

# Center Middle School

5500 North Cerritos Ave. • Azusa, CA 91702 • 626-815-5184 • Grades 6-8

Dr. Anthony Contreras, Principal

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



### **Azusa Unified School District**

546 South Citrus Ave.

Azusa, CA 91702

(626) 967-6211

www.azusa.org

### **District Governing Board**

Jeri Bibles-Vogel, President

Gabriela Arellanes, Vice President

Adrian Greer, Clerk

Xilonin Cruz-Gonzalez

Yolanda Rodriguez-Pena

### **District Administration**

Linda Kaminski

**Superintendent**

Arturo Ortega

**Interim Deputy Superintendent,  
Educational Services**

Marc Bommarito

**Assistant Superintendent, Business  
Services**

Jorge Ronquillo

**Assistant Superintendent, Human  
Resources**

### **School Description**

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, 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	161
Grade 7	152
Grade 8	139
Total Enrollment	452

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.4
Asian	0.2
Filipino	0.9
Hispanic or Latino	96.2
White	1.5
Two or More Races	0.4
Socioeconomically Disadvantaged	92.7
English Learners	35
Students with Disabilities	19.2
Foster Youth	0.4
Homeless	6.2

## 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	17-18	18-19	19-20
With Full Credential	24	23	23
Without Full Credential	1	0	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 Center 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)

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 2019

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

Year and month in which data were collected: 11-05-18

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	36	37	39	40	50	50
Math	25	22	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	21.7	25.0	7.2

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**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	459	429	93.46	37.06
Male	229	214	93.45	28.50
Female	230	215	93.48	45.58
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	441	414	93.88	36.96
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	428	403	94.16	36.23
English Learners	267	242	90.64	21.07
Students with Disabilities	89	86	96.63	1.16
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	38	29	76.32	23.68

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	459	432	94.12	22.22
Male	229	214	93.45	17.29
Female	230	218	94.78	27.06
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	441	417	94.56	21.58
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	428	406	94.86	21.18
English Learners	267	244	91.39	9.84
Students with Disabilities	89	87	97.75	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	38	29	76.32	23.68

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)

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**

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 Committee. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	7.1	7.7
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*	452.0

\* 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	.25
Resource Specialist (non-teaching)	0
Other	.75

\* 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	26	5	20	4	26	3	19	3	24	7	14	6
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	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	19	10	8	2	22	6	9	1	20	11	4	4
Mathematics	20	9	7		22	8	4	1	21	6	3	5
Science	26	2	7	3	24	4	7	1	29	2	1	7
Social Science	26	2	8	2	26	2	8	1	29	2	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.



## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	32	43

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 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/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 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	\$84,887.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	15.1	-4.7
School Site/ State	-17.6	4.3

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.

### **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).

### **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.