate Response and Reporting Protocol

A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
    - **Report to site administration and**
    - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

    - **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
    - Track incident response in real-time
    - Coordinate with district and law enforcement partners
    - Document steps taken throughout the incident

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4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
    1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
    2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
    3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
        - Conduct a timely investigation
        - Review the California DOJ firearm registry
        - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

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5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
    - Counseling referrals
    - SST or IEP team review, if applicable
    - Safety re-entry planning

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6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
    - Review the adequacy of the response
    - Ensure all supports and consequences were implemented appropriately
    - Adjust safety protocols if needed

Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.

2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

   Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

   A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
   B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
   C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this link.

Off-Site Evacuation Locations

1st OFF-SITE EVACUATION LOCATION			
Name of Evacuation Facility:	Parking Lot		
Contact Person:	George Porter	**Phone:**	916-914-4409
Address:	5001 Diablo Drive Sacramento, Ca 95842		
Special Conditions of Facility Owner:	TRUSD		
	2ND OFF-SITE EVACUATION LOCATION		
Name of Evacuation Facility:	Grass Field		
Contact Person:	Marcelina Zamora	**Phone:**	209-541-4348
Address:	5001 Diablo Drive Sacramento, Ca 95842		
Special Conditions of Facility Owner:	TRUSD		

Part VIII: Strategies and Procedures for School Safety

Foothill Ranch Middle School
School Safety Procedure Policy

Lock-Down Procedures

It may become necessary for the safety of the staff and students to require everyone to report to and remain in a locked and secured area of the school facility.

In the event of such an emergency situation, please strictly adhere to the following procedures:

1. In the event the need for a lockdown arises, a message announcing lockdown will indicate a “lockdown” condition exists on campus and students should immediately report to the nearest classroom.
2. Staff members should quickly check the immediate area; firmly direct students into the closest room, lock the door, close the curtains and **remain quiet** inside the room until **law enforcement, staff, or administrator unlocks the door** and gives verbal instructions that the lockdown is over.
3. Students should move away from doors and windows. Students should be directed to immediately get down on the floor; and, if possible, behind a desk, table or other furniture. Everyone should remain quiet during the lockdown.
4. Teachers should determine whether to barricade the door or to be prepared to protect themselves and the students.
5. Teachers should account for each person within their room over Catapult.
6. Staff members and students are to remain on “Lockdown” status until **law enforcement, staff member, or administrator unlocks the door**. **Do not follow any bells** once in lock down. No one should leave a class/secured area unless law enforcement or administration has delivered instructions in person.

If anyone is caught in a restroom during a “lockdown”, they should lock the bathroom door if possible, get into a stall, lock the stall, and pick their feet up. They should remain at that location **until law enforcement or a staff member unlocks the door** and they receive verbal instructions that the lockdown is over.

Anyone in the immediate vicinity of the threatening activity (i.e. campus invasion, person with a gun or weapon, etc.) should lie flat and still on the ground until it is safe to move, run away (in a side to side fashion), or until verbal instructions are provided by law enforcement.

Foothill Ranch Middle School
School Safety Procedure Policy

Please **DO NOT** call the office or tie-up the phone lines; please do not allow students to be on their cell phones. Please submit attendance on Catapult when able to do so.

DO NOT RELEASE THE STUDENTS IF A BELL SOUNDS DURING THE LOCKDOWN!

Fire Drill Procedures

- During the fire drill/alarm everyone MUST be out of their classrooms/buildings.
- Any teacher on collaboration, please go to the area your class is assigned – we appreciate your help with an ALL CLEAR
- Make sure your windows are closed, lights are off, and the door is locked.
- Teachers are to account for all the students present in their classroom using Catapult.
- If all students are with you, raise the green card when the all clear check is occurring.
- If all students are not with you, raise the red card when the all clear check is occurring.
- Note the students that are not with you and tell the all clear check person.
- Administration and PSO will go through campus and check rooms.
- When the fire drill/alarm is cleared, there will be a bell to return to class.
- Remember to let administration know of any students that were in class but not with you at the designated area.
- Fire drill procedures should be reviewed in class once a semester.

EVACUATION MAP
(Insert Evacuation Map)

EARTHQUAKE PROCEDURES

In case of an earthquake, instructions will be given over the public address system. Do **not** evacuate unless told to do so over the public address system or by the ringing of the fire/evacuation signaling system.

Tremors and shaking of the earth are the signals of an earthquake and there are usually no warnings; therefore, teachers should initiate immediate action. **Do not** wait for a P.A. announcement.

- Teachers should instruct their students to **DUCK, COVER and HOLD ON. Do NOT** try to exit a building during an earthquake.
- **DROP** under a sturdy piece of furniture or against an inside wall. Take **COVER** under a desk or table if possible and protect your head and neck with one arm/hand. **HOLD ON** to a desk or furniture leg to keep it from shifting or uncovering you until the shaking completely stops. Keep away from glass walls, windows and skylights.
- If possible, open classroom doors to prevent them from becoming jammed.
- After the earthquake tremors subside, the principal will either order an evacuation of the buildings using the established fire/evacuation signals and procedures, or will direct everyone to resume the regular school routine.

If the school is to be evacuated, the established fire/leave the building evacuation procedures include the following elements:

- When the fire drill bell sounds, please have your class move out of our classroom in a quiet and orderly fashion down the corridor to the nearest exit in the direction indicated by the "Building Evacuation" map posted in your classroom.
- Make sure **EVERY** student leaves your room and is exiting the building in the proper direction and toward the designated class assembly area. Make sure no students remain inside the building.
- Please account for all the students present using Catapult.
- Please keep your class outside of the building until a verbal "all clear" is given indicating that it is safe to return to your class. If it has been determined that it is not safe to return to class, you are then asked to escort your class to the nearest open area and supervise them until they are released to a family member or are delivered home by school personnel.

When you and your class have exited the building, please gather your students in an area well away from the building. At this time, take roll and account for all the students present using Catapult.

Site procedures following an earthquake:

- The principal is to continue to operate as much as possible as if it were a normal day and dismiss at the regular time (unless it is a major earthquake).
- The Medical Team will check for injuries and render first aid, if necessary.
- The Site Security Team should attempt to suppress fires with extinguishers.
- Do not light any fires after the earthquake.

- Make sure that electrical controls and gas valves are turned off. Notify utility companies of any problems.
- Ensure that everyone has moved away from utility poles, trees, buildings, and other hazards.
- After vacating a building, students and staff shall not be permitted to re-enter if there is any doubt concerning the safety of the building. The Site Security Team will secure the building and prevent access.
- IF the area appears to be safe, the Search and Rescue Team will make an initial inspection of buildings to identify any injured or trapped students or staff.
- A qualified inspection team from the District will need to perform structural and safety inspections. The Site Security Team will maintain a log of their findings, by building, and provide a periodic report to the IC.
- When vacating a campus:
    - Survey the immediate neighborhood to make certain walking is safe.
    - Signs should be placed at the school site indicating where students are being kept.
    - If students are picked up by parents or guardians prior to dismissal, teachers will keep records.

