

Center Middle School

5500 North Cerritos Ave. • Azusa, CA 91702 • 626-815-5184 • Grades 7-8

Dr. Anthony Contreras, Principal

acontreras@azusa.org

<https://www.azusa.org/Domain/18>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Azusa Unified School District

546 South Citrus Ave.

Azusa, CA 91702

(626) 967-6211

www.azusa.org

District Governing Board

Gabriela Arellanes, President

Adrian Greer, Vice President

Sabrina Bow, Ed.D., Clerk

Xilonin Cruz-Gonzalez

Yolanda Rodriguez-Pena

District Administration

Arturo Ortega

Superintendent

Dayna Mitchell, Ed.D.

**Assistant Superintendent,
Educational Services**

Jorge Ronquillo

**Assistant Superintendent, Human
Resources**

Latasha D. Jamal

**Assistant Superintendent, Business
Services**

WELCOME TO CENTER MIDDLE SCHOOL - HOME OF THE COUGARS!!!

VISION STATEMENT

At Center Middle School It Is Our Vision That Education Has The Power To Change Attitudes, Perspectives, And Lives!

MISSION STATEMENT

At Center Middle School It Is Our Mission To Empower Life Long Learners To Be Safe, Responsible And Respectful Members Of The Community In Which They Live, Learn And Work.

SCHOOL GOAL

At Center Middle School We Have One Common Goal For All Members Of Our School Community: The Continuous Improvement Of Student Achievement.

Center Middle School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

Center Middle School is dedicated to ensuring the academic success of all students, and provides the most comprehensive educational experience possible. All programs at the school are founded on the principle that students come first. All students receive daily instruction in Language Arts, Math, Science, Social Studies, and Physical Education. To meet the instructional needs of some of our students, our school also offers GATE instruction, English Language Development instruction, a Newcomers Program, Language Arts Support, and Before & After School Tutoring. Our school also offers the following elective courses: AVID, Student, STEM Laboratory, Medical Pathway, Band, Chorus and Handbells, Spanish as a Second Language, and Visual Art. All students take a one year elective course of their choice. We also provide extra-curricular activities such as, Student Leadership, Cheerleading, math Club, Think Together, and After-School Sports.

Leadership at Center Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Coordinating with the principal are the assistant principal, academic counselor, clinical therapist, and department chairs, which meet to focus on the continuous improvement of student achievement. Teachers meet as Professional Learning Teams to align instruction and assessments to state standards. Our teachers work together to teach a rigorous curriculum that assists our students in achieving at their highest levels as a 21st Century Citizen academically, artistically, athletically, and socially. The development of each child's self-worth and self-image is central to our mission and will lead to the academic excellence we seek.

We have made a commitment to provide the best educational program possible for Center Middle School's students. We welcome you to please contact us if you have any suggestions, questions or need any further information. We are proud and pleased to be working with you and we hope that the information contained in this School Accountability Report Card helps to establish good communication between school, home, and community.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	142
Grade 7	149
Grade 8	158
Total Enrollment	449

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.7
Filipino	0.9
Hispanic or Latino	97.8
White	0.7
Socioeconomically Disadvantaged	94.7
English Learners	39
Students with Disabilities	18.5
Homeless	3.3

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 Center Middle School	18-19	19-20	20-21
With Full Credential	23	23	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	392
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Center Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

Center strives to bring the best curriculum and instruction to our students daily. In order to accomplish this task, we implement the most current and challenging curriculum available. Every student has a textbook and access to chromebooks within their classes and two computer labs outside of the classroom. Every student is enrolled in College Preparatory Mathematics and the complex Collection Language Arts programs. Additionally, science is studying new generation standards and history adopting a new series this school year. All curriculum is multifaceted with technological applications available to both teachers and students.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

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)

Center Middle School provides a safe, clean environment for students, staff, and volunteers. Built in 1954, the school sits on 14.5 acres. Facilities span 651,923 feet and include a multipurpose room, library, cafeteria, 20 permanent classrooms, 14 portable classrooms, a playground, and two computer labs. Center Middle School repainted the exterior of the campus in the summer of 2008. Measure K has begun furnishing the campus with new exterior fencing, electrical, plumbing, drainage, parking lot, and landscaping. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

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. The principal meets with District maintenance personnel monthly to maintain a safe campus.

