

Twin Hills Charter Middle

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Catherine Bosch, Principal

Principal, Twin Hills Charter Middle

About Our School

Twin Hills Charter Middle School is a 6-8 school located 56 miles north of San Francisco in the western part of Sonoma County, in the city of Sebastopol, California. It is one of four schools serving the Twin Hills Union School District community. Twin Hills Charter Middle School currently serves 252 students, has twelve full-time and four part-time teachers covering content areas including core subjects, Physical Education, electives, and Special Education. Twelve other support staff includes a part-time school counselor, supervision staff, instructional assistants, library coordinator, attendance clerk, custodial staff, and school manager. Twin Hills Charter Middle School has an excellent Music Program, in which more than 40% of Twin Hills School students participate. All students are eligible to select from several exploratory classes offered in the elective track, including a state of the art Culinary Arts class, as well as Video Production, Studio Arts, Spanish, and Yearbook. The Twin Hills Charter Middle School parent community is very active and supportive of school activities. The Parent Foundation works hard to raise money in support of various school events and projects, such as the district music program, Olympics Day, and the PE Program. They also sponsor a monthly newsletter to support parent/school communication. Twin Hills students participate in student leadership through Student Council, Interact Service Club, Peer Shadowing Days, and serve as peer tutors, teacher assistants, or producing the school yearbook. Students also raise funds through a magazine sale to sponsor student activities, assemblies, and fieldtrips. Twin Hills Charter Middle School endeavors to meet the diverse needs of its students by providing alternative programs to support learning for all students. Credentialed teachers and an instructional assistant staff, and an after school Homework Clubs, Academic Support Classes are currently serving our students. We also offer a before school study hall/credit restoration program called Renew. Students get individual and small group tutoring to help build skills as well as restore units for failed classes. This program is an important tool for assisting students at risk of not graduating. The staff has also reviewed and improved our Academic Intervention Program, which supports communication with students, parents, and teachers, formalizes documentation, and suggests sequential interventions to help students be more successful.

Contact

*Twin Hills Charter Middle
1685 Watertrough Road
Sebastopol, CA 95472-4647*

*Phone: 707-823-7446
Email: cbosch@twinhillsusd.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Twin Hills Union Elementary
Phone Number	(707) 823-0871
Superintendent	Barbara Bickford
Email Address	bbickford@twinhillsusd.org
Website	www.twinhillsusd.org

School Contact Information (School Year 2019—20)	
School Name	Twin Hills Charter Middle
Street	1685 Watertrough Road
City, State, Zip	Sebastopol, Ca, 95472-4647
Phone Number	707-823-7446
Principal	Catherine Bosch, Principal
Email Address	cbosch@twinhillsusd.org
Website	https://charter-thusd-ca.schoolloop.com/
County-District-School (CDS) Code	49709616052302

Last updated: 1/29/2020

School Description and Mission Statement (School Year 2019—20)

Mission Statement

Twin Hills Middle School is committed to excellence. Our mission is to provide all students with an education that is academically challenging in an atmosphere of mutual caring and respect. We will provide the foundation for a life of continuous learning and prepare students to be positive contributing citizens.

Vision Statement

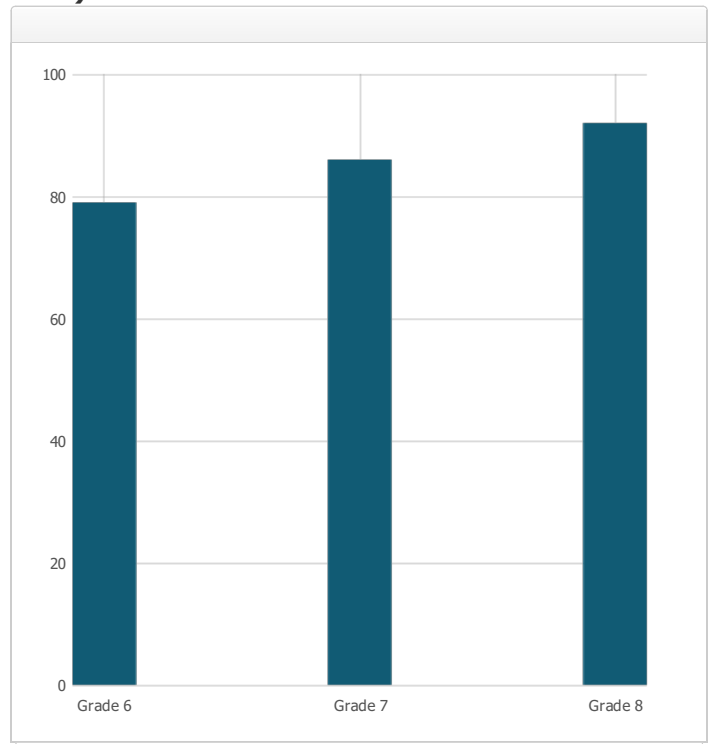
It is the vision of Twin Hills Middle School to focus on the adolescent child being able to reach his or her intellectual potential and to function as an integral member of society by providing a learning environment that is:

- Safe and orderly
- Challenging and motivating
- Staffed by effective educators expert at teaching adolescents
- Respectful of individual needs, differences, and abilities
- Encouraging values of honesty, responsibility, perseverance, moral courage, and a spirit of peaceful resolution to conflict
- Grounded in a curriculum consistent with state standards
- Committed to personal health and fitness
- Committed to technological proficiency

Last updated: 1/29/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Grade 6	79
Grade 7	86
Grade 8	92
Total Enrollment	257

*Last updated: 1/29/2020***Student Enrollment by Student Group (School Year 2018—19)**

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.70 %
Asian	0.70 %
Filipino	0.70 %
Hispanic or Latino	18.50 %
Native Hawaiian or Pacific Islander	%
White	71.20 %
Two or More Races	7.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	24.60 %
English Learners	0.70 %
Students with Disabilities	10.00 %
Foster Youth	%
Homeless	0.40 %

A. Conditions of Learning

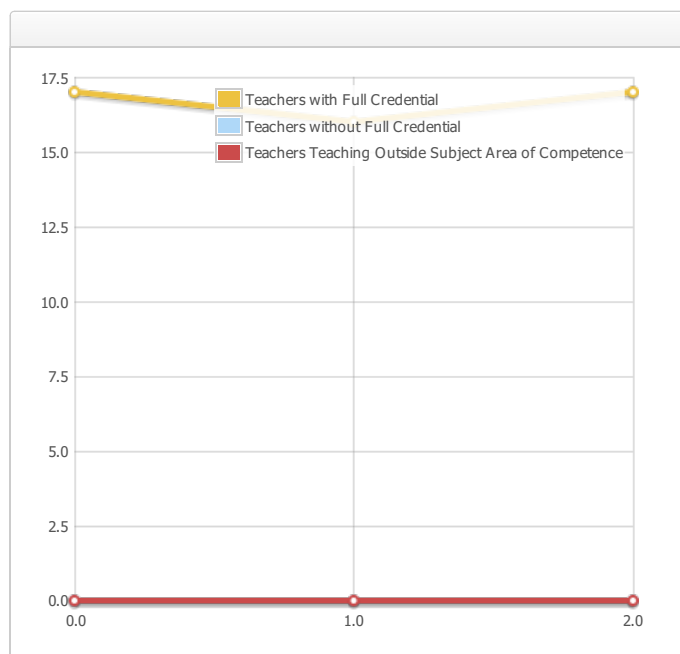
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

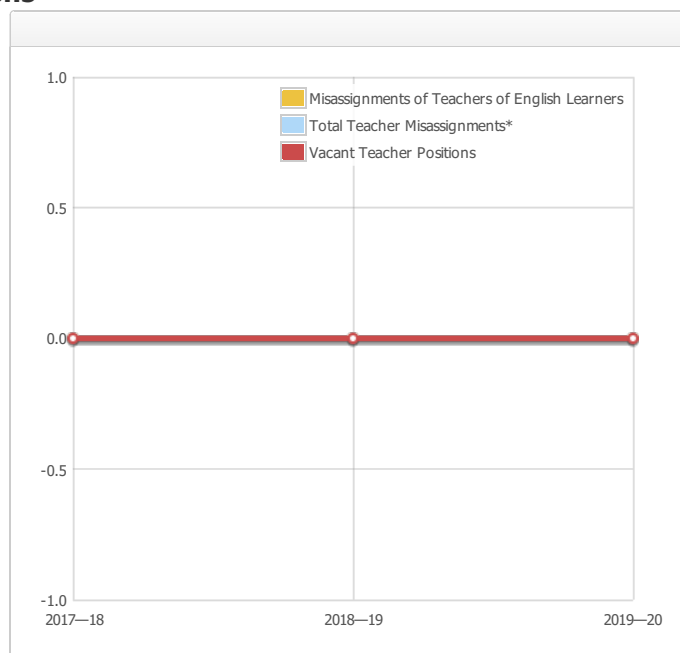
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	17	16	17	72
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/29/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature: Copper Prentice Hall Everyday Spelling Prentice Hall	Yes	0.00 %
Mathematics	Math: Course 1, 2, and 3 McDougall Littell Math: Algebra 1	No	0.00 %
Science	Focus on Earth Science McDougall Littell Focus on Life Science McDougall Littell Focus on Physical Science Glencoe McGraw Hill	Yes	0.00 %
History-Social Science	World History Ancient Civilizations Holt California Ed. World History Medieval to Early Modern Times Holt California Ed. United States History: Independence to 1914 Holt California Ed.	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/29/2020