Medical Emergencies

Whenever a student or a staff member is injured during a class or school activity and medical attention is required, you should notify the administration office about the incident, the action you will be taking and/or need for assistance. This will alert the office staff, nurse and administration about the problem. This will ensure that the appropriate medical attention is provided and the proper accident report forms will be completed.

If the student or staff member is mobile, please make sure that a teacher or another student accompanies the injured individual to the main office. (Please **do not** allow the injured individual to walk to the main office unattended due to the potential problems that could result in complicating the injury or aggravating the condition.)

If the student or staff member is not mobile, please call the main office to request assistance. Depending upon the severity of the injured, an ambulance may be called or a wheelchair provided to transport the injured to the hospital or main office for medical attention.

The following are just a couple of quick reference medical emergencies that may occur and what to do. The best thing to do if you are not sure is to **call the nurse's office at ext. 20969** and get help right away. **Never** allow the person to walk to the office alone. **For any serious medical emergencies, call 9-911.**

Anaphylaxis or Allergic Reaction: If you are with someone having an allergic reaction with signs of anaphylaxis:

- MOUTH: itching, swelling of lips and/or tongue
- THROAT: itching, tightness/closure, hoarseness
- SKIN: itching, hives, redness, swelling
- GUT: vomiting, diarrhea, cramps
- LUNG: shortness of breath, cough, wheeze
- HEART: weak pulse, dizziness, passing out
- MENTAL ORIENTATION: anxiety, sense of apprehension

1. Immediately call 8-911 or your local medical emergency number.
2. Ask the person if he or she is carrying an epinephrine auto-injector to treat an allergic reaction (for example, EpiPen or Twinject)
3. If the person says he or she needs to use an auto-injector, ask whether you should help inject the medication. This is usually done by pressing the auto-injector against the person's thigh.
4. Have the person lie still on his or her back.
5. Loosen tight clothing and cover the person with a blanket.
6. Don't give the person anything to drink.
7. If there is vomit, turn the person on his or her side to prevent choking.
8. IF there are no signs of breathing, coughing, or movement begin CPR.
9. Get emergency treatment even if symptoms start to improve. After anaphylaxis, it's possible for symptoms to recur.

Choking: The universal sign for choking is hands clutched to the throat. IF the person doesn't give the signal, look for the following indications:

- Inability to talk.
- Difficulty breathing or noisy breath.
- Inability to cough forcefully.
- Skin, lips and nails turning blue.
- Loss of consciousness.

If choking is occurring, the Red Cross recommends a "five and five" approach:

- Give 5 back blows between the person's shoulder blades with the heel of your hand.
- Give 5 abdominal thrusts (also known as the Heimlich maneuver).
- Alternate between 5 blows and 5 thrusts until the blockage is dislodged.

SEIZURES: Can range from mild blackouts to sudden, uncontrolled muscle contractions called convulsions. Convulsions may last for several minutes. A person can lose all control of their bowels.

- Call ext. 20969 giving details of the situation.
- Do not hold or restrain the person.

- Do not place anything between their teeth.
- Protect the person from injury and keep their airway open.
- Move furniture or equipment that might get in the way.
- Protect the head by placing a thin cushion, such as folded clothing, beneath it.
- If the person vomits, place them on their side.
- When the seizure is over, **check for breathing** and other injuries.
- The person will be drowsy and disoriented and will need rest.
- Reassure and comfort the person

FAINTING:

- Notify the main office giving details of the situation.
- Elevate the legs 8”-12” if injury is not suspected.
- Loosen tight clothing.
- Check for breathing and pulse.

DIABETIC EMERGENCY:

Symptoms of low blood sugar (Hypoglycemia) may include: Dizziness, nausea, irrational behavior, confusion, personality change, pale color, sweating, poor coordination, hunger, sluggishness

1. If a person is conscious and a known diabetic, encourage them to check his/her blood sugar. Ask them to take what they use to increase his/her blood sugar. Support him/her in administration. Wait approximately 15 minutes and have him/her retest blood sugar.
2. If symptoms of low blood sugar are displayed and a meter is not available- TREAT THE POTENTIAL LOW!
3. Notify the main office giving details of the situation.
4. If a person is unconscious, DO NOT GIVE ANYTHING TO EAT OR DRINK.
5. Check for breathing and a pulse.

We do not expect you to have to handle this type of emergency alone or make medical decisions; however, the better prepared we are to know how to react and what to expect, the “easier” it will be for us to assist anyone in need.

Foothill Ranch Middle School
School Safety Procedure Policy

Administrative Procedures During Lockdown

- Catapult EMS will be utilized to initiate the Lockdown to FRMS teachers and staff

- Communication with the TRUSD District Office: Administration or the Office Manager will contact: Executive Director Megan Simmons (megan.simmons@trusd.net) and Yanet Mejia (yanet.mejia@trusd.net)

- Initial Communication 911
- Secondary Communication: TRUSD PD: 916-566-2777
- Third Communication: SRO Officer Dezy: 916-893-7367

- Lockdown Details: Administration will notify school staff through the all-call system and direct staff to check their email for additional details. If an all-call notification is not received, teachers and staff should immediately check their email for updates and instructions.

- Ongoing communication and updates will be provided every 30 minutes via email from the Administrative Team or Office Staff communicating on behalf of Administration.

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: "Off and Away"

"Off and away" means:

- Device is powered off, on silent, or in "Do Not Disturb" mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff5

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day ("bell-to-bell" or "gate-to-gate"), including:
    - Before school
    - Instructional time
    - Recess
    - Lunch
- No student use is permitted during the school day unless:
    - Explicitly authorized by staff for instructional purposes
    - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day ("bell-to-bell" or "gate-to-gate"), including:
    - Passing periods
    - Lunch
- Use is permitted only:
    - With staff authorization for instructional purposes
    - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
    - Before school
    - Passing periods
    - During lunch
- Teachers may authorize use for instructional purposes when:
    - Clearly aligned to instructional objectives
    - Structured and time-bound
    - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
    - Authorized by the teacher
    - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
    - Storage
    - Documentation
    - Logging devices in and out
    - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Foothill Ranch Middle School	34765056059232	May 19, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Foothill Ranch Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs. The purpose of the SPSA is to increase the overall effectiveness of the school program by developing a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement.

Foothill Ranch Middle School (FRMS) is a Title 1 school. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Foothill Ranch Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Targeted Support and Improvement

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs. The purpose of the SPSA is to increase the overall effectiveness of the school program by developing a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing student achievement.

Foothill Ranch Middle School (FRMS) is a Title 1 school. The Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students.

The academic programs at Foothill Ranch Middle School are designed to fit the needs of students of varying abilities and interests. The site goals align with the LCAP goals of the district. We will focus our efforts on Increasing Academic Achievement & decreasing disproportionalities, Ensuring All Students Graduate College & Career Ready, Improving Culture and Climate through Increased Student Engagement, Increasing Parent Engagement, and Providing Facilities that are Clean, Safe, and Conducive to Student Learning. These goals support our areas of need identified in the 2025 CA School Dashboard and through our local data. We will focus on addressing students' greatest needs through intervention and supporting students' social and emotional needs through SEL education and counseling.

