

Slauson Middle School

340 West Fifth Street • Azusa, CA 91702 • (626) 815-5144

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Azusa Unified School District

Ann Somers, Principal

2007-2008 School Accountability Report Card



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Azusa Unified
School District
546 South Citrus Avenue
(P.O. Box 500)
Azusa, CA 91702
(626) 967-6211
(626) 858-6123 Fax

Principal's Message

Slauson Middle School is an exciting place to be! Staff, students, and parents make significant contributions daily to enhance the learning environment on our campus. Our staff is committed to providing the best academic program possible. We are not satisfied with maintaining the status quo, but instead are dedicated to continuous improvement in all that we do.

Our staff meetings give us the opportunity to share ideas and discuss effective teaching strategies with our colleagues. Student achievement continues to increase as a result of our Gifted and Talented Education (GATE) Program, our college preparatory program called Advancement Via Individual Determination (AVID), 12 advanced courses in the sixth through eighth grades, after-school tutoring, math, language arts, and social studies curricula that are aligned with the California Content Standards.

Community & School Profile

Azusa Unified School District is mainly located in the city of Azusa, an attractive community in the Los Angeles-Long Beach metro area. Known as the "Canyon City", Azusa is nestled at the foot of the magnificent San Gabriel Mountains. The district includes twelve elementary schools, three middle schools, three high schools, and one adult school. The Azusa Unified School District educates 11,219 kindergarten through twelfth grade students and is committed to providing a strong instructional program for all students to ensure excellence in education. This excellence can be seen in the staff who play such a vital role in providing a quality educational program.

Slauson Middle School is part of the Azusa Unified School District located in the city of Azusa. During the 2007-08 school year, 927 students were enrolled in grades six through eight. Slauson Middle School students are outstanding in so many ways. The Student Leadership Team plays a very active part in involving students in leadership opportunities. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	2.0%
American Indian	0.2%
Asian	1.3%
Caucasian	7.0%
Filipino	2.5%
Hispanic or Latino	85.9%
Pacific Islander	0.6%
Multiple or No Response	0.4%

Discipline & Climate for Learning

Students at Slauson Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school; warm, friendly classroom environment; and demonstrates that good discipline is a solid foundation on which to build an effective school. Slauson Middle School provides an environment that is conducive to learning. The school's discipline program provides students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Parents and students are informed of discipline policies at the beginning of each school year through schoolwide assemblies, classroom orientation, and individual student planners. Teachers send progress reports home to keep parents informed of their child's progress.

All rules are fairly and consistently administered. Students who are regularly disruptive and who commit certain violations are subject to suspension and/or expulsion. The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	222	111	83	1396	1375	899
Suspension Rate	23.1%	12.2%	9.2%	12.2%	12.4%	8.2%
Expulsions	1	0	1	33	14	4
Expulsion Rate	0.1%	0.0%	0.1%	0.3%	0.1%	0.0%

Student Recognition

Positive reinforcements are issued frequently to reward students for good citizenship and achievement. These include:

- Triad Breakfast
- Student Certificates
- Quarterly Assemblies
- Principal for the Day
- Honor Roll
- Presidential Awards
- End of Year Awards
- Principal's Honor Roll
- Student of the Month

Extracurricular & Enrichment Activities

To build self-esteem, promote achievement, and aid in the prevention of behavioral problems, students are encouraged to participate in the school's additional academic and extracurricular activities. Extracurricular and enrichment activities include:

- Choir
- Cheer Squad (7th & 8th grade)
- Jazz Band (Award-winning)
- Gifted and Talented Education (GATE)
- Advancement Via Individual Determination (AVID)
- Science Fair
- Dance Team
- Yearbook
- Leadership

Class Size

Slauson Middle School maintained a school-wide average class size of 29.2 students and a pupil/teacher ratio of 24.7:1 for the 2007-08 school year. The following chart shows average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
English	28	27	28	11	15	12	20	14	13	10	15	17
Mathematics	30	31	29	7	5	5	8	9	16	18	16	11
Science	32	33	31	2	1	2	10	7	11	18	19	15
Social Science	30	32	31	4	2	2	14	9	14	19	18	16

School Enrollment & Attendance

Regular attendance at Slauson Middle School is an essential part of the learning process and critical to academic success. Teachers and office staff work with parents to resolve attendance obstacles, and to communicate the negative impact tardiness and excessive absenteeism can have on their child's education. The enrollment trend for the past three years is illustrated in the chart.

Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
6th	329	298	292
7th	312	310	301
8th	322	300	305

Classroom teachers and the principal give special recognition to students with exemplary attendance. Qualifying students are also rewarded with Perfect Attendance Awards every semester, and Perfect Attendance Awards for the entire year.

Student attendance is carefully monitored to identify students exhibiting chronic tardiness and/or excessive absences. Phone calls, letters to parents, parent conferences, and referrals to the School Attendance Review Team (SART) or the Azusa Unified School District's School Attendance Review Board (SARB) are used to promote student attendance.

Counseling & Other Support Services

It is the goal of Slauson Middle School to assist students in their social, personal, and academic development. Special attention is given to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The district provides quality professional support services for all students. The chart displays resources that are available to all students at Slauson Middle School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Nurse Intern	2	1.0
Counselor	1	1.0
Health Clerk	1	0.5
Librarian	1	1.0
Psychologist	1	0.2
Resource Specialist Program (RSP) Teachers	2	2.0
RSP Aides	4	2.0
SDC Aide	4	2.0
Special Day Class (SDC) Teacher	2	2.0
Speech/Language Specialist	1	As Needed

Slauson Middle School offers assistance and specialized instruction to students with specific needs. Research-based programs such as High Point help to provide targeted assistance to students with limited English proficiency, and students falling below grade level. Students are identified as English Learners through the California English Language Development Test (CELDT). English Learners are assigned to classrooms with appropriately credentialed teachers and receive small group instruction with bilingual assistants for four hours per day. The district uses benchmark assessments every five to six weeks to monitor students' progress.

The AVID (Advancement Via Individual Determination) program offers many elective courses for seventh and eighth grade students, while sixth graders take electives through Coral Programs. The school's AVID Coordinator works with teachers on academic instruction and motivational activities. Students participate in the following elective courses offered through AVID: Keyboarding (6th grade), Band (6th-8th grade), and Music (6th-8th grade).

Students with special needs are given Individualized Education Plans (IEP). The Resource Specialist Program teacher assists students in areas identified in their IEPs either in their regular class or during one period of the day. Special Day Class is self contained for students with learning disabilities. Students are mainstreamed whenever possible.



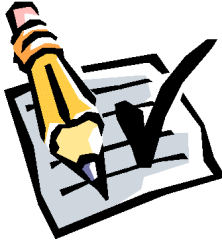
Parent & Community Involvement

Parents and community members are very supportive of the educational program at Slauson Middle School. Parents and the community participate in Open House, Parent Teacher Association, Parent Conferences, Back-to-School Night, and volunteer on campus.

Slauson Middle School enjoys many partnerships in the community including the local Lions Club and generous donations. This includes a tutoring program with Azusa Pacific University.

School Facilities & Safety

Slauson Middle School provides a safe, clean environment for students, staff, and volunteers. Built in 1962, with modernizations made in 2005, the school sits on 10 acres. Facilities span 448,032 square feet and include a multipurpose room, library, cafeteria, 27 permanent classrooms, six portable classrooms, and two computer labs. The facility strongly supports teaching and learning through its ample classroom and recreation space, and two staff resource rooms. Facilities information is current as of October 2008.



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

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

The Safe School Committee evaluates the plan annually and updates the plan as needed.

Cleaning Process

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.

Deferred Maintenance Budget

Azusa Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring.

For the 2007-08 school year, Azusa Unified School District budgeted \$1,550,000 for the deferred maintenance program. This represents 2% of the district's general fund budget. During the 2007-08 school year, the district's governing board designated that these funds may be used on an as needed basis for plumbing, air conditioning, painting, electrical or other maintenance projects.

Maintenance & Repair

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention.

Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication 100% of the restrooms were fully functional.

The chart below shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected. Facilities inspection is current as of October 2008.

School Facility Conditions				
Date of Last Inspection: 10/02/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			Band: 25 - Missing ceiling tiles. Kitchen - Missing ceiling tiles in store room.
Hazardous Materials (Interior and Exterior)		X		Room 21 - Damaged, peeling paint on eaves. Room 30 - Peeling paint on fascia.
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			Science Room 1 - Two T.V.s not secured to cart. Room 9 - Extension cord in permanent use.
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			Room 17 - Loose faucet fixture.
Restrooms		X		Girls Restroom: 7th - Loose toilet. Girls Restroom: 8th - One loose toilet. Boys Restroom: 7th - Loose toilet. Boys Restroom: 6th - Floor drain cover missing. Girls Restroom: 6th - Loose faucet and toilet.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			Room 36 - Overhead storage unsecured. Room 9 - Overhead storage unsecured.