During the day and in the 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 provides a suitable learning environment.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 9-24-20

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	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 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	37	N/A	40	N/A	50	N/A
Math	22	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	15	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Center Middle School Parent Engagement is one of the keystones of our school. Parents and community members are very supportive of the educational program at Center Middle School. We promote parental involvement in the educational process. Our parents and community members are encouraged to participate in organized activities as well as various committees and councils established to preserve the vital line of communication between the school and the community. All of our parent engagement activities are conducted in English and Spanish to meet the linguistic needs of our school community.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. These committees include the English Learners Advisory Committee (ELAC) and the School Site Council (SSC). The SSC is the primary governing body that meets regularly to provide guidance, allocate budgets and address school-wide concerns. We hold annual elections to select school representatives to the Superintendent's Round Table, English Learner Advisory Council, and the School Site Council. Parents elected by their peers to these committees serve a term of two years and may be re-elected for additional terms. In addition to these formal committees, parents volunteer in our classrooms, chaperone field trips, and assist in the organization of fund-raisers through the ASB Student Leadership and Community Liaison.

Parents and community members are encouraged to attend and participate in our school's Back- to-School Night, Report Card Night, Open House, Principal's Coffee, Guest Speaker Events, Student Recognition Assemblies, Athletic Events & Tournaments, Honors Night, Sports Banquets, Family Nights, Fundraising Events, Music Concerts and Art EXPO.

During the year, we strive to strengthen our Home-School Connection by offering a variety of presentations, workshops and classes for our parents. Some of the topics presented are: immigration issues, fiscal responsibility, saving for college, parenting, discipline at home, textbook adoptions, community resources and services, instructional technology, and understanding state assessment Results. Parents also have the opportunity to participate in two different, 5-part, parent-student training series: College Knowledge Academy and Transitions to High School.

Both the Azusa Community and Center Middle School greatly benefit from their mutual collaboration and commitment to each other. We try to maintain open communication and keep our Center School Community informed on upcoming events and school activities through the school website, monthly newsletters, flyers, and our automated message delivery system. If you wish to become involved in our school's activities, please contact our school's Community Liaison at (626) 815-5184.

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 (School Year 2020-2021)

Center Middle School's environment is conducive to every aspect of the learning process from structural soundness of the facilities to discipline procedures. The safety of students and staff at Center Middle School is one of our school's primary concerns.

All of our school buildings meet California State building codes and provide sufficient space for students and staff. Maintenance schedules and policies established through the District are met and carried out on-site by two full-time custodians. Grounds are kept clean and safe, maintained on a daily basis, and inspected regularly, and 24-hour emergency personnel are kept on-call.

A Comprehensive School Safety Plan was developed by the Center PBIS and OLWEUS teams. The plan provides our students, staff, parents, and other members of our school community a means to ensure a safe and orderly teaching and 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 to, and exiting from school; sexual harassment policy; non-discrimination policies; suspension and expulsion policies; dress code; and discipline policies. The Center PBIS Committee evaluates the plan annually and updates the plan as needed.

To ensure the safety of all our students, we require that all visitors sign in at the front office, wear identification tags while on the school grounds and sign out upon departure of the Center Middle School campus.

Students attending Center Middle School are under constant adult supervision. On a daily basis, administrators, teachers, instructional aides and noon supervisors monitor activity and ensure student safety as they arrive in the mornings before school, at lunch and after school with student dismissal, hallways during class time, bus-loading, and parent pick-up safety.