Educational Partner Involvement

How, when, and with whom did Foothill Ranch Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

How, when, and with whom did the school consult as part of the planning process for this SPSA Evaluation and Analysis?

1. On the 1st Wednesday of the month following staff meetings, the Site Leadership Team met to discuss what teachers and students used to meet the SPSA goals, if the actions supported the goals, and what was needed.

2. On the 1st Wednesday of the month staff meetings were held and discussions took place regarding teaching strategies, academic, behavioral, and attendance data, site/district goals, and student/teacher needs.

3. Parents and guardians met with the principal on the last Wednesday of each month in August, September, October, January, February, and March for Coffee with the Principal to review data and discuss student and family needs. Between one and six guardians attended each session.

4. The School Site Council reviewed the site goals and progress using the Progress Monitoring Tool. Council members discussed the changing needs of students from the pandemic and reviewed input gathered through surveys.

How did these consultations impact the SPSA for the upcoming year?
The SPSA for 2026/27 was planned using feedback and input from each stakeholder group. Throughout the 2025/26 school year, data updates were given at staff meetings, Site Instructional Leadership Team, Coffee with the Principal, and School Site Council meetings. School Site Council gave and received input, recommended changes, and gave approval. SSC and ELAC are involved in providing input and recommendations for the School Plan for Student Achievement throughout the year. SSC is involved in the overall approval of the SPSA. Parents are informed at Back to School Night that we are a Title I school that receives federal funds for qualifying student populations. Parents and students are provided comprehensive information on the process of allocating Title I funds in order to support all student achievement. At Back to School Night, Parents are encouraged to participate on both the ELAC and SSC committees.

The SPSA is brought for approval to the SSC. However, once the approval is made, the SPSA becomes a living document. Any changes or alterations to the SPSA requires SSC approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Foothill Ranch Middle School was designated as TSI due to the low performance of African American students. The African American sub group scored in the low or very low range in mathematics and English Language Arts.
The Africa

Based on the California Dashboard for 2025
African American
Suspension Rate: Red-Very Low performing Suspension Rate: 26% suspended at least one day or more. Declined 6% from the previous year.

Based on the California Dashboard for 2025
African American
English Language Arts: Red-Very Low performing. 92.8 points below standard. Declined 2.8 points from the previous year.

Based on the California Dashboard for 2025
African American
Mathematics: Red-Very Low performing: 153 points below standard. Declined 18 points from the previous year.

Based on the California Dashboard for 2025
African American
Chronic Absenteeism Rate: Orange: Low

Additional supports will improve student academic success and reduce chroncic absenteeism and the rate of suspension. Stakeholders reviewed discipline data with the School Site Council, PBIS Tier II, MTSS, Instructional Leadership Team, and staff. Specific actions and services are included in SPSA Goal 3: Improve Culture and Climate through Increased Student Engagement and SPSA Goal 1: Increase Academic Achievement and Decrease Disproportionalities.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California Dashboard indicates that Foothill Ranch Middle School has 3 state indicators (Suspension, English Learner, and Mathematics) for overall performance in the "Red".

The California Dashboard indicates that Foothill Ranch Middle School has 1 state indicator for overall performance in the "Orange" which is Chronic Absenteeism.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

For academic performance for English Language Arts the indicator shows the following student groups : African American and Homeless are two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The data used will be the following: CAASPP, District Benchmarks, California Healthy Kids Survey, Kelvin, and iReady.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Foothill Ranch Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.41%	0.59%	%	2	3	
African American	13.39%	12.38%	13.12%	66	63	69
Asian	15.42%	19.65%	18.44%	76	100	97
Filipino	1.62%	0.59%	0.95%	8	3	5
Hispanic/Latino	37.12%	36.35%	37.45%	183	185	197
Pacific Islander	0.61%	0.79%	1.33%	3	4	7
White	20.89%	19.45%	18.06%	103	99	95
Multiple/No Response	7.71%	8.06%	8.56%	38	41	45
			Total Enrollment	493	509	526

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 7	243	250	264
Grade 8	250	259	262
Total Enrollment	493	509	526

Conclusions based on this data:

1. Total enrollment has increased across both grade 7 and grade 8 during each of the reporting years.
2. The Asian population increased during each of the reporting years (13.91% - 15.42% - 19.65%).
3. Hispanic/Latino continues to be the largest population served at Foothill Ranch Middle School while their overall population has declined by 4.27% between the 2022/23 school year and 2024/25, school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	161	181	209	34.2%	32.7%	39.7%
Fluent English Proficient (FEP)	64	85	70	11.9%	13.0%	13.3%
Reclassified Fluent English Proficient (RFEP)	57	77		11.30%	11.60%	

Conclusions based on this data:

1. There was an increase in enrollment of English Learners each school year.
2. The percent of students reclassified as RFEP (3.80 %) is more than double the rate (1.4%) of English Learners enrollment.
3. Reclassification rates have increased overall (3.80%) during the three year reporting period.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	223	236	257	210	212	223	210	212	223	94.2	89.8	86.8
Grade 8	214	249	253	199	239	229	199	239	228	93.0	96	90.5
All Grades	437	485	510	409	451	452	409	451	451	93.6	93	88.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2481.	2450.	2491.	7.62	5.19	7.17	22.38	12.26	25.56	21.43	20.75	21.52	48.57	61.79	45.74
Grade 8	2506.	2509.	2494.	5.53	7.95	3.95	25.13	23.85	20.61	28.14	28.45	28.07	41.21	39.75	47.37
All Grades	N/A	N/A	N/A	6.60	6.65	5.54	23.72	18.40	23.06	24.69	24.83	24.83	44.99	50.11	46.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.10	4.72	10.31	54.29	56.13	54.26	37.62	39.15	35.43
Grade 8	10.55	10.46	10.13	50.25	50.63	45.37	39.20	38.91	44.49
All Grades	9.29	7.76	10.22	52.32	53.22	49.78	38.39	39.02	40.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	9.05	9.00	9.91	40.48	26.54	49.55	50.48	64.45	40.54
Grade 8	9.55	10.88	2.19	47.74	44.77	49.56	42.71	44.35	48.25
All Grades	9.29	10.00	6.00	44.01	36.22	49.56	46.70	53.78	44.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	8.57	7.08	5.83	67.14	63.68	67.71	24.29	29.25	26.46
Grade 8	10.55	11.30	7.05	69.85	66.53	73.57	19.60	22.18	19.38
All Grades	9.54	9.31	6.44	68.46	65.19	70.67	22.00	25.50	22.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	10.48	7.08	10.31	58.57	51.42	53.81	30.95	41.51	35.87
Grade 8	9.05	10.46	4.85	65.83	66.53	67.40	25.13	23.01	27.75
All Grades	9.78	8.87	7.56	62.10	59.42	60.67	28.12	31.71	31.78

Conclusions based on this data:

1. The percent of students producing clear and purposeful writing has decreased 3.29% during the three year reporting period. There needs to be an emphasis on writing across content areas which is supported through school-wide models, examples, and supports.
2. A large percent of students are at or near standard in three of the domains indicating that targeted interventions, models and school wide supports could get them to meeting standard.
3. A small percentage of students are scoring above standard and require enrichment opportunities.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	223	236	257	220	228	252	220	228	252	98.7	96.6	98.1
Grade 8	214	250	253	208	249	241	208	249	241	97.2	99.6	95.3
All Grades	437	486	510	428	477	493	428	477	493	97.9	98.1	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	2453.	2425.	2438.	5.00	2.63	5.56	10.91	7.02	9.13	23.18	20.61	21.03	60.91	69.74	64.29
Grade 8	2464.	2479.	2472.	5.29	5.62	10.37	12.50	12.45	12.03	22.12	25.30	17.84	60.10	56.63	59.75
Grade 11															
All Grades	N/A	N/A	N/A	5.14	4.19	7.91	11.68	9.85	10.55	22.66	23.06	19.47	60.51	62.89	62.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	6.82	3.07	5.16	33.18	26.32	29.76	60.00	70.61	65.08
Grade 8	7.69	8.84	10.37	34.13	39.76	35.68	58.17	51.41	53.94
Grade 11									
All Grades	7.24	6.08	7.71	33.64	33.33	32.66	59.11	60.59	59.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	4.09	1.75	8.33	45.00	36.84	36.51	50.91	61.40	55.16
Grade 8	7.69	4.42	6.22	37.50	52.21	48.13	54.81	43.37	45.64
All Grades	5.84	3.14	7.30	41.36	44.86	42.19	52.80	51.99	50.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 7	5.00	2.19	4.37	55.91	51.32	54.37	39.09	46.49	41.27
Grade 8	5.29	5.62	4.15	57.69	59.04	50.62	37.02	35.34	45.23
All Grades	5.14	3.98	4.26	56.78	55.35	52.54	38.08	40.67	43.20

Conclusions based on this data:

1. The overall mean scale score of grade 8 students has increased. The improvement in mean score is reflected in the 9.17% reduction in the percent of students below standard in Problem Solving and Data Analysis.
2. A small percentage of students in each grade level are testing at above standard, indicating that enrichment opportunities and differentiation are needed.
3. The overall mean scale score of grade 7 students has decreased. Data shows that there is a need to provide professional development on instructional strategies in order to support our students in improving their skills.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	1508.7	1469.7	1476.8	1503.9	1460.2	1458.4	1512.8	1478.9	1494.6	78	77	105
8	1502.3	1499.6	1482.7	1498.1	1492.9	1464.5	1506.1	1505.9	1500.4	71	72	88
All Grades										149	149	193

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	19.23	10.39	8.57	24.36	22.08	19.05	23.08	15.58	22.86	33.33	51.95	49.52	78	77	105
8	14.08	12.50	7.95	25.35	22.22	18.18	21.13	20.83	20.45	39.44	44.44	53.41	71	72	88
All Grades	16.78	11.41	8.29	24.83	22.15	18.65	22.15	18.12	21.76	36.24	48.32	51.30	149	149	193

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	29.49	23.38	14.29	30.77	18.18	20.95	8.97	11.69	20.00	30.77	46.75	44.76	78	77	105
8	26.76	22.22	11.36	19.72	25.00	22.73	19.72	16.67	11.36	33.80	36.11	54.55	71	72	88
All Grades	28.19	22.82	12.95	25.50	21.48	21.76	14.09	14.09	16.06	32.21	41.61	49.22	149	149	193

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	5.13	6.49	2.86	19.23	12.99	13.33	25.64	22.08	25.71	50.00	58.44	58.10	78	77	105
8	2.82	2.78	2.27	15.49	20.83	14.77	33.80	19.44	19.32	47.89	56.94	63.64	71	72	88
All Grades	4.03	4.70	2.59	17.45	16.78	13.99	29.53	20.81	22.80	48.99	57.72	60.62	149	149	193

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	11.54	9.09	4.76	58.97	37.66	52.38	29.49	53.25	42.86	78	77	105
8	8.45	13.89	7.95	54.93	44.44	42.05	36.62	41.67	50.00	71	72	88
All Grades	10.07	11.41	6.22	57.05	40.94	47.67	32.89	47.65	46.11	149	149	193

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	51.28	37.66	27.88	17.95	14.29	27.88	30.77	48.05	44.23	78	77	104
8	46.48	34.72	26.14	18.31	25.00	23.86	35.21	40.28	50.00	71	72	88
All Grades	48.99	36.24	27.08	18.12	19.46	26.04	32.89	44.30	46.88	149	149	192

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	6.41	6.49	6.67	30.77	24.68	22.86	62.82	68.83	70.48	78	77	105
8	8.45	9.72	7.95	28.17	30.56	15.91	63.38	59.72	76.14	71	72	88
All Grades	7.38	8.05	7.25	29.53	27.52	19.69	63.09	64.43	73.06	149	149	193

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	14.10	10.39	6.67	51.28	46.75	58.10	34.62	42.86	35.24	78	77	105
8	2.82	4.17	1.14	63.38	69.44	50.00	33.80	26.39	48.86	71	72	88
All Grades	8.72	7.38	4.15	57.05	57.72	54.40	34.23	34.90	41.45	149	149	193

Conclusions based on this data:

1. Over 70% (73.06%) of students in 24/25 were in the beginning performance levels for reading indicating greater emphasis should be placed on literature.
2. A data dive into which students are not moving towards reclassification is required to ensure quality instruction takes place to support movement towards being reclassified.
3. Only 4.15% of FRMS students in 24/25 were in the well developed perfomance level for writing indicating an area of ephasis.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
509	**93.3%**	**35.6%**	**0.2%**
Total Number of Students enrolled in Foothill Ranch Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	181	35.6%
Foster Youth	1	0.2%
Homeless	46	9%
Socioeconomically Disadvantaged	475	93.3%
Students with Disabilities	88	17.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	12.4%
American Indian	3	0.6%
Asian	100	19.6%
Filipino	3	0.6%
Hispanic	185	36.3%
Two or More Races	41	8.1%
Pacific Islander	4	0.8%
White	99	19.4%

Conclusions based on this data:

1. Our population is high socio-economically disadvantaged (93.3%) and may need access to community and school-wide embedded resources for students in mathematics and English Language Arts

2. Over one-third (35.6%) of our students are classified as English Learners.

3. The data indicate that the largest ethnicity group is Hispanic, followed by White and African American.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

1. English Learner Progress and mathematics are two areas that reflect lowest performance indicating a need to provide addional student supports and Professional Development for staff.
2. Chronic Absenteeism (Orange) and Suspension Rate (Red) indicate two areas that require additional parent outreach and communication

