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# **AZUSA HIGH SCHOOL SELF-STUDY REPORT**

**240 N. Cerritos Avenue  
Azusa, CA. 91702**

**Azusa Unified School District**

**March 15 - 18, 2020**

**ACS WASC/CDE Focus on Learning Accreditation Manual,  
2018 Edition (2019-2020 SY Visits)**



# Azusa

## Unified School District

### **BOARD OF EDUCATION**

Jeri Bibles-Vogel - Board President  
Yolanda Rodriguez-Pena - Vice President  
Xilonin Cruz-Gonzalez - Board Member  
Gabriela Arellanes - Board Member  
Adrian Greer - Board Member

### **DISTRICT ADMINISTRATION**

Dr. Linda Kaminski - Superintendent  
Arturo Ortega - Assistant Superintendent, Educational Services  
Marc Bommarito - Assistant Superintendent, Business Services  
Jorge Ronquillo - Assistant Superintendent, Human Resources

<https://www.azusa.org>

### **Azusa High School Administration**

Dr. Martin Gomez - Principal  
Rob Velasco - Assistant Principal  
Lorraine Pegarori - Assistant Principal

<https://www.azusahighschool.net>



## **WASC Visiting Committee Members**

Ms. Judith Cavallaro - Chair  
Teacher - San Jacinto, CA

Mrs. Laura Becerra - Member  
Teacher - San Fernando, CA

Mr. Leonard Hawkins - Member  
Dean of Students - Long Beach, CA

Ms. Shavon Roberts - Member  
Assistant Principal - La Verne, CA

Mr. Bryan Stephens - Member  
Teacher - Riverside, CA



### **AHS - WASC Committee**

Richanne Dolfi, Mathematics, WASC coordinator

Diana Benavides, English

Dr. Anna Kwak, Mathematics, TOSA

Venessa Sena, Mathematics

Andrea Vogel, World Language, Department Chair

### **Focus Group Leaders**

Group 1: Student/Community Profile

Ana Sanchez & Bob Colera

Group 2: Vision

Esther Campos-Ball & Francisco Rodriguez

Group 3: Curriculum

Wendy Esparza

Group 4: Instruction

Jennifer Gutierrez & Desiree Hernandez

Group 5: Assessment & Accountability

Randall Good

Group 6: Culture & Support

Meaghan Prendergast



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# Preface

Azusa High School (AHS) is in the final year of its previous WASC accreditation earned in 2013-2014. Since that last full study, we had a mid-cycle progress report in 2017 and a special progress report in 2018. We have been continually working on the recommendations made in the 2017 visit, as well as aligning our LCAP goals with AUSD.

Our previous WASC coordinator, Krista Wray, left at the end of the 2017-18 school year. During the 2018-19, our WASC coordinator, Juliann Udeshi, worked with our groups and the WASC team to continue the work started previously by Ms. Wray. Unfortunately, that coordinator also left the district at the end of the 2018-19 school year. Richanne Dolfi began this school year as the WASC coordinator and used the previous notes to pick up where they left off. Fortunately, groups had already been formed and had been working on the WASC document since the last school year.

Certificated staff has been continually working on Chapters 2 and 3, updating data and adding new information throughout the school year. Within departments, we have developed PLC groups that keep documentation of what has been discussed working towards our action plan for our students at each meeting. They are then able to use that data collected throughout the meetings and add information into the appropriate section of the chapters. Our classified staff has also been adding information to our department evidence document. Parents have also been included as WASC has been discussed multiple times asking for input throughout the year at the monthly meetings in our Parent Center.

Besides keeping documentation of what is being accomplished by the different departments throughout these years, we have been working together to make sure our students are reaching those goals set by our Single Plans for Student Achievement and our LCAP goals. We have sent out a survey for staff, students, and parents to complete regarding our progress towards those goals to get input on whether they felt we were reaching our intended targets. We have been consistently asking for feedback to ensure all stakeholders felt heard and had a voice in the process.

After looking at the data collected in Chapters 2 and 3, we discussed as a staff what our needs are and if our current action plan needed to be modified. We noted different needs together and decided on what we needed to continue to work on as a school to be a beneficial environment for our students. The focus groups were mixed departments and allowed those discussions to take place in order to hear what other departments were accomplishing. We then had departments come together to discuss what they learned from other departments which included successes and concerns with our current action plan.

We are looking forward to the visiting committee's input. We are continually striving to improve the teaching and learning performance at Azusa High School. We understand that this is a formality, however we use this opportunity to take a snapshot at our progress. We use the data to ensure that we are growing for our students and reaching the goals for them to graduate and be college and career ready.

*“Once an Aztec, Always An Aztec!”*

## Focus Learning Groups

### Group 1: Community Profile

Aguilera, Lisa  
Calvillo, Nestor  
Colera, Bob  
Garcia, Alexis  
Granados, Henry  
Hoke, Jackie  
Kohn, Rachel  
Olague, Eric  
Sanchez, Ana  
Sandoval, Vanessa  
Sena, Venessa

### Group 2: Vision

Campos-Ball, Esther  
Carrillo, Jessica  
Chong, Juwon  
Del Real, Andres  
Hart, Gary  
Kear, Bradley  
Licon, Blanca  
Mallen, Margarita  
McKenna, Douglas  
Rodriguez, Francisco  
Sims, Maria

### Group 3: Curriculum

Benavides, Diana  
Clenney, Angel  
Esparza, Wendy  
Galeazzi, Airena  
Poole, Jessica  
Sandoval, Aaron  
Sandoval, Nora  
Tea, Tana  
Thiel, Tim

### Group 4: Instruction

Aladiume, Ifeyinwa  
Davis, Vicky  
Elsaadany, Rebecca  
Gutierrez, Jennifer  
Hernandez, Desiree  
Joyce, Jordan  
Korzep, Clifford  
Mejia, Crystal  
Rodriguez, Michelle  
Ruelas, Eric  
Schuster, Craig  
Yonga, Rodrigue