School Facility Conditions and Planned Improvements

Twin Hills Charter Middle School's current facility evaluation shows all areas including classrooms, restrooms and play areas including the gym were evaluated and are all rated as Good or Exemplary. This district takes great pride in maintaining the grounds and facilities. The safety of our students, parents and staff members is a district priority.

Last updated: 1/29/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2019

Overall Rating	Exemplary
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Last updated: 1/29/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	69.0%	69.0%	65.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	50.0%	51.0%	51.0%	47.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/29/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	263	97.77%	2.23%	69.20%
Male	133	128	96.24%	3.76%	55.47%
Female	136	135	99.26%	0.74%	82.22%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	50	49	98.00%	2.00%	59.18%
Native Hawaiian or Pacific Islander					
White	189	185	97.88%	2.12%	71.35%
Two or More Races	21	20	95.24%	4.76%	75.00%
Socioeconomically Disadvantaged	67	64	95.52%	4.48%	56.25%
English Learners	12	12	100.00%	0.00%	33.33%
Students with Disabilities	34	31	91.18%	8.82%	29.03%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/29/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	269	263	97.77%	2.23%	51.33%
Male	133	128	96.24%	3.76%	53.13%
Female	136	135	99.26%	0.74%	49.63%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	50	49	98.00%	2.00%	38.78%
Native Hawaiian or Pacific Islander					
White	189	185	97.88%	2.12%	52.97%
Two or More Races	21	20	95.24%	4.76%	60.00%
Socioeconomically Disadvantaged	67	64	95.52%	4.48%	39.06%
English Learners	12	12	100.00%	0.00%	16.67%
Students with Disabilities	34	31	91.18%	8.82%	22.58%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 1/29/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/29/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	11.80%	31.20%	33.30%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/29/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parents can become involved in Twin Hills Charter Middle School in a number of ways:

- School Advisory Council
- THAB Educational Foundation
- Volunteer in the classroom or library
- Site Improvement Committee
- Technology Committee
- Coaching
- Volunteering for specific programs throughout the year such as Olympics, Dances, Professional Services, Gardening Days, Talent Show, Music Concerts, Field Trips.

Watch our website. It offers many more ways that parents, students, and staff can get involved to make Twin Hills Charter Middle School even better.

State Priority: Pupil Engagement

Last updated: 1/29/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

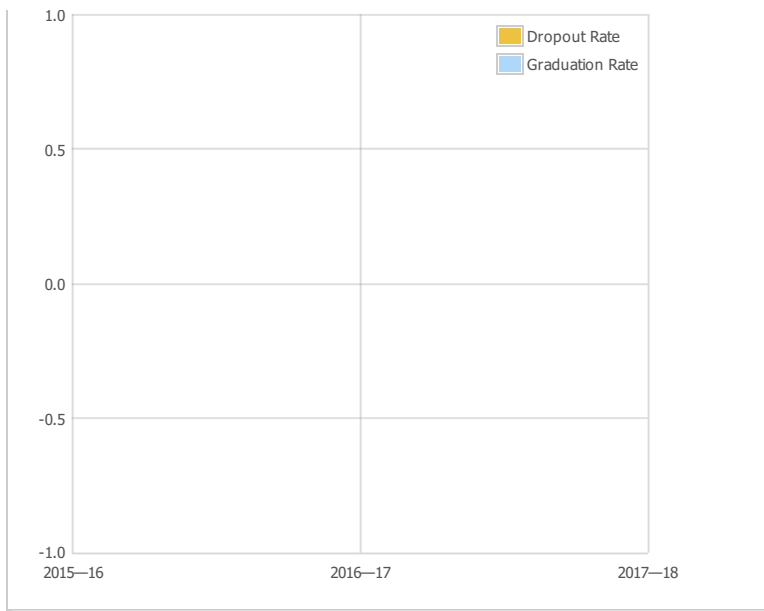
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	0.00%	9.70%
Graduation Rate	--	100.00%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	2.70%	0.00%	9.10%	9.60%
Graduation Rate	--	--	91.90%	100.00%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/29/2020

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.50%	1.50%	4.90%	1.40%	0.60%	1.40%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/29/2020