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
2	5	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	Orange
65.1 points below standard	89.3 points below standard	85.8 points below standard
Increased 10.5 points	Increased 22.7 points	Increased 21.8 points
433 Students	206 Students	64 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	104.5 points below standard	68.9 points below standard
2 Students	Declined 14.2 points	Increased 8.1 points
	59 Students	407 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
114.8 points below standard	92.8 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.7 points	Maintained -2.8 points	2 Students
84 Students	58 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
103.8 points below standard	Fewer than 11 students - No Data for Privacy	49.3 points below standard
Increased 17.9 points	3 Students	Increased 15.1 points
81 Students		164 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
68.4 points below standard	Fewer than 11 students - No Data for Privacy	63 points below standard
Increased 4.9 points	3 Students	Maintained 1.2 points
35 Students		82 Students

Conclusions based on this data:

1. The Homeless subgroup (59 students) and African American subgroup (58 students) academic perfomance (red) was lower than all other subgroups indicating a need for targeted interventions and family supports.
2. Overall FRMS students increased CAASPP/SBAC scores 10.5 points.
3. Hispanic students, 185 (largest subgroup) increased test scores 15.1 points.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
5	5	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Orange	Orange
115 points below standard	136.3 points below standard	150.6 points below standard
Maintained 0.9 points	Increased 5.4 points	Increased 10 points
455 Students	229 Students	64 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Red
Fewer than 11 students - No Data for Privacy	149.3 points below standard	119.3 points below standard
2 Students	Declined 14.4 points	Declined 3.7 points
	59 Students	429 Students

Students with Disabilities	African American	American Indian
Orange 152.6 points below standard Increased 3.7 points 85 Students	Red 153 points below standard Declined 18 points 58 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Asian	Filipino	Hispanic
Red 143.2 points below standard Declined 5.9 points 95 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Orange 99.5 points below standard Increased 8.7 points 167 Students

Two or More Races	Pacific Islander	White
Orange 111 points below standard Increased 13.3 points 36 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Red 109.6 points below standard Declined 4.5 points 85 Students

Conclusions based on this data:

1. English Learners, Long Term English Learners, Students with Dusabilities, Hispanic, and Students Two or more races increased test scores.
2. All of the declining student groups are scoring more than 100 points below standard.
3. Overall, the data indicate that all student subgroups need more support in Mathematics.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
41.2 science points	35 science points	32.4 science points
Maintained 0.2 points	Maintained -0.1 points	Maintained 1 points
224 Students	107 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	38.4 science points	40.2 science points
1 Student	Increased 4.2 points	Maintained -0.6 points
	29 Students	209 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
38.4 science points	33.8 science points	Fewer than 11 students - No Data for Privacy
Increased 2.7 points	Declined 8.7 points	2 Students
41 Students	27 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
35.8 science points	Fewer than 11 students - No Data for Privacy	42.5 science points
Maintained 0.2 points	2 Students	Increased 2.6 points
53 Students		75 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
45 science points	Fewer than 11 students - No Data for Privacy	42 science points
Maintained 0.4 points	1 Student	Maintained -1 points
19 Students		46 Students

Conclusions based on this data:

1. All subgroups with the exception of African American maintained or increased their test scores.
2. The African American subgroup declined 8.7 points

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Yellow
32.1 making progress.	42.1 making progress.
Number Students: 156 Students	Number Students: 57 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.5%	50.6%	0%	31.8%

Conclusions based on this data:

1. Data indicates that 31.8% of English Learner students improved at least one level.
2. 50.6% of English Learner students maintained their ELPI level.
3. 17.5% of English Learner students decreased one ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	5	2	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Yellow	Orange
27% Chronically Absent	19.1% Chronically Absent	27.8% Chronically Absent
Declined 2.8	Declined 5	Declined 11.2
563 Students	220 Students	72 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	42% Chronically Absent	27.4% Chronically Absent
2 Students	Increased 5.9	Declined 2.9
	81 Students	533 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
37.1% Chronically Absent	34.2% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 10.5	Declined 4.1	3 Students
97 Students	73 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Yellow
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.2% Chronically Absent
Declined 2.5	3 Students	Declined 3.8
120 Students		202 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Orange
42.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	29.8% Chronically Absent
Increased 0.8	4 Students	Declined 1
54 Students		104 Students

Conclusions based on this data:

1. English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students with Disabilities, African Americans, Asian, Hispanic, and White subgroups showed a decline in chronic absenteeism.
2. Approximately 27% of all students are missing a large amount of class time and instruction. Which is a decline from 22-23

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
6	3	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	Orange
14.2% suspended at least one day	13.5% suspended at least one day	8.1% suspended at least one day
Increased 3.5%	Increased 6.4%	Maintained -0.2%
586 Students	230 Students	74 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Red
Fewer than 11 students - No Data for Privacy	24.1% suspended at least one day	14.4% suspended at least one day
2 Students	Increased 6.5%	Increased 3.7%
	83 Students	556 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
18.2% suspended at least one day	26% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.3%	Increased 6%	3 Students
99 Students	77 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Yellow
10.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	9.7% suspended at least one day
Increased 3.1%	3 Students	Declined 0.8%
126 Students		207 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
19.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	16.4% suspended at least one day
Increased 11%	4 Students	Increased 7.3%
56 Students		110 Students

Conclusions based on this data:

1. Data indicate that 14.2 % of our students were suspended one or more days.
2. Suspension for all student groups increased during the 2024/25 school year.
3. Immediate and ongoing communication with families around early student misbehaviors will impact suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement and Decrease Disproportionalities
By June 6, 2027, the percentage of students meeting or exceeding standards in ELA and in Math will be at least 50% as measured on the SBAC.

Students with Disabilities and English Learners will have an increase of at least 10% in both ELA and Math as measured on the SBAC.

100% of our LTEL population will be reclassified before 9th grade.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Increasing Academic Achievement/Decreasing Disproportionalities
LCAP Goal 6 - Increasing Academic Achievement for Students with Disabilities

District Goal 3 - By 2024-2025, TR will be a 50/50 district in SBAC results, with each school growing no less than 10% (ELA) and 10% (math) during 2022-2023.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Title I and CSI Needs Assessment Form identified the following as our greatest needs: Math proficiency, EL support, SPED support, and ELA proficiency.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math (Met or Exceeded Standards) 2025	18.48% of students Met or Exceed Standards in Math	50% of students scoring met or exceeded standard
SBAC ELA (Met or Exceeded Standards) 2025	28.60% of students Met or Exceed Standards in ELA	50% of students scoring met or exceeded standard
SWUN Benchmark Pass Rates	48.2% of students Met or Exceed on the Tri1 Math Benchmark	50% of students scoring met or exceeded standard
District ELA Benchmark Pass Rate	52.45% of students Met or Exceed on the Q1 ELA Benchmark 58.10% of students Met or Exceed on the Q2 ELA Benchmark	50% of students scoring met or exceeded standard
iReady Diagnostic Pass Rates	13.58% of students passed Diagnostic 1 in the 25/26 school year 16.01% of students passed Diagnostic 2 in the 25/26 school year	50% of students passing