### Group 5: Assessment

Espinosa, Pauline  
Franco, Rosalie  
Garcia, Michelle  
Good, Randall  
Moore, Gavin  
Near, Darren  
Roth, Raymond  
Vogel, Andrea

### Group 6: Culture

Dorsey, Patricia  
Guerrero, Saul  
Harper, Lanae  
Hutchinson, Michael  
Lewis, David  
Mejia, Alicia  
Montes De Oca, Joel  
Prendergast, Meaghan  
Reid, Randall  
Spence, Darren  
Turner, Mary





## Faculty By Department

### Administration

Gomez, Martin - Principal  
Pegorari, Lorraine - Assistant Principal  
Velasco, Robert - Assistant Principal

### Counselors

Hoke, Jackie (10th)  
Lewis, David (9th)  
Mejia, Crystal (11th)  
Sanchez, Ana (12th)

### Language Arts

Benavides, Diana  
Carrillo, Jessica  
Clenney, Angel  
Davis, Vicky  
Gutierrez, Jennifer  
Harper, Lanae  
Kohn, Rachel  
Mallen, Margarita  
Poole, Jessica  
Rodriguez, Michelle  
Roth, Raymond

### Mathematics

Colera, Bob  
Del Real, Andres  
Dolfi, Richanne  
Elsaadany, Rebecca  
Garcia, Michelle  
Guerrero, Saul  
Sena, Venessa  
Sims, Maria  
Thiel, Tim

### Special Education

Esparza, Wendy  
Espinosa, Pauline  
Franco, Rosalie  
Hutchinson, Michael  
Mejia, Alicia  
Olague, Eric  
Ruelas, Eric  
Sandoval, Aaron  
Sandoval, Vanessa  
Tea, Tana

### Visual & Performing Arts

Hernandez, Desiree  
Joyce, Jordan  
McKenna, Douglas  
Turner, Mary

### Career Tech

Dorsey, Patricia  
Granados, Henry  
Rodriguez, Francisco

### Physical Education

Hart, Gary  
Prendergast, Meaghan  
Schuster, Craig

### World Languages

Aguilera, Lisa  
Licon, Blanca  
Sandoval, Nora  
Vogel, Andrea  
Yonga, Rodrigue

### Social Science

Calvillo, Nestor  
Campos-Ball, Esther  
Near, Darren  
Kear, Bradley  
Korzep, Clifford  
Reid, Randall  
Spence, Darren

### Science

Aladiume, Ifeyinwa  
Chong, Juwon  
Galeazzi, Airenna  
Garcia, Alexis  
Good, Randall  
Montes De Oca, Joel  
Moore, Gavin



# Chapter 1: Progress Report





## **Significant Developments:**

### Administrative

In the past six years, we have had multiple changes in our administration. There have been three different principals with our current principal, Dr. Martin Gomez, being hired at the start of the 2017-2018 school year. Three assistant principals have left, one retired, wherein that position was eliminated at the end of the 2016-2017 school year. Our current administrative team has been in place since the beginning of the 2017-2018 school year with the principal and two assistant principals.

### Staffing

- ❖ Since our last full study in 2013, Azusa High School has added a fourth counselor.
- ❖ Counselors are now assigned a grade level; each counselor follows the same cohort for all four years of high school.
- ❖ Our special education department has had a high turnover rate, with eight newly hired teachers in the past two years.
- ❖ The district added four new positions for Teacher on Special Assignment (TOSA) to provide high school teachers with support in the areas of English and English Language Development, Mathematics, Social Science and Special Education.
- ❖ Over the past six years, we have had 100% of our core classes taught by highly qualified teachers.

### Student Demographics

- ❖ Our enrollment numbers have decreased over the past six years. In the 2013-2014 school year, our student population was 1,399. At the end of the 2018-2019 school year, our student population was 1,196. This corresponds with the decrease in district enrollment as well.
- ❖ The number of English Learners was approximately 21% in 2014. The percentage decreased to 16% until the end of the 2017-2018 school year; last year it increased back to 21%. We saw many newcomer students arriving during the past school year (18-19). Azusa High was the designated newcomer school in the district up until this 2019-2020 school year.
- ❖ The percentage of A-G seniors has increased from 23% in 2013-14 to 28% in 2018-19. This school year, we currently have 49% on track to graduate completing the A-G requirements.

### Curriculum

- ❖ The Azusa Unified School District has adopted multiple new curriculums and materials aimed at facilitating student achievement while increasing rigor and aligning with Common Core State Standards. Throughout the past six years, these are the following new curriculums:

- ❖ The Mathematics department adopted the College Preparatory Mathematics (CPM) curriculum at the beginning of the 2016-2017 school year. This curriculum seeks to increase student engagement in Mathematics through problem-based lessons and interaction of structured student groups. Rather than rely on teacher-centered instruction, students collaborate within groups to use communication, mathematical reasoning, and problem-solving skills in understanding the material. The teacher offers support and guidance as needed. Since the curriculum was introduced, all members of the Mathematics department have gone through continuous Professional Development through CPM.
- ❖ Beginning in the 2014-2015 school year, the English department introduced Expository Reading and Writing Course (ERWC) materials into the classroom, as well as an ERWC class for seniors. This college-preparatory course is aimed at improving academic literacy by way of rhetorical and analytical reading and writing based lessons. All members of the English Department have attended Professional Development and became certified in teaching ERWC. In addition, our entire English Department adopted the “Collections” curriculum in the 2018-2019 school year.
- ❖ The World Language Department adopted a new curriculum titled “Descubre” published by Vista Higher Learning. Azusa High uses the 2nd edition.
- ❖ The History department adopted a new curriculum for the 2019-2020 school year. Starting in the Spring of 2018 all secondary history teachers were invited to join the textbook adoption committee. In Spring 2019 several training sessions were offered on the new materials with representatives from each of the publishers. Implementation is ongoing, with each grade level receiving 3 full days out of the classroom for planning/training purposes with the HSS TOSA. Teachers have also received training in Google Classroom and its integration with the digital platforms, Aeries and Illuminate. Using the data to guide their recommendation, the committee members unanimously recommended McGraw-Hill’s Impact for high school.
- ❖ Beginning in the 2014-2015 school year, Azusa High School began partnering with Project Lead the Way (PLTW) and NAF. These programs offer students curriculum and pathways toward future careers in Engineering Design.
- ❖ Beginning with the 2016-2017 school year, Azusa High School became an International Baccalaureate (IB) school. IB now offers courses in Mathematics, World Languages, English Language Arts, Social Science, Sciences, and Fine Arts. All IB courses meet A-G requirements. We are seeing a steady increase in students enrolling in this program. The first year there were 25 students enrolled and this year, there are 32 students enrolled.
- ❖ Beginning in the 2018-2019 school year, Azusa High School added an orchestra to the electives and became the home for our District Program Orchestra.