Azusa Unified School District Local Measures

Azusa Unified School District uses multiple measures to analyze a student's progress toward achieving grade level proficiency. These include CAT/6, California Standards Test results, the Language Arts Performance Assessment (LAPA), the Mathematics Achievement Performance Assessment (MAPA), and district-designed assessments administered continuously throughout the year in Reading, Writing, and Math for kindergarten through eighth grade students. Results of district assessments are reported for grades kindergarten through eight. The results of these assessments are used to identify students in need of additional assistance to enhance their academic performance.

During the 2007-08 school year, 40.67% of Slauson Middle School students passed the MAPA and 58.49% of the students passed the LAPA.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science (grade 8), and Science (grade 8) for the most recent three-year period, is shown below. Course specific tests are not shown, please see <http://star.cde.ca.gov> for these test results.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts			Math			Science			Social Science											
	6			7			8			8											
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08						
All Students																					
School	29	30	39	30	27	37	27	23	33	26	22	34	29	19	23	22	25	32	21	16	23
District	29	26	37	30	33	36	25	25	31	27	20	32	29	24	22	22	27	37	19	18	21
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
School	27	28	35	26	26	32	18	21	29	33	27	35	32	22	26	20	27	36	18	19	23
District	27	25	31	27	29	33	20	21	28	30	23	31	31	27	26	22	27	41	19	20	21
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
School	33	32	43	33	29	42	35	25	37	19	18	34	27	16	21	25	23	29	23	14	23
District	30	27	41	34	36	39	31	30	36	25	17	33	27	20	20	22	27	35	19	16	23
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
School	24	26	34	26	21	34	21	20	27	23	18	32	26	18	22	18	20	28	17	14	18
District	24	24	33	27	28	32	19	22	26	24	17	29	26	23	21	18	24	33	15	16	17
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Hispanic or Latino																					
School	26	28	36	28	24	36	22	21	30	23	19	33	27	18	24	17	22	30	16	14	20
District	26	24	35	29	31	34	22	23	30	26	18	30	27	23	22	20	24	35	16	16	20
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
School	45	36	75	38	41	41	47	29	40	65	36	63	38	28	17	47	33	32	40	14	40
District	38	36	51	46	43	40	41	39	42	47	34	51	33	33	21	37	33	39	31	19	33
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53
Students with Disabilities																					
School	4	4	4	0	0	5	4	0	4	8	4	4	0	0	6	0	6	4	0	6	4
District	6	3	5	2	5	2	3	0	3	6	4	2	2	2	3	2	2	2	1	3	2
State	12	12	13	11	12	12	9	10	11	12	12	13	10	9	12	11	13	17	10	10	11
English Learners																					
School	0	1	5	3	1	4	3	1	4	5	7	8	12	6	6	2	6	6	2	3	3
District	2	4	7	4	2	7	1	2	2	6	6	9	11	9	8	1	5	10	1	2	2
State	8	9	13	9	10	10	6	6	8	14	14	16	13	13	14	9	12	18	6	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Slauson Middle School is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year 28.4% of seventh grade students met the HFZ.

California Achievement Test Survey (CAT/6)

The Norm-Referenced Test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	3	3	2	
Similar Schools Rank	3	2	2	
All Students				
Actual Growth	12	-6	30	681
Socioeconomically Disadvantaged				
Actual Growth	6	-1	26	660
Hispanic or Latino				
Actual Growth	7	-1	32	671
English Learners				
Actual Growth	-13	-11	34	623

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed at right.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	44.44%

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	06	07	08	06	07	08
All Students						
School	31	32	34	39	36	40
District	33	32	33	38	40	36
State	46	47	49	50	51	52
Males						
School	25	29	31	41	37	42
Females						
School	35	35	37	37	34	38
Socioeconomically Disadvantaged						
School	27	27	32	34	33	34
Filipino						
School	*	*	33	*	*	58
Hispanic or Latino						
School	29	30	33	36	32	38
Caucasian						
School	38	41	50	50	59	45
Students with Disabilities						
School	5	0	5	0	0	5
English Learners						
School	5	6	3	18	13	8

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		Yes	

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Instructional Materials

Azusa Unified School District held a public hearing on October 2, 2007, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and are selected from the state's most recent list of adopted materials. Azusa Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle. The chart displays data collected in October 2008 in regards to the textbooks in use at Azusa's middle schools.