CAST Science Test (Met or Exceeded Standards) 2024	12.5% of students Met or Exceed Standards in Science	50% of students scoring met or exceeded standard
LTEL/Reclassification Data	24 students were reclassified in 2025 - 26 25 students were reclassified in 2024-25	100% of LTEL students reclassified by the end of 8th grade
Summative ELPAC (Level 4 / Proficient) 2025	9.3% of students had an ELPAC score of level 4 20.5% of students had an ELPAC score of level 3	100% of students score Level 3 or Level to be reclassified
SBAC Math (Decrease student points below standard) 2025	African American: 153 points below standard	20% increase in African American SBAC math scores
SBAC ELA (Decrease sudents points below standard) 2025	African American: 92.8 points below standard	20% increase in African American SBAC ELA scores

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Site Licenses for Supplemental Software (Language Live, iXL, Edpuzzle, Scholastic Magazine, etc.), other books and reference materials, instructional material and technology replacement/repairs.	All Students	10,000 Title I Basic 5000-5999: Operating Expenditures Software Licensing
1.2	Before/after school tutoring and substitutes for professional development	All students, with particular emphasis on EL students	9,200 Title I Basic 1000-1999: Certificated Personnel Salaries Before/After school tutoring to be submitted as hourly time sheet - Salary 2,393 Title I Basic 3000-3999: Employee Benefits Before/After school tutoring to be submitted as hourly time sheet - Benefits
1.3	Travel/conference costs for staff development	All students	8,800 Title I Basic 5000-5999: Operating Expenditures AVID professional development, CUE, WEB, CADA
1.4	Professional development - curriculum mapping, curriculum development and intervention planning; professional development of high-quality instructional strategies to support EL instruction, reading complex nonfiction text and questioning, AVID strategies, and reading strategies.	All students	14,600 Title I Basic 1000-1999: Certificated Personnel Salaries 3,158 Title I Basic 3000-3999: Employee Benefits

1.5	Professional development including but not limited to travel, registration, and sub cost	All students	
1.6	Provide extra duty pay to teachers for tutoring and/or academic support before/after school or on prep.	All students	

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of funding for this goal was devoted to providing training for teachers and providing academic support for students.

100% of full-time teachers participated in professional development at the site level. Attendance at district-led professional development by full-time teachers was low and will be an area of focus moving forward.

Tutoring hours were available for all students before and after school. Attendance was variable with numerous students participating in extracurricular activities.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences have been identified between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Conclusion
The goals for both SBAC ELA and mathematics will be supported with embedded school-wide accommodations during the 26/27 school year including written models for writing, lists of grade level mathematics formulas, and vocabulary lists to support improved scores.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Ensure All Students Graduate College and Career Ready
During the 2026/27 school year, 100% of students will participate in at least two experiences associated with higher education that expose them to colleges, trade school, and programs offered in high school, including preparation for advanced placement programs.

Students receiving 1 or more D or F for semester 1 will decrease by 10 percentage points.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - College and Career Readiness
LCAP Goal 6 - Increasing Academic Achievement for Students with Disabilities

District Goal 1 - By 20252026, TR will have 55% of all graduating seniors meeting A-G criteria, with each high school increasing rates by 3.5% each year.
District Goal 2 - By 2025-2026, TR will have a 92% cohort graduation rate, with each high school increasing by 2% each year or maintaining 95% or higher.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Title I Needs Assessment Form identified the following as our greatest needs: Support academic achievement of all students, Increase college/career exploration opportunities, and support AVID program with AVID tutors and embedded AVID WICOR/COSTAS strategies to support students.

It was determined that a school wide organizational focus would increase students ability to be college and career ready.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Semester 1 D & F rate	SCHOOLWIDE 41.10%	SCHOOLWIDE 30.10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	AVID supplies and program costs, supplies for art, physical education and elective classes, as well as field trips. (funds coming from Supplemental and Site Base)	All Students	
2.2	AVID elective classes for grades 7 and 8	All Students	47,543

			Title I Basic 1000-1999: Certificated Personnel Salaries Cost of Teachers for AVID elective classes - Salary 10,635 Title I Basic 3000-3999: Employee Benefits Cost of Teachers for AVID elective classes - Benefits 1,772 Title I Basic 1000-1999: Certificated Personnel Salaries Sub Cost of Teachers for AVID elective classes - Salary 50 Title I Basic 3000-3999: Employee Benefits Sub Cost of Teachers for AVID elective classes - Benefits 10,000 Title I Basic 4000-4999: Materials and Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Foothill Ranch had a focus on decreasing the D/F rate through AVID (WICOR/COSTAS) strategies, PLCs, and professional development.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding was used for its intended purpose.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be occurring. AVID strategies will continue to be implemented schoolwide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Culture and Climate
100% of students will experience SEL lessons to support goal setting, academic motivation and positive relationship building.

100% of students will participate in at least one event or activity as measured in Minga.

Chronic absenteeism will decrease to 10% or lower.

Daily attendance rate will be 95% or higher.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3 - Improve Culture and Climate through Increased Student Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Title I Needs Assessment Form identified the following site needs: Increase daily attendance and decrease chronic absenteeism and increase meaningful student participation in school-sponsored events that build community.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	42.56% (data from 5/07/26)	Chronic Absenteeism Rate equals 10% or lower
Average Daily Attendance Rate	88.79% (data from 5/07/26)	Daily Attendance Rate equals 95% or higher each month and Chronic Absenteeism Rate equals 10% or lower
Suspension Rate	6.62% (data from 5/07/26) all students 26% of African American students have been suspended at least one day.	Reduction in incidents that lead to suspension (indicator of school culture). Reduction of 10% in African American suspension rate.
Student Involvement data from Minga	95% of FRMS students involved in at least 1 activity or event according to Minga.	100% of students will have at least one activity or event logged in 5-Star students by the end of the year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Increase visibility of school pride, school pride events such as award events, club supplies and stipends, sports programs, campus safety specialist and academic intervention specialist bilingual, and PBIS. Academic Instructional Support Bilingual positions will be used strategically to monitor, intervene, and mitigate potential situations that could otherwise result in lost class and instructional time for students, particularly students in higher-risk groups.	All students	18,070 Title I Basic 2000-2999: Classified Personnel Salaries Academic Instructional Support 10,083 Title I Basic 3000-3999: Employee Benefits Academic Instructional Support 1,500 Title I Basic 2000-2999: Classified Personnel Salaries Sub Cost - Academic Instructional Support Bilingual Benefits 71 Title I Basic 3000-3999: Employee Benefits Sub Cost - Academic Instructional Support Bilingual Benefits
3.2	Enhance the Wellness room to support the implementation of PBIS to support behavior and academics	All students	3,000 Title I Basic 4000-4999: Materials and Supplies Wellness Room

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The Chronic Absentee Rate (increased 14%) allong with a decline of the Average Daily Attendance (4%)

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major changes from the Foothill Ranch plan.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The costs for Academic Intervention Specialist will continue through Title I funding.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Parent Engagement
By June 6, 2027, 100% of students will experience SEL lessons to support goal setting, academic motivation and positive relationship building.

85% of students will participate in PBIS recognition event by meeting eligibility criteria.