Our Comprehensive School Safety Plan includes regular practice of routines and procedures for ensuring student and staff safety during a natural disaster or emergency event. We hold fire, earthquake, evacuation, and emergency lock-downs drills that prepare students, staff and parent volunteers to react to real life situations. Once a year, our school practices a complete earthquake drill, which includes an entire school evacuation and a simulation of search and rescue procedures. All staff and students are trained on Level 1 (Low Security) and Level 2 (Major) lock down procedures that can secure the entire campus within minutes. Staff is being trained in ALICE crisis response training program. We maintain a storage bin on our school campus that contains food, water, and other supplies for use during a natural disaster or emergency event.

A positive learning environment is also promoted through the various programs in place at Center Middle School. Positive reinforcement is given for good behavior, citizenship, attendance, and achievement in the form of awards, certificates, prizes, privileges, and other recognition. Various activities are available for student participation outside the standard curriculum to enrich the programs and overall experience at Center Middle School. Discipline procedures, as outlined in our School-wide Discipline Plan, are followed with each student in all classrooms and provide assurance that the school is making every endeavor to keep students safe from harm. The safety of students and staff always takes precedence at Center Middle School.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	7.1	7.7	3.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.9	1.5	2.6
Expulsions	0.0	0.02	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	449

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	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 (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English	22	6	9	1	20	11	4	4	18	15	8	
Mathematics	22	8	4	1	21	6	3	5	24	6	6	4
Science	24	4	7	1	29	2	1	7	22	4	8	2
Social Science	26	2	8	1	29	2	1	7	22	4	8	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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	32	43	51

The Center Middle School administrators, teachers and classified staff have had the opportunity to participate in a variety of professional development. The major focus has been on student academic achievement in ELA and math, especially for our Long-Term English Learners (LTELs) and Special Education students. In partnership with Stanford University, the district has joined the CALLI initiative which in turn guides our professional development. Professional development has been presented through after-school workshops, staff meetings, full and partial staff development days, teacher release time with substitutes, conferences, and individual coaching. Strategies are shared, discussed, and supported during data reflection meetings, in-class coaching, professional learning communities (PLCs) and department meetings.

Content and grade-level teams attend two instructional growth meetings a month. Additionally, all teachers are provided dedicated release time to collaborate on effective instructional strategies with English Learners and Special Education students. Center takes a team approach to instruction. Every teacher, regardless of content area, is an active participant in the continuous improvement of student achievement. Each staff member brings data and practice to meetings throughout the year to have professional discussions on successful instructional practices with their current students including strategies and practices that are working for specific student populations. The staff addresses the challenges of adolescence and education with a teamwork in order to learn from the collective.

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 2021, 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.

During Distance Learning, additional technology supports and training opportunities were provided to all staff to allow a transition from the physical classroom.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,778	\$49,782
Mid-Range Teacher Salary	\$80,518	\$76,851
Highest Teacher Salary	\$100,115	\$97,722
Average Principal Salary (ES)	\$121,502	\$121,304
Average Principal Salary (MS)	\$130,013	\$128,629
Average Principal Salary (HS)	\$137,863	\$141,235
Superintendent Salary	\$238,033	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,167	\$783	\$6,384	\$81,682
District	N/A	N/A	\$5,489	\$87,388
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	15.1	-6.7
School Site/ State	-19.3	3.1

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

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

Center Middle School provides a Resource Specialist Program for students who qualify for Special Education as well as a variety of interventions and services for targeted students. District bilingual aides are available to support recent Newcomer and English Language Learning Students. A nutrition program is available before, during, and after school. Center Middle School is a certified AVID school offering the elective in both 7th and 8th grade. All students at Center eat for free. A quarter of a million dollar STEM lab highlights the south section of school.

In addition to academics, the staff strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling provided by our two clinical therapists, counselor, school psychologist, counseling interns, college student big brother/sisters, and behavioral therapists. Procedures are in place to ensure that students receive the services they need. The support staff is devoted to helping students deal with problems and assisting them to reach positive goals.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.