District-Adopted Textbooks						
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking	
6th-8th	English/ Language Arts	Holt Rinehart & Winston	2008	Yes	0.0%	
8th	Mathematics	Addison Wesley/ Prentice Hall	2008	Yes	0.0%	
7th-8th	Mathematics	Holt Rinehart & Winston	2008	Yes	0.0%	
6th	Mathematics	Holt	2008	Yes	0.0%	
6th-8th	Science	Holt Rinehart & Winston	2007	Yes	0.0%	
6th-8th	Social Science	Glencoe/ McGraw Hill	2006	Yes	0.0%	

Library Information

The school library, staffed by a full-time library clerk, provides a variety of resources for student and classroom use. Students in visit the library weekly with their classes. The library houses thousands of volumes available for student checkout, as well as videotapes, audiotapes, projectors, and other materials for classroom use.

Computer Resources

At Slauson Middle School, LCD projectors and TV/VCRs are available, and all classrooms have computers connected to the Internet. With an average of five to eight computers in each classroom, students receive computer instruction weekly. The school houses a computer and keyboarding lab, which have 36 computers in each room. Teachers monitor student progress in achieving the technology skills recommended by State Standards. All computers contain software to augment classroom learning in Reading, Language Arts, Math and computer skills. The school continues to empower students to utilize technology as a tool to enhance and extend learning.

Computer Resources			
	05-06	06-07	07-08
Computers	255	51	245
Students per computer	3.9	18.4	3.8
Classrooms connected to Internet	41	14	36

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Los Angeles County Public Libraries, which contain numerous computer workstations. For more information of hours and locations, please visit <http://www.colapublib.org/lib/index.html>.



Teacher Assignment

Azusa Unified School District recruits and employs only the most qualified credentialed teachers. For the 2007-08 school year, Slauson Middle School had 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	41	41	39	540
Without Full Credentials	1	2	1	16
Working Outside Subject	0	0	0	0

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.6%	0.4%
High-Poverty Schools in District	99.4%	0.6%
Low-Poverty Schools in District	Not Applicable	

Staff Development

The district has annually offered three professional development days where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.



Curriculum Development

All curriculum development at Azusa Unified School District revolves around the California State Content Standards and Frameworks. The Curriculum Council oversees curriculum along with the Educational Services and Student Information Department. Teachers align classroom curriculum to ensure that all students either meet or exceed State proficiency levels.

The improvement of Slauson Middle School's curriculum is an ongoing process. Using student data from multiple assessments, administrators and teachers look at how well students are performing according to state grade level standards, identifying areas of strength and weakness. Teachers modify instruction to ensure students succeed in meeting grade-level expectations.

School Leadership

Leadership at Slauson Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Beginning in the 2008-09 school year, primary leadership duties have been assumed by Principal Ann Somers. Ms. Somers has 17 years of experience in education.

Coordinating with the principal is the Leadership Team, which meets weekly to focus on instructional issues and consists of the assistant principal, counselor, and grade-level representative. Teachers meet as Grade-Level Teams to align instruction to State standards. 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 English Learners Advisory Committee (ELAC) and School Site Council.

Contact Information

Parents who wish to participate in Slauson Middle School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's office at (626) 815-5144.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on 2006-07 financial statements).

Average Teacher Salaries	
School & District	
School	\$64,770
District	\$66,060
Percentage of Variation	1.95%
School & State	
All Elementary School Districts	\$63,458
Percentage of Variation	2.07%

Data Sources

Data within the SARC was provided by Azusa Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a dynamic system that provides reports for accountability. It includes Academic Performance (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$45,017	\$39,708
Mid-Range Teachers	\$64,638	\$63,805
Highest Teachers	\$81,588	\$82,081
Elementary School Principals	\$99,449	\$102,166
Middle School Principals	\$105,711	\$107,816
High School Principals	\$117,158	\$116,474
Superintendent	\$171,830	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.8%	40.6%
Administrative Salaries	6.1%	5.2%

Expenditures & Services Funded

Azusa Unified School District spent an average of \$7,927 to educate each student (based on 2006-07 audited financial statements). The table below provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,290
From Restricted Sources	\$586
From Unrestricted Sources	\$3,704
District	
From Unrestricted Sources	\$5,332
Percentage of Variation between School & District	30.53%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	30.11%

In addition to general state funding, Azusa Unified School District receives state and federal funding for the following categorical, special education, and support programs:

- Gifted and Talented Pupils
- Special Education
- Home-to-School Transportation
- Economic Impact Aid
- School Improvement Program
- Instructional Materials
- Staff Development
- Tenth Grade Counseling
- Class Size Reduction
- Peer Assistance and Review
- Drug/Alcohol/Tobacco Education
- Healthy Start
- ESEA
- ROC/P
- Vocational and Applied Technology Education Act
- Educational Technology Assistance Grants