Out-of-School suspensions for 48900(k) will decrease by 2 percent.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4 - Increase Parent Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Title I Needs Assessment Form identified the following site needs: ELAC participation and opportunities for parents to connect with each other.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Event Participation	Title I Meeting & Back to School Night: 75 participants Open House: 136 participants	60% of families participating in at least 1 event over the course of the school year as measured by Minga.
ELAC Meeting Attendees by Month	9	Family or community participants at each meeting
School Site Council Attendees	10	Family or community participants at each meeting
Coffee with the Principal	10	Family or community participants at each meeting

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Back to School Night/Annual Title I Meeting, Open house, fall conferences, awards breakfasts, people's choice awards, coffee and conversations,	All students	3000 Title I Parent and Family Engagement

	sports events, 5k fun run, field trip chaperones, mail-out communications/information		4000-4999: Materials and Supplies Materials for parent nights/events 500 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Light refreshments/food for parent nights/events 500 Title I Parent and Family Engagement 5000-5999: Operating Expenditures Postage for parent information 127 Title I Parent and Family Engagement 5000-5999: Operating Expenditures interfund charges

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The increase in events offered this year brought more parents onto campus than the previous year. However, it was noted that many of the same families attend most of the events and more outreach is needed to get more of our families involved.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funding for this goal was utilized as intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The school was unable to schedule the PIQUE institute.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$155,002
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$155,002.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Basic	$150,875.00
Title I Parent and Family Engagement	$4,127.00

Subtotal of additional federal funds included for this school: $155,002.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $155,002.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	150,875.00
Title I Parent and Family Engagement	4,127.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,115.00
2000-2999: Classified Personnel Salaries	19,570.00
3000-3999: Employee Benefits	26,390.00
4000-4999: Materials and Supplies	16,500.00
5000-5999: Operating Expenditures	19,427.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	73,115.00
2000-2999: Classified Personnel Salaries	Title I Basic	19,570.00
3000-3999: Employee Benefits	Title I Basic	26,390.00
4000-4999: Materials and Supplies	Title I Basic	13,000.00
5000-5999: Operating Expenditures	Title I Basic	18,800.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	3,500.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	627.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,151.00

Goal 2	70,000.00
Goal 3	32,724.00
Goal 4	4,127.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
George Porter	Principal
Renee Daw	Other School Staff
Autumn Black	Classroom Teacher
Linda Hall	Classroom Teacher
Rachael Lenhart	Classroom Teacher
Mecca Campbell	Parent or Community Member
Amaud Maher	Parent or Community Member
Ambilka Aiello	Parent or Community Member
Angeles Soberanes	Parent or Community Member
D'Aubri Nicholson	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 19, 2026.

Attested:

Principal, George Porter on May 19, 2026

SSC Chairperson, Linda Hal on May 19, 2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Site Council Training Video

FOOTHILL RANCH MIDDLE SCHOOL

SCHOOL SITE COUNCIL BYLAWS

*Adopted by the FRMS SSC on:*_____

ARTICLE I
Duties of the School Site Council

The School Site Council of Foothill Ranch Middle School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and Federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

ARTICLE II
Members

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✔ Principal

- ✔ Classroom teachers
- ✔ “Other” school staff members (non classroom teaching staff)
- ✔ Parents or community members
- ✔ Students (secondary)

**Secondary schools must have a minimum of ten (10) members.*

The school principal is a required member of the council. The principal shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

Section B: Term of Office
Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights
Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic ballots shall not be permitted. Voting may occur virtually as long as members are in attendance via a virtual meeting format and the council can verify member’s identity.**

Section D: Termination of Membership
The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership
Membership on the council may not be assigned or transferred.

Section F: Vacancy
Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

ARTICLE III
Elections of Council Members

- The school principal is a standing member of the council.
- Classroom teacher elections will be held in *August/September*:

- The certificated membership will be elected into rotational positions of *two years*.
- Nominations and elections are conducted by the certificated staff.
- If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

- "Other" staff elections will be held in *August/September*. The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
  - The "other" staff membership will be elected into rotational positions of *two years*.
  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.
- Parent/Community Member representative elections will be conducted in *August*/*September*.
  - Nominations and elections will be conducted by the *school office staff*.
  - *Announcement of the nominations will be included in the May, June, and September issues of the school newsletter, website. The announcement will also be posted on the school marquee.*
  - Nominations will be accepted through the first *week of August/September*.
  - If there are fewer or equal nominees than there are positions vacant, the nominees will automatically be accepted as representatives.

All election ballots and result records will be maintained at the school site for a period of three (3) years.

ARTICLE IV
Officers

Section A: Officers
The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside over all meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

The secretary shall:

- Keep minutes and sign-ins of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, addresses, and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers
Any officer may be removed from office by a two-thirds vote of all the members. *(Your SSC should determine grounds for removing officers, i.e. Do you remove after someone has missed three consecutive meetings with no reason given?)*

Section D: Vacancy
A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

ARTICLE V
Committees

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee*. No sub-committee may exercise the authority of the council.

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

Section C: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present.

ARTICLE VI
Meetings of the Council

Section A: Meetings
The council shall meet regularly on the 3rd Thursday *of each month (at least 5 times per school year)*. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

Section B: Place of Meetings
The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings

1. Written public notice of all meetings shall be given at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:
   Posted on the school website and in the window of the main office that is viewable from outside the gates.
4. All required notices shall be delivered to council and committee members no less than 72 hours, and no more than three days in advance of the meeting*, personally, or by mail or via e-mail.*

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with *Robert's Rules of Order* or adoption thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII
Amendments

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least *10 days* prior to the meeting at which the amendment is to be considered for adoption.

Foothill Ranch Middle School
CAASPP ELA

2023/24 Standard Above	2024/25 Standard Above	2025/26 Standard Above	2026/27 Standard Above
25.05%	**28.60% + 5%**	**22.4% - 6.2% TSI 20.98%**	**27.4% + TSI 25.98 +**

CAASPP 2024/25: Students ability to communicate effectively through writing

Writing	Area Performance Level	Grade 7	Grade 8	All Grades
	Above Standard	9.00 %	10.88 %	10.00 %
	Near Standard	26.54 %	44.77 %	**36.22 %**
	Below Standard	64.45 %	44.35 %	**53.78 %/** **The student does not yet demonstrate an ability to produce organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.**

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 7	Grade 8	All Grades
Above Standard	4.72 %	10.46 %	7.76 %
Near Standard	56.13 %	50.63 %	53.22 %
Below Standard	39.15 %	38.91 %	39.02 % **The student does not yet demonstrate an ability to read closely and analytically to understand a range informational texts (e.g., biographies; articles; and other writing covering disciplines like science, social studies, and technical topics) and literary texts (e.g., stories, plays, poems, and science fiction) of moderate complexity.**

Foothill Ranch Middle School
CAASPP MATH

2023/24 Standard Above	2024/25 Standard Above	2025/26 Standard Above	2026/27 Standard Above
14.04%	18.46%	19.0%	Goal 24%+