School Safety Plan (School Year 2019—20)

Please refer to our district website fo our comprehensive safety plan by using this link:

<https://www.thusd.k12.ca.us/>

Use the *District* drop down, select *Safety Plan*

Last updated: 1/29/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	24.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	23.00		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6	22.00		4	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/29/2020

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	25.00	2	6	
Mathematics	25.00	1	7	
Science	29.00		4	
Social Science	25.00	1	7	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	21.00	4	4	
Mathematics	22.00	5	3	
Science	21.00	3	1	
Social Science	21.00	6	2	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	24.00	6	2	
Mathematics	24.00	6	2	
Science	26.00	3	5	
Social Science	23.00	7	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/29/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/29/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.70
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.70
Psychologist	0.30
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.10
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8897.00	\$1244.00	\$7653.00	\$66592.00
District	N/A	N/A	--	\$61810.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	--	--

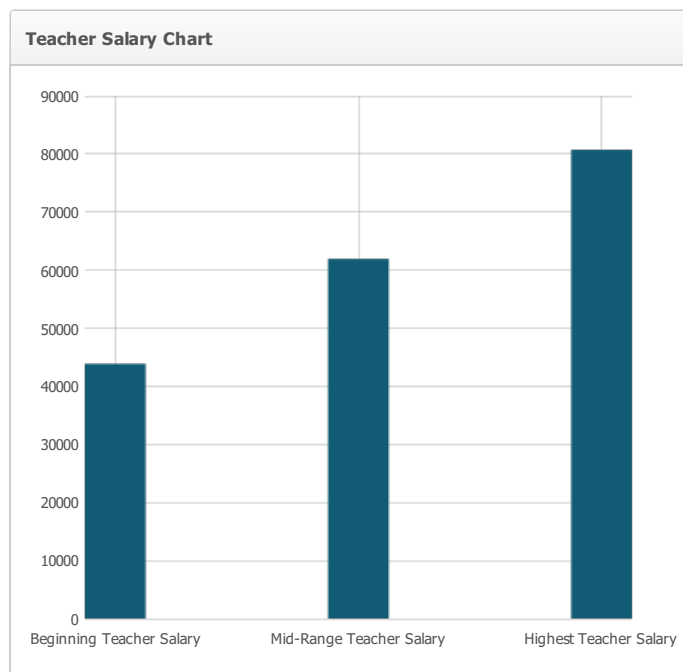
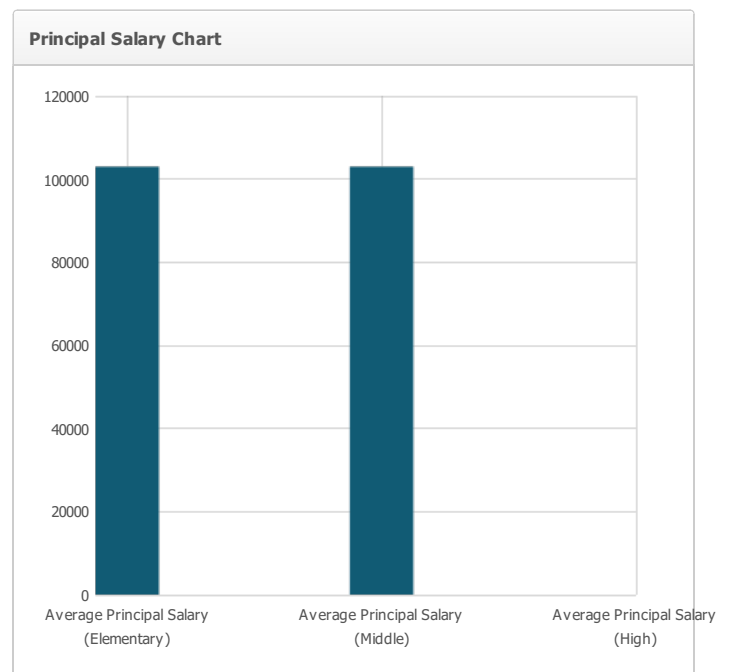
Note: Cells with N/A values do not require data.

Last updated: 1/29/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,883	\$49,378
Mid-Range Teacher Salary	\$61,938	\$77,190
Highest Teacher Salary	\$80,723	\$96,607
Average Principal Salary (Elementary)	\$103,000	\$122,074
Average Principal Salary (Middle)	\$103,000	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$169,390	\$189,346
Percent of Budget for Teacher Salaries	47.10%	36.00%
Percent of Budget for Administrative Salaries	6.50%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/29/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3.0	3.0	3.0