

Foothill Middle School

151 North Fenimore Ave. • Azusa, CA 91702 • 626-815-6600 • Grades 6-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Azusa Unified School District

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District Governing Board

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Educational Services**

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**Assistant Superintendent, Business
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School Description

It is the goal of Foothill Middle School to assist students in their social, personal, and academic development. Special attention is given to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The district provides quality professional support services for all students. The tables within this document illustrate the support services available to students.

All students at Foothill Middle School are provided curriculum that aligns with the Common Core State Standards. The AVID (Advancement Via Individual Determination) program offers elective courses for sixth, seventh and eighth grade students. The main components of AVID are academic instruction and motivational activities. Students participate in the following elective courses: Band/Mariachi (6th-8th grade), Music/Hand Bells (6th-8th grade), Spanish 1 (7th-8th grade), Spanish for Native Speakers (7th-8th grade), Art (6th-8th grade), Drama Production (6th-8th grade), Computer Science (STEM - 8th Grade), Magic of Molecules (STEM - 7th Grade) and Leadership (7th-8th grade).

Foothill Middle School offers assistance and specialized instruction to students with specific needs. Research-based programs such as Inside help to provide ELA targeted assistance to students with limited English proficiency, and students falling below grade level. Students are identified as English Learners through the English Language Proficiency Assessments for California (ELPAC). English Learners are assigned to classrooms with appropriately credentialed teachers and receive small group instruction with bilingual assistants. Teachers at Foothill Middle School use Specially Designed Academic Instruction in English (SDAIE) methods. The district uses benchmark assessments for both ELA and Math three times per year to monitor students' progress. Students with special needs are given Individualized Education Plans (IEP). The Resource Specialist Program teachers are available for assistance in areas identified in the students' IEP's. Students with mental health needs are offered services through McKinley Children Services.

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	157
Grade 7	196
Grade 8	183
Total Enrollment	536

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	1.7
Filipino	1.3
Hispanic or Latino	91
White	3.9
Two or More Races	0.2
Socioeconomically Disadvantaged	89.7
English Learners	23.9
Students with Disabilities	20.3
Foster Youth	1.9
Homeless	4.5

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 for Foothill Middle School	17-18	18-19	19-20
With Full Credential	30	28	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Foothill Middle School

Indicator	17-18	18-19	19-20
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.

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

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Mathematics - Mathematics (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Elevate California Integrated Science (2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson My World Interactive (2018) 6th Ancient Civilizations 7th Medieval & Early Modern Times 8th American History Growth & Conflict The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Vista Higher Learning - Descubre I (2016) Prentice Hall - Sendas Literarias I (2016) Vista Higher Learning - Imagina (2016) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Foothill Middle School provides a safe, clean environment for students, staff, and volunteers. Built in 1958, with modernization occurring in 2005, the school sits on 14.5 acres. Facilities span 610,600 square feet and include a library, multi-purpose room, Parent Center, 30 permanent classrooms, 10 portable classrooms, a playground, and 2 computer labs. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

Maintenance & Repair A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Cleaning process during the day and evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provide a suitable learning environment.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12-12-19

System Inspected	Repair Status	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	Fair	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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 Rating	Good	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	35	39	40	50	50
Math	17	24	28	31	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	18.6	14.2	30.6

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	516	512	99.22	35.16
Male	260	257	98.85	32.30
Female	256	255	99.61	38.04
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	477	473	99.16	32.98
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	471	467	99.15	33.62
English Learners	205	201	98.05	25.87
Students with Disabilities	90	89	98.89	8.99
Foster Youth	11	11	100.00	9.09
Homeless	25	25	100.00	0.00

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	516	511	99.03	24.12
Male	260	257	98.85	23.44
Female	256	254	99.22	24.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	477	473	99.16	22.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	20	100.00	40.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	471	467	99.15	23.13
English Learners	205	201	98.05	16.92
Students with Disabilities	90	89	98.89	4.55
Foster Youth	11	11	100.00	0.00
Homeless	25	25	100.00	0.00

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.

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 and community members are very supportive of the educational program at Foothill Middle School. Parents and the community participate in School Site Council, Coffee with the Principal, DELAC/ELAC, Families in Schools (FIS), Open House, Report Card Night, Parent Conferences, Back-to-School Night, and presenters for FIS Transition to High School and College Knowledge Academy Workshops.

Foothill Middle School enjoys partnerships in the community including the Azusa Library, Azusa Rotary, Citrus College, Neighborhood Homework House, Chick-Fil-A, Azusa Pacific University, Schools First Credit Union and Foothill Federal Credit Union

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.

School Safety Plan

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. The principal, teachers, noon aides, and administration supervise before and after school, administration and noon aides supervise during lunch, and noon aides supervise during school hours to ensure the safety of all students. Teachers, staff, and administrators are trained (via ALICE) and practice lock down procedures that, in an emergency, can secure the entire campus.

A Comprehensive School Safety Plan was developed by the School Safety Plan Committee in order to comply with Senate Bill 187 of 1997. The plan provides students, staff and parents a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The School Safety Plan Committee evaluates the plan annually and updates it as needed.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	6.8	10.5	2.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	536.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1

* 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 Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	27	7	28	4	23	16	25	3	26	4	23	1
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 (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	22	8	5	6	23	6	10	3	23	6	11	2
Mathematics	23	5	8	1	28	2	5	6	28	3		10
Science	24	6	6	3	24	4	8	3	24	4	6	5
Social Science	25	4	4	6	24	4	7	4	24	5	5	5

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	43	53	53

Foothill Middle School, on Early Release Wednesdays, holds site and district middle school PLCs to plan instruction and drive data via protocols 3 times per month. In addition, on Early Release Wednesdays, administration conducts instructional coaching at the monthly Staff meeting.

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content-specific programming on full and partial days as well as early student release day opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics.

The primary areas of focus for professional learning in the last three years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy.

Beginning in 2017 through 2020, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels, and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,541	\$49,084
Mid-Range Teacher Salary	\$75,981	\$76,091
Highest Teacher Salary	\$97,768	\$95,728
Average Principal Salary (ES)	\$116,390	\$118,990
Average Principal Salary (MS)	\$126,700	\$125,674
Average Principal Salary (HS)	\$139,662	\$137,589
Superintendent Salary	\$232,455	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

Furthermore, at Foothill Middle School, through Title I, the following programs are funded:

- iReady Math
- Accelerated Reader
- After School Tutoring
- Through LCFF funding, the following program are funded:
- Accelerated Reader
- Read Naturally
- Computer Science (STEM)
- Magic of Molecules (STEM)

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	4.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,755	\$1,706	\$5,049	\$81,607
District	N/A	N/A	\$5,489	\$84,887.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.4	-10.6
School Site/ State	-30.2	-1.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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. All Azusa Unified School District schools provide students with on-site internet access.