## Assessments

- ❖ Most departments administer common formative assessments that were created by the district and various Professional Learning Community (PLC) teams. At district-wide Professional Development, these assessments were created with input from staff and are aligned with CCSS.
- ❖ The staff has been consistently receiving training on Common Formative Assessments with a focus on student learning. Many staff members have attended PLC training which teaches them about common assessments and increasing data-driven instruction. The goal is presently each department have at least one common formative assessment per semester.
- ❖ Azusa Unified School District adopted a new online-based testing platform, Illuminate in the 2017-2018 school year. This allows teachers to create common assessments and compare data between the school site as well as the district. All teachers have received multiple pieces of training on using the testing platform.
- ❖ The state of California has changed tests that have been administered. CAHSEE was eliminated as a graduation requirement in January 2016 and has not been replaced. The CELDT exam for English Learner language development changed to the ELPAC exam in the 2017-2018 school year. In Spring 2015, the State replaced the STAR exam with the SBAC exam which now only tests 11th graders in English and Math. In the 2018-2019 school year, the CAST exam was introduced to test students once during their high school years on Science.

## Technology

- ❖ Chromebook carts have been purchased for use in most classrooms. All teachers in Math, English, and Social Studies departments utilize a cart and most teachers in Science and World Languages have access to a cart to use in their classroom. There is a total of 46 teachers who have a chrome cart in their classroom. Each chrome cart consists of about 36 Chromebooks.
- ❖ Since the 2018-19 school year, English Learners have been provided tablets enabling one-to-one access to technology. Internet access is also provided with the tablets enabling them online access at home as well.
- ❖ New computers have been provided to teachers as needed.
- ❖ Teachers are provided the opportunity to attend Google Classroom training and receive compensation for attending. The training is provided by Azusa High teachers.
- ❖ About half of Azusa teachers are integrating Google Classroom within their classes so that students are learning different ways to use technology.
- ❖ Azusa High uses the AERIES information and grade reporting system to support students and parents ensuring that they all have access to student's grades. All teacher emails are linked through AERIES so that parents can contact teachers when needed.
- ❖ Some teachers utilize the Remind App and/or Google Classroom to communicate with parents and students. Through these apps, teachers can

send reminders regarding tests, quizzes, and homework directly to phones while phone numbers remain private.

- ❖ For the past four years, Azusa High School has used the Naviance program. All students, in their freshman year, work with their counselors to become college and career ready by creating a roadmap and working toward their post-secondary goals.
- ❖ Two classrooms working with the PLTW and NAF programs are equipped with 3D printers for engineering courses.
- ❖ One classroom was provided a Smart Board for interactive lessons.
- ❖ Social media has become an influencer with the school as well as different clubs and organizations. Various school events are posted to Facebook, Instagram (over 1,300 followers), Peach Jar and Twitter to generate more involvement and to recognize accomplishments. The students enjoy seeing the posts and interact by sharing, commenting, and liking posts.

### School Culture

- ❖ Every month Azusa High School holds a Student of the Month ceremony that invites students, teachers, and parents to celebrate the accomplishment. Teachers provide a short speech while the attendees enjoy coffee and pastries. The students are then provided with a certificate, food certificate, and pin. Pictures are taken and posted on our social media accounts and website.
- ❖ Each semester, we honor students' academic achievement in different ways. Azusa High holds a Renaissance Rally that recognizes academic achievement and students who earned a 2.5 or higher GPA for the previous semester. Each student is provided a shirt to display their accomplishment. This is held during the day and the entire student body attends. The school also acknowledges these students in a nighttime ceremony so that parents can attend and be a part of their students' achievement. This ceremony is held once per semester for academic achievement.
- ❖ Azusa High School has spent the past six years in becoming a PBIS school. Teachers have attended multiple pieces of training in learning about the techniques utilized in a PBIS school. Multiple stakeholders are involved in a PBIS team, which meets monthly and works together to manage PBIS on campus and communicate PBIS data. Students receive monthly school-wide lessons throughout the school year that focus on various areas of positive behavior. The lessons correlate to our PBIS matrix which was developed by the PBIS team. This matrix is displayed in every classroom on campus.
- ❖ "Aztec Bucks" have been introduced as a positive behavior incentive for the students within our PBIS program. Students receive these bucks from teachers and staff for exhibiting positive behavior. Students then turn in these bucks to be entered in to a weekly or monthly drawing to win various prizes. Previous prizes that have been given away include Aztec gear, headphones, wireless speakers, theme park tickets, a guitar, prom tickets, and yearbooks.
- ❖ Our PBIS program has also established ALICE training for our staff members. This training provides techniques in an active shooter situation if one should occur on campus. The staff has undergone online training as well as a run-

through simulation. Right now, only the certificated staff has gone through the simulation with plans for classified staff to participate as well. Students have also received training on this during PBIS lessons so that they are prepared.

