

Center Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

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.

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.

2022-23 School Contact Information

School Name	Center Middle School
Street	5500 North Cerritos Ave.
City, State, Zip	Azusa, CA 91702
Phone Number	626-815-5184
Principal	Dr. Anthony Contreras
Email Address	acontreras@azusa.org
School Website	http://center.azusa.org/
County-District-School (CDS) Code	19 64279 6011225

2022-23 District Contact Information

District Name	Azusa Unified School District
Phone Number	(626) 967-6211
Superintendent	Arturo Ortega
Email Address	aortega@azusa.org
District Website Address	www.azusa.org

2022-23 School Overview

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 The Whole Student.

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 After School Tutoring. Our school also offers the following elective courses: Advancement Via Individual Determination (AVID), Science Technology Engineering and Mathematics (STEM) Laboratory, Band, Chorus and Guitar, Spanish, and Visual Art. All students take a one year elective course of their choice. We also provide extra-curricular activities such as Student Leadership, Yearbook, 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

2022-23 School Overview

leadership team, 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	128
Grade 8	142
Total Enrollment	270

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	56.3
American Indian or Alaska Native	0.0
Asian	0.7
Black or African American	0.4
Filipino	2.6
Hispanic or Latino	94.8
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.4
White	1.1
English Learners	37.0
Foster Youth	2.2
Homeless	9.3
Migrant	0.0
Socioeconomically Disadvantaged	88.1
Students with Disabilities	15.2

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.30	95.69	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	4.25	11.10	3.23	12115.80	4.41
Unknown	0.00	0.00	11.20	3.25	18854.30	6.86
Total Teaching Positions	16.00	100.00	346.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.60	
Total Out-of-Field Teachers	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Center strives to bring the best curriculum and instruction to our students daily. In order to accomplish this task, we implement the most current state-approved, challenging curriculum available. Every student has a textbook and access to Chromebooks within their classes. Every student is enrolled in College Preparatory Mathematics and the complex Collection Language Arts programs. Additionally, science is implementing the Next Generation Science Standards (NGSS). All curriculum is multifaceted with technological applications available to both teachers and students.

Year and month in which the data were collected	December 2022
--	---------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015)	Yes	0
Mathematics	College Preparatory Mathematics - Mathematics (2015)	Yes	0
Science	Pearson Elevate California Integrated Science (2019)	Yes	0
History-Social Science	Pearson My World Interactive (2018) 7th Medieval & Early Modern Times 8th American History Growth & Conflict	Yes	0
Foreign Language	Vista Higher Learning - Descubre I (2016) Prentice Hall - Sendas Literarias I (2016) Vista Higher Learning - Imagina (2016)	Yes	0

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

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 furnished 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. Areas of need reflected in facilities inspections are discussed and plans for repairs and replacement are made.

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.

Year and month of the most recent FIT report

06-20-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains:		X		

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	14	N/A	23	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	260	92.53	7.47	36.68
Female	121	113	93.39	6.61	41.59
Male	160	147	91.88	8.12	32.88
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	245	93.87	6.13	35.10
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	87	90.63	9.37	5.75
Foster Youth	--	--	--	--	--
Homeless	27	24	88.89	11.11	29.17
Military	--	--	--	--	--
Socioeconomically Disadvantaged	246	229	93.09	6.91	35.96
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	33	89.19	10.81	3.03

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	263	93.59	6.41	14.45
Female	121	114	94.21	5.79	9.65
Male	160	149	93.13	6.87	18.12
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	261	246	94.25	5.75	13.82
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	96	90	93.75	6.25	2.22
Foster Youth	--	--	--	--	--
Homeless	27	24	88.89	11.11	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	246	229	93.09	6.91	13.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	33	89.19	10.81	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.83	NT	17.48	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	139	96.53	3.47	15.83
Female	67	65	97.01	2.99	9.23
Male	77	74	96.1	3.9	21.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	135	130	96.3	3.7	16.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	53	94.64	5.36	0
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	128	123	96.09	3.91	16.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100	0	5.26

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100%	99.24%	99.24%	99.24%	99.24%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 and local assessment results.

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) 815-5188.

2022-23 Opportunities for Parental Involvement

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	299	290	94	32.4
Female	129	124	37	29.8
Male	170	166	57	34.3
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	0	0.0
Black or African American	1	1	0	0.0
Filipino	7	7	0	0.0
Hispanic or Latino	282	274	93	33.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	4	3	1	33.3
English Learners	118	114	38	33.3
Foster Youth	8	7	4	57.1
Homeless	27	27	17	63.0
Socioeconomically Disadvantaged	266	262	88	33.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	41	41	18	43.9

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.89	1.54	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.34	6.02	0.03	3.17	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.02	0.00
Female	4.65	0.00
Male	7.06	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	7.63	0.00
Foster Youth	0.00	0.00
Homeless	11.11	0.00
Socioeconomically Disadvantaged	6.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.63	0.00

2022-23 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 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	15	8	
Mathematics	24	6	6	4
Science	22	4	8	2
Social Science	22	4	8	2

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	15	17	6	3
Mathematics	14	15	5	1
Science	21	6	3	5
Social Science	18	9	6	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	13	8	1
Mathematics	20	7	5	3
Science	21	7	4	2
Social Science	23	3	7	2

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	270

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,291	\$1,289	\$4,002	\$80,072
District	N/A	N/A	\$5,180	\$87,765
Percent Difference - School Site and District	N/A	N/A	-25.7	-9.2
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-48.9	-3.7

2021-22 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 the 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 the 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 at high schools
- Career & Technical Education Pathways
- 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 International students 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 receive free lunch. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,778	\$52,478
Mid-Range Teacher Salary	\$80,518	\$80,810
Highest Teacher Salary	\$100,115	\$101,276
Average Principal Salary (Elementary)	\$122,516	\$127,080
Average Principal Salary (Middle)	\$130,831	\$134,264
Average Principal Salary (High)	\$139,478	\$147,200
Superintendent Salary	\$232,000	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

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 after-school 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 five 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 was 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 2022, 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. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

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 teamwork in order to learn from the collective.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	51	47	49