Percentage of Students at Each Performance Level

CONCEPTS AND PROCEDURES: How well did students apply mathematical concepts and procedures to solve problems

CONCEPTS and PROCEDURES	Performance Level	Grade 7	Grade 8	All Grades
	23/24 Above Standard	3.07 %	8.84 %	6.08 %
	24/25 Above Standard	5.16 %	10.37 %	7.71 %
	25/26 Above Standard			
	23/24 Near Standard	26.32 %	39.76 %	33.33 %
	24/25 Near Standard	29.76 %	35.68 %	32.66 %
	25/26 Near Standard			
	23/24 Below Standard	70.61 %	51.41 %	60.59 %
	24/25 Below Standard	65.08 %	53.94 %	59.63%
	25/26 Below Standard			

	Summary			**The student does not yet demonstrate the ability to explain (vocabulary) and apply mathematical concepts or the ability to interpret and carry out mathematical procedures with ease and accuracy (note taking).**

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills

PROBLEM SOLVING and MODELING and DATA ANALYSIS $\frac{a}{b} = c$	Performance Level	Grade 7	Grade 8	All Grades
	23/24 Above Standard	1.75 %	4.42 %	3.14 %
	24/25 Above Standard	8.33%	6.22 %	7.30%
	25/26 Above Standard			
	23/24 Near Standard	36.84 %	52.21%	44.86 %
	24/25 Near Standard	36.61%	48.13%	42.19 %
	25/26 Near Standard			

	23/24 Below Standard 24/25 Below Standard 25/26 Below Standard	61.40% 55.16%	43.37% 45.64%	51.99 % 50.51%
	Summary			**The student has not met the achievement standard needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.**

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem

COMMUNICATING REASONING	Area Performance Level	Grade 7	Grade 8	All Grades
	Above Standard	2.19 %	5.62 %	3.98 %
	Near Standard	51.32 %	59.04 %	55.35 %
	Below Standard	46.49 %	35.34 %	40.67 %/**Total 96.02** **(Near & Below)** **The student does not yet demonstrate the ability to put together valid arguments (vocabulary) to support his or her own mathematical thinking or to critique the reasoning of others.**

FOOTHILL RANCH MIDDLE SCHOOL
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY
2026-27

Foothill Ranch Middle School has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements *[20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at Foothill Ranch Middle School, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at FRMS are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a Google Slides presentation.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Some Title I parents are a part of the School Site Council (SSC), and English Learner Advisory Committee (ELAC). Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title I programs at meetings, Family Nights, and written correspondence sent home with Monthly School Newsletters sent through AERIES communicator (ParentSquare).

The school provides parents of Title I students with an explanation of the curriculum used at the

school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conferences, meetings with the Principal, Student Study Team, and/or meetings with the Academic and Behavior Intervention team, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

Foothill Ranch Middle School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights include what we are offering this year. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports, and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings, and Professional Learning Community bi-weekly collaboration meetings

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Tech night, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and on how to work with parents as equal partners.

Parent Involvement is a primary focus at Foothill Ranch Middle School. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of the School Site Council (SSC), Parent Teacher Association (PTA), and English Language Advisory Committee (ELAC). Most of the school

activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Association (PTA), English Language Advisory Committee (ELAC) parents, such as Family Tech Night, Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, Harvest Festival, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

Foothill Ranch Middle School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office are also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Foothill Ranch is a family-friendly school, where parent involvement, input and access is highly valued.

Foothill Ranch Middle School
Student/Parent/School Learning Compact
2026/27

The parents and staff of Foothill Ranch Middle School know that learning can take place only when there is a combination of effort and motivation by all parties: parent, student, and school. We are all committed to do our best to promote the achievement of all students' educational progress. This Compact was adopted by Foothill Ranch Middle School on **October 7, 2026** and will be in effect for the duration of the school year. The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before **November 1, 2026**

This agreement is a promise to work together. **Together we can improve teaching and learning.**

As a student, I pledge to:

- Work as hard as I can on my school and homework assignments.
- Keep track of assignments and important dates in my school planner.
- Discuss with my parents what I am learning in school.
- Follow the school rules and policies.
- Ask my teacher questions when I do not understand something.
- **Go to my public or school library when I need resources.**
- Monitor grades in AERIES.

_____

Student's signature **Date**

As a parent, I pledge to:

- Provide a quiet study time and place at home and encourage good study habits.
- Talk with my child about his/her school activities every day.
- Encourage my child to follow the school rules and policies.
- Review my child's homework and check AERIES Parent Portal for progress on assignments and grades.
- Encourage my child to read.
- **Encourage my child to use the school or public library.**

_____

Parent's signature

Date

As a school, we pledge to:

- Provide high-quality curriculum and instruction. Teachers will provide standards-based lessons and activities in the classroom.
- Observe the importance of ongoing communication between parents and family members and teachers:
  - Parent-teacher conferences are scheduled as needed so that parents may also express their concerns / provide input.

- Provide parents, through on-going communication, with information about the school's performance, student progress, school events, and other relevant information.
- Frequent progress reports on student progress are provided to parents. Every 7 weeks parents are sent progress reports and grades are sent at the end of every quarter.
- Parents are provided reasonable access to staff and opportunities for parents and family members to volunteer and participate in their child's class, and observe classroom activities. Parents can become members of the School Site Council, English Learner Advisory Committee, and other parent organizations at the school. Through newsletters and the school website, the school informs parents of participation activities available.

- Explain student academic expectations, instructional goals, and grading system to students and parents.
- Explain student behavior expectations, school rules, and school/district policies to students and parents.
- Encourage students to record assignments and important dates in their planners.
- Promote reading in school and at home.
- **Encourage students to use the library, AERIES, and other educational resources.**
- Create a welcoming environment for children and parents.
- Ensure a safe and orderly learning environment.
- Promote a positive atmosphere for students, staff, and parents.

_____

Principal's signature

Date

Foothill Ranch Middle School
2026-2027

School Site Council Roster

* Composition of the SSC must be balanced between the Principal/Staff side and the Parent/Community Member side. There are a minimum of 10 SSC members on an SSC. If you have alternate members, please note in the Officer Position Dropdown.

Member Name	Composition (Select)	Officer Position (Select)	Contact Number
George Porter	Principal/D…	Select	george.porter@trusd.net
Linda Hall	Teacher	Select	linda.hall@trusd.net
Autumn Black	Teacher	Select	autumn.black@trusd.net
Rachel Lenhart	Teacher	Select	rachel.lenhart@trusd.ney
Catalina Aranas	Parent/Com…	Select	cat.angeles2016@gmail.com Student: Autumn Aranas
Zsanelle West	Parent/Com…	Select	zsanelle.hoohuli@gmail.com Student: Zoey West
Ambilka Aiello	Parent/Com…	Select	araiello91@gmail.com Student: Jericho Aiello Tyrell
Angeles Soberas	Parent/Com…	Select	soberanesha@gmail.com Student: Luna Rosas Soberanes
Renee Daw	Other Staff	Select	renee.daw@trusd.net
Sablan, Milania	Student	Select	