- ❖ ASB Buddies began in 2015. Each student in the program is assigned a teacher and sends them notes, treats, handmade gifts, or other signs of appreciation. The ASB Buddy remains anonymous until the end of the year when they reveal themselves at the Teacher Appreciation Luncheon. Teachers will typically reciprocate gifts to their buddies once their identities are revealed.
- ❖ The administration began “shout outs” three years ago. These are provided during staff meetings, daily announcements, and the principal’s biweekly staff update. This acknowledges positive things that are being done on campus. Staff or students can give a shout out. Staff meetings often begin with students coming in and giving a “shout out” to staff members.
- ❖ During the 2018-19 school year, the administration introduced the Crystal Apple. This is awarded by a teacher to a fellow teacher each month as recognition for the great things they are doing at Azusa High School. There is also a separate Crystal Apple for classified employees to pass along to one another in the same manner.
- ❖ The MECHA club has increased cultural awareness activities during lunch and after school, including hosting a yearly Day of the Dead event that has been held the past three years during lunchtime and after school.
- ❖ The Sustainable Earth Society (SES) club and Leaders of Environmental Awareness and Protection (LEAP) club, together, sponsor environmental action including beach and canyon clean-ups, school climate strikes, and Earth Day.
- ❖ Best Buddies is a club where we help build friendships between our Life Skills students and their general education peers. The club has meetings once a week where students meet for lunch. We also have special events for Halloween, Thanksgiving, and Christmas. We also hold an event once a year called "Spread the Word to End the Word" (the "r" word). This event helps spread understanding and friendships between general education students and students with disabilities.
- ❖ The Science Club has established and maintains native gardens around the campus. Students have identified and cataloged 60+ native plant species thus far.
- ❖ The visual arts staff conduct bi-monthly PLC meetings with district Art teachers where they work on developing art shows and collaborations with neighboring colleges such as APU, Citrus College, and Art Center College of Design.
- ❖ Art teachers in the district created an art gallery located at Gladstone High School. Past exhibitions included juried art shows with guest artist judges, instructor shows, themed shows, and will feature future collaborations with local colleges.
- ❖ In 2018-2019 Azusa High held its first annual college kick-off week. The counselors, college and career center technician, and guidance staff worked together with all eligible seniors to apply for college and complete their FAFSA. Out of 135 A-G eligible seniors, 114 completed and submitted applications during this week which is an increase from previous years.



- ❖ The staff has been given a yearly Aztec Pride t-shirt, Azusa tote bag, clipboards, and miscellaneous supplies on the first day of school to welcome back the staff and celebrate the teachers and staff over the last three school years.
- ❖ Student Banners of former IB Graduates have been designed, printed and hung throughout the campus to celebrate the successes of students that completed the rigorous IB Program. These banners help to improve the college-going culture on campus.
- ❖ Since the 2017-18 school year, every Friday morning before school starts, a motivational song is played based on the year's educational theme. In 2017-2018, the song chosen was "Brave" by Sara Bareilles. In 2018-2019, the song chosen was "Hall of Fame" by The Script and Will.I.Am. For this school year, our theme song is "High Hopes" by Panic at the Disco. The students and teachers enjoy hearing these songs on Friday and motivate them with the message from the song.
- ❖ Staff celebrates counselors, classified staff, and certificated staff during weeklong celebrations at different times throughout the school year.
- ❖ Administration pays and hosts a Winter Break Holiday Party for all staff members. During the celebration, there is a costume contest and a white elephant gift exchange between the staff members.
- ❖ This year we have also worked with local businesses, partners, and Azusa High Staff to bring Christmas to seven families in need. Azusa High's Parent Center Maritza Martinez and Community Partner Engagement Betty Sodir worked with our community and staff to deliver food, drinks, and gifts to seven families in need at Azusa High.

### Campus Facilities

- ❖ The school cafeteria has done extensive remodeling with Cafe Azteca, which includes the installation of new seating. With the remodeling, the cafeteria also began offering greater nutritional options including fresh fruits and vegetables daily.
- ❖ New internet lines have been installed with faster bandwidth to support the increase of Chromebooks on campus.
- ❖ New windows were installed in the Health Office.
- ❖ Ten new lunch benches were purchased and distributed around campus.
- ❖ In 2016, the district installed new fencing around the campus. Security cameras were added to the entrances as well. The district improved the fencing in 2019 by upgrading the gates and entry points around campus.
- ❖ The gymnasium has seen two major upgrades to its facility. In 2016, the air conditioning was added. In 2019, the sound system was upgraded to better accommodate events inside and a projector screen was installed enabling visual presentations.
- ❖ Azusa High has purchased 4 water bottle filler stations; so far two stations have been installed in the cafeteria and senior lounge to motivate students to drink water versus less healthy options.



- ❖ In 2017-18, Azusa Pacific University college students came in and volunteered their time and painted college logos next to teacher doors to inspire students to want to attend college.
- ❖ In 2019, a new electronic marquee was installed in the front of the school along Cerritos Ave.

### **Process for implementing and monitoring the schoolwide action plan aligned with LCAP:**

Azusa has worked continuously since the last full visit to address goals and action steps towards our Action Plan and how it aligns with our LCAP. The School Site Council worked to provide oversight on the Schoolwide Action Plan after the last WASC visit. WASC committees have met periodically throughout the past six years to ensure that the school was consistently working towards the action plan. Also, the action plan has been incorporated into the Azusa Leadership Team (ALT) meetings as well as staff meetings to discuss the progress toward our goals. Over the past two school years, since our 2016-17 mid-cycle visit, the staff has also been keeping track of their progress during their PLC meetings with Google documents. This allows the administration to follow up with the departments and better understand how they are effectively working towards the action plan goals. The staff was split into six different focus groups which collaborate on the progress as a whole from the last full visit. These continual updates provided by the staff are more detailed with a thorough investigation of our progress towards our action plan goals. Updates are presented annually to our District Board.

The following is the progress made towards our SPSA goals which are now aligned with our Action Plan and the LCAP.

### **Single Plan for Student Achievement Goal (SPSA) #1: Proficiency in Reading/ Language Arts and Mathematics - Increase student success on Common Core and narrow achievement gaps.**

- ❖ In 2015, 47% of our Junior class met or exceeded the English standards. In 2019, the English scores increased to 52%. In 2015, 20% of our Junior class met or exceeded the Math standards. In 2019, the Math scores increased to 31%. The internal school goal for 2020 is for English scores to increase to 60% and Math scores to increase to 40%.
- ❖ When comparing the Junior class to their previous scores in 8th grade, the English scores increased from 38% to 53% of students meeting or exceeding standards, which is a 39% increase of students meeting standards. In Math, the scores increased from 16% to 31% of students meeting or exceeding standards from 8th grade to 11th grade. This is a 94% increase of students during their first three years of high school.
- ❖ In the 2017-18 school year, we began ACES after analyzing SBAC data. This is a writing initiative that supports teachers in all subjects in order to respond to prompts by providing and supporting evidence. This technique allows teachers to break down prompts thereby enabling students to better (A) analyze the prompt, (C) understand the claim, and create a more thorough answer with (E) evidence and (S) support the evidence.

- ❖ In the 2018-19 school, we began using SBAC practice English and Math ICA exams. Teachers work together to grade and analyze what students need to work on before taking the actual SBAC exam in the spring. The data pulled from the ICA exam will be used to determine how to better support our Aztec Scholars. In the 2018-2019 school year, the Juniors were at 52% of meeting or exceeding standards on the English ICA. This school year, our Juniors are at 57% of meeting and exceeding the standards on the English ICA.

### **Single Plan for Student Achievement Goal (SPSA) #2: English Learner Progress - Improve the achievement of English Learners.**

- ❖ In 2016-2017, the reclassification rate of our English Learners was 27%. In 2018-2019, there was a drop in the percentage of students who were reclassified to 17%. This was an increase from the previous year of 11% when the ELPAC was first introduced. The initial drop is believed to have been caused by the change in the test and format.
- ❖ Azusa High School has increased the amount of Specially Designed Academic Instruction in English (SDAIE) classes offered. Additionally, the school maintains mandatory ELD/LTEL support classes for all EL students. The SDAIE teachers also meet monthly to discuss the progress of the students by working together to ensure all are receiving the support they need to be successful at Azusa High.
- ❖ English Language Learners receive additional support in the form of bilingual classroom aides.
- ❖ Stanford University worked with a cohort of teachers from Math and English during the 2018-19 school year on different teaching techniques that work well with English Learners. They provided videos, articles, and other types of support for different techniques to make the curriculum more equitable to all our students.

### **Single Plan for Student Achievement Goal (SPSA) #3: College and Career - Azusa Unified will increase all students' college and career readiness.**

- ❖ In 2015-2016, the college and career indicator was 32%. In 2017-2018, the percentage of Seniors college and career indicator increased to 42.4%. The goal of the 2018-2019 school year is to reach 51%.
- ❖ In 2013-14 we had 66 students (23%) who graduated with completing A-G courses. At the end of 2018-19, we had 81 students (28%) who graduated with completing A-G courses. Currently, for 2019-20 we have 135 that are currently A-G eligible for graduation out of 272 seniors for a current A-G rate of 49.6%. This year counselors have created an "On Track and Off Track" document to keep track of A-G and Graduation rates.
- ❖ In 2018-19 we were granted a \$1,000,000 grant through APU Upward Bound. They mentor 60 students in all grade levels to ensure college readiness upon graduation and continue to track them once in college.
- ❖ Beginning this school year, Citrus College has worked with our school to have a cohort of 30 Juniors or Seniors, who are non-AP students, to complete two elective, college courses per semester.

- ❖ In 2014, we had 347 AP exams given to our students. In 2019, we had 561 AP exams given to our students.

**Single Plan for Student Achievement Goal (SPSA) #4: Parent engagement and student and parent's positive perception - By June 2020, parent and student leadership, engagement, and positive perception will increase.**

- ❖ We have maintained data for the past two school years of parent involvement and have seen an increase in the levels of participation. In the 2017-2018 school year, we had 399 parents attend various events on campus. In the 2018-2019 school year, we had 843 parents attend various events.
- ❖ Our school has been ranked in the US News and World as a National Best High School earning the Silver Award in 2018 & 2019.
- ❖ In the 2017-18 school year, we began structured parent class visits. These walkthroughs happen monthly wherein the parents visit a different subject each month with our administration. Parents stay within the classes for approximately 6-8 minutes and are focused on the different types of structured student engagement techniques that the teacher may be implementing. They then debrief on what they observed and provide feedback to the teachers that were part of the walkthrough.
- ❖ Workshops are held monthly for parents to learn and engage with our Common Core curriculum. Parents are provided different levels of support to increase their understanding of what is being taught in the classes.
- ❖ In the Azusa Unified School District annual survey there was an increase in numerous topics from the parents and students highlighting that the perception of our school is trending in a more positive manner between the 2017-2018 and 2018-2019 school years.

**Progress Made on Visiting Committee Recommendations/Critical Areas for Follow-Up:**

- 1. Consistently review and revise the schoolwide action plan, following an agreed-upon timeline of implementation targets shared regularly with all stakeholders** (was revised in 2017 mid-cycle visit from Development and articulation of one plan that aligns the goals of the SPSA, WASC Action Plan, district initiatives/ professional development, principal's goals, with measurable implementation targets).
  - ❖ All stakeholders have access to the school-wide action plan which was distributed as a hard copy and has also been featured on our website.
  - ❖ The action plan has been discussed annually to make sure it is still appropriate for our school. In addition, staff and department meetings have been utilized to facilitate those discussions. Departments keep track of their PLC information with data sheets to verify that the action plan is being discussed and that the goals are still our number one priority.
  - ❖ All departments have also created SMARTER goals to ensure they are working towards the goals set forth by the action plan. The SMARTER goals are emailed biweekly and updated annually by each department and edited throughout the year. The departments have conversations around the SMARTER goals monthly to

make sure they are striving to reach those goals. One goal is set by the administration and the rest are created by the department utilizing data recognizing improvements needed for the students.

- ❖ The School Site Council reviews the action plan annually verifying that it is still aligned with the SPSA.

**2. Increase student achievement with the Common Core and narrow achievement gaps through continued support for all stakeholders in the implementation of CCSS-based curriculum and instruction** (was revised in 2017 mid-cycle visit from Continue differentiated professional development opportunities for faculty and staff to support the transition to CCSS based instruction).

- ❖ The SBAC first produced results in 2015. In 2015, 47% of our Junior class met or exceeded the English standards. In 2019, the English scores increased to 52%. In 2015, 20% of our Junior class met or exceeded the Math standards. In 2019, the Math scores increased to 31%.
- ❖ In the 2017-18 school year, we began ACES. This is a writing initiative that supports teachers in all subjects. This technique allows teachers to break down prompts thereby enabling students to better analyze the prompt, understand the claim, and create a more thorough answer with evidence and support. The ACES team is made up of a group of teachers in diverse subjects who meet monthly to discuss focus areas and how to assist teachers to utilize it in their classrooms.
- ❖ In the 2018-19 school year, we began using SBAC practice English and Math ICA exams. Teachers work together to grade and analyze what students need to work on before taking the actual SBAC exam in the spring. In 2018, the ELA ICA percentage was 52% and in 2019, the ELA ICA percentage increased to 57% for met and exceeded standards. In 2018, the Math ICA percentage was 25% that met or exceeded standards and the Math ICA is scheduled for January 2020. The data pulled from the ICA exam will be used to determine how to better support our Aztec Scholars and the scores will also be provided to students for discussion and goal building.
- ❖ Core subjects have created Common Formative Assessments (CFA) and Common Summative Assessments. The teachers then analyze the data to drive instruction. They work within their PLC groups and work through the PLC cycle to make instruction more focused and narrow the achievement gap.
- ❖ CALLI training began in the 2017-18 school year district-wide. This focus has been on collaborative elements within all subject disciplines.
- ❖ CPM, *Collections*, and other CCSS-based training has been offered to classified staff, including instructional and bilingual aides, creating a higher awareness of the curriculum and instructional engagement focus areas so that they can better support instruction within their assigned classes.
- ❖ NGSS training for the Science Department has been supported by the TOSA's.
- ❖ All English, History, and Math classes are provided with chrome carts so that students are more prepared for online testing and the ability to utilize a variety of programs.

- ❖ There is an increased online presence by administration and staff utilizing Facebook, Instagram, and Twitter to promote a variety of events happening on and off campus.
- ❖ Monthly calendars of events happening are distributed to all parents, staff, and students.
- ❖ This year a Science teacher has been assigned to serve as a Science Lab Lead Teacher as well as the Computer and Technology Apps Leader. This allows teachers to reach out to him with any problems and/or questions they may have.

3. **Increase connection and engagement of students, parents, and all staff with the school through multiple opportunities for involvement and leadership** (was revised in 2017 mid-cycle visit from Continue to connect students, parents, and staff to the school and community).

- ❖ In the 2017-18 school year, we established our student-centered master schedule. A diverse team of certificated staff applies and is selected and works off-site for multiple days to create the master class schedule. They focus on the students' educational and elective needs. Scheduling is then conducted with the idea to have the least class conflicts allowing students the opportunity to take as many self-selected courses as possible that are required to meet A-G or career readiness expectations.
- ❖ In the 2018-19 school year, we established the use of Aztec Saturday Academy to increase student engagement. Students can make up work, tests, or complete assignments to increase their understanding of their class topics. Students must attend Saturday School to clear unexcused absences, 10 tardies, or 6 trancies before they can attend an after-school event.
- ❖ Our school has been ranked in the US News and World as a National Best High School earning the Silver Award in 2018 & 2019.
- ❖ In 2017-18 we implemented a semi-annual Academic Awards Night. Students are recognized per semester for their achievement and academic successes with Gold (3.75 GPA and higher) and Silver levels (3.25 to 3.74 GPA).
- ❖ In 2017 we began to recognize College Signing Day with our Seniors where seniors commit, in April, to which college they will be attending in the fall. Students were given a certificate and a free lunch.
- ❖ In the 2017-18 school year, we began structured parent classroom visits. These class visits happen monthly wherein the parents visit a different subject each month with our administration. Parents stay within the classes for approximately 7 minutes and focus on which structured student engagement structure is being implemented by the teachers. They then debrief on what they observed and provide feedback to the teachers that were part of the walkthrough.
- ❖ This school year we added an athletic trainer to our staff to provide more support for our scholar-athletes.
- ❖ Workshops are held monthly for parents to learn and engage with our Common Core curriculum. Parents are provided different levels of support to increase their understanding of what is being taught in the classes.
- ❖ Increased partnerships with our community include the following:

- ❖ Beginning this school year, Citrus College has worked with our school to have a cohort of 30 Juniors or Seniors, who are non-AP students, to complete 2 elective college classes per semester, for a total of 4 classes per year.
- ❖ Azusa Pacific University-led programs, such as Upward Bound, Azusa Community's Day of Service, Azusa Calculates tutoring, service learning, science partnerships, and counseling interns.
- ❖ In 2018-19 we were granted a \$1,000,000 grant through APU Upward Bound. They mentor 60 students in all grade levels to ensure college readiness upon graduation.
- ❖ In 2019-2020 the school was provided a grant through LACOE to support two new campus positions, Parent Engagement Support, and Community Partner Specialist, thereby enhancing our community partners and parent involvement.
- ❖ McKinley Children's Services offer year-round therapy for students Monday-Friday
- ❖ In 2019-2020 we added a Well-Being Center to support our students. Two therapists/counselors have been added to this center for three days out of the week.
- ❖ In 2019-2020 we added the Think Together! Student support program. Think Together! Supports students before school (7:00-7:50 am) and after school (3:00-6:00 pm) with tutoring and homework help, arts and crafts, and a hangout spot. We have one coordinator on campus who organizes events and tutoring for our students. Based on our demographic needs, a Spanish speaking tutor was hired to support English Learners.
- ❖ An agreement with Citrus College, which allows IB students to check-out materials from their campus library
- ❖ Chick-Fil-A offers a leadership academy to our students. They also provide gift cards for students' achievements, i.e. Student of the Month, etc.

4. **Continue to advance achievement for all students, including English language learners and students with disabilities, through increasing rigor and implementation of first, best instructional practices with clearly defined accountability** (was revised in 2017 mid-cycle visit from continue to advance student achievement and engagement of all students, including English Learners and Special Education, through increasing rigor and implementation of first, best instructional practices with clearly defined accountability).

- ❖ In 2014 we had 347 AP exams given to our students. Out of that 347, 193 passed the exams with a passing rate of 56%. In 2019, we had 561 AP exams given. Out of that 561, 168 AP exams were passed. Our percentage of passage was 30%.
- ❖ We have increased the number of Chromebooks in all our classes to better support the students.
- ❖ In 2013-14 we had 66 students (23%) who graduated with completing A-G courses. At the end of 2018-19, we had 81 students (28%) who graduated with completing A-G courses. For 2019-20 we have 135 that are currently A-G eligible for graduation out of 272 12th graders for a current A-G rate of 49.6%.

- ❖ In 2013-14, the graduation rate was 92.3%. In 2018-19, the graduation rate was 92.1%.
  - ❖ Since 2017-18 there has been district led CALLI training for all teachers on staff. CALLI training promotes collaborative learning and teaches multiple structured student engagement, discussion and collaborative techniques across disciplines with a focus on Complex - Think - Pair - Share.
  - ❖ Stanford University worked with a cohort of teachers from Math and English during the 2018-19 school year on different teaching techniques that work well with English Learners. They provided videos, articles, and other types of support for different techniques to make the curriculum more equitable to all our students.
  - ❖ Departments created grading rubrics in their PLC groups to make grading more equitable among teachers. Teachers also completed a workshop on calibrating their grading, so the entire department is grading in the same manner for the common assessments.
  - ❖ Every department has SMARTE goals that are created and updated annually. Administration creates one goal and the rest are created by the specific department. They are all created with the focus of improving student success in that subject.
  - ❖ Rigor (defined as using inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasingly complex levels of understanding) has increased across subjects due to the shift to Common Core. Teachers have collaborated and are now using new curriculum and materials aligned with CCSS. Students in Special Education can access this curriculum with the support of their IEP accommodations and modifications in the general education classroom, as well as the support of case carriers and Special Education instructional assistants. English Language Learners receive support in the form of bilingual classroom aides, SDAIE classes, and classroom periods of ELD/LTEL support.
  - ❖ Azusa High School has increased the amount of SDAIE classes offered to include sections of SDAIE Math (3), English (4), History (2), and Science (2). Additionally, the school maintains mandatory ELD/LTEL support classes for all EL students. The SDAIE teachers also meet monthly to discuss the progress of the students by working together to ensure all are receiving the support they need to be successful at Azusa High.
  - ❖ Students in Life Skills classes are often mainstreamed for elective courses, such as Choir, Physical Education, Ceramics, and/or Art.
  - ❖ Special Education and General Education teachers are now co-teaching in two sections of Math.
5. **Develop and implement school-wide protocols for regular collection and analysis of actionable data to determine the efficacy of all campus programs and increase data-driven decisions** (was added in the 2017 mid-cycle visit).
- ❖ Multiple staff members have attended an off-site PLC training. This training provided details on the most efficient way to PLC and how to calibrate exams to make decisions more data-based moving forward. They then provided details to all



staff members at our monthly faculty meetings. Also, in 2017-18 there was PLC training on Saturdays for staff members.

- ❖ In 2018-19, department chairs were provided with PLC training during the school day in order to discuss the current successes, challenges, and next steps of data-driven discussions in their departments.
- ❖ During the 2018-19 school year, Azusa High adopted the use of a new online testing platform, Illuminate. District TOSAs have provided multiple trainings on navigating the platform and how to use it effectively for online testing and analyzing data by standards mastered.
- ❖ Staff members have offered Google classroom training so that more teachers are using it in their classes. This is another way to quickly analyze data by having work completed online.
- ❖ In the 2018-19 school year, Azusa High began giving the SBAC ICA exams for Juniors. This allows us to analyze the data and predict scores before they take the actual exam. More importantly, the exams are calibrated, graded, and discussed by Azusa High Staff across the subjects in order to better understand how all teachers can support the writing, math, and analysis required by the SBAC exam. From this data, we drive instruction to ensure students have mastered standards.
- ❖ Every department has created SMARTER goals annually. These goals are all measurable and monitored by our administration. One goal is given by the administration and the other goals are created by the departments.
- ❖ In the 2019-20 school year, each department also completed its “PLC Collaboration Outcomes” which placed department norms, SMARTER goals, standards, and intervention agreements all on one document.



## Chapter 2: Student/ Community Profile and Supporting Data and Findings

## Demographic Data

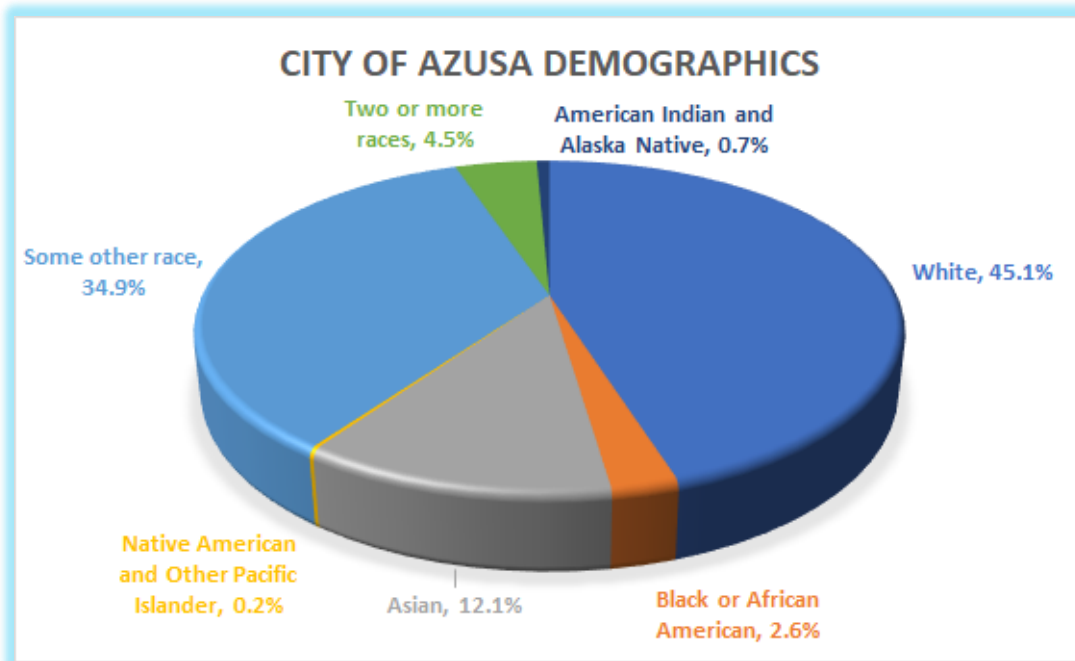
### 1. Community

Azusa High School is a part of the city of Azusa, known as “The Canyon City.” Azusa is a community of 49,029 residents, located along historic Route 66, which offers convenient access to both urban and rural settings: it is just twenty-four miles northeast of Los Angeles, but is situated at the entrance of the San Gabriel Canyon, leading to the San Gabriel Mountains National Monument. It has a total land area of 9.68 sq. miles. Visible from a 30-mile radius is an “A” representing Azusa on the San Gabriel Mountainside. When the original letter was destroyed in a 2014 wildfire, a group of residents climbed the mountain to replace the A, demonstrating the pride Azusa’s residents take in their community. “Azusa stands for everything from A to Z, in the USA” is a phrase that the Chamber of Commerce has utilized for many years to promote the city.



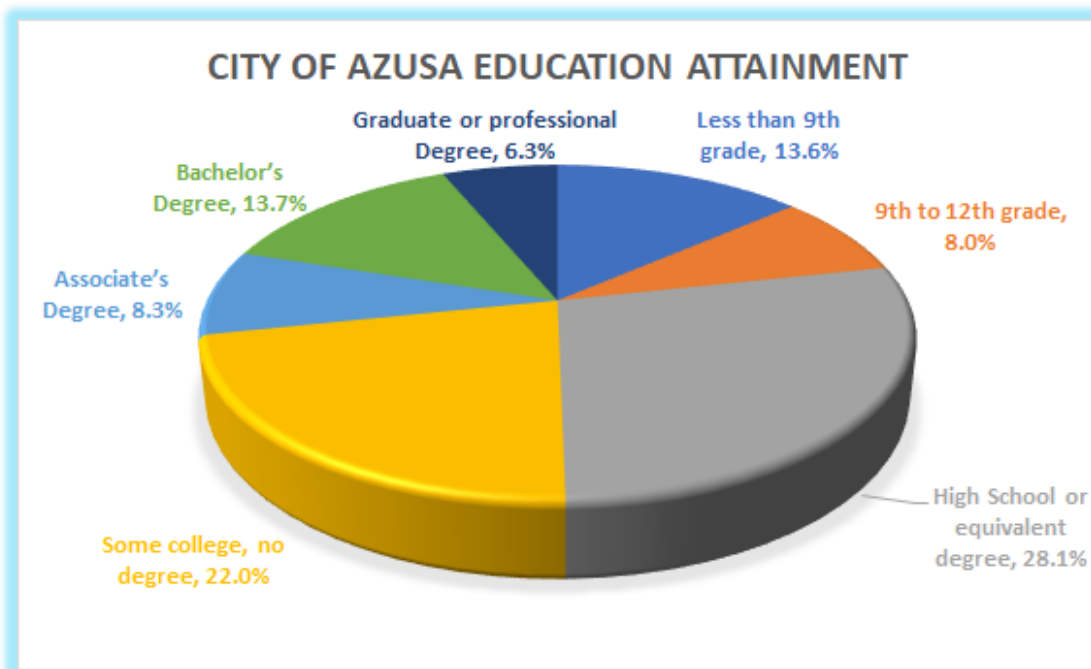
#### 1a. Community Demographics

According to the most recent census information, the population by race is as follows:



Source: <http://worldpopulationreview.com/us-cities/azusa-ca-population/>

The education attainment in Azusa is:



Source: <http://worldpopulationreview.com/us-cities/azusa-ca-population/>

The census also estimates that 43.77% of Azusa residents speak only English, while 56.23% speak other languages. The non-English language spoken by the largest group is Spanish, which is spoken by 46.13% of the population. Our school consists of 20% of our students still classified as English Learners, with our most common home language being Spanish.

### 1b. Community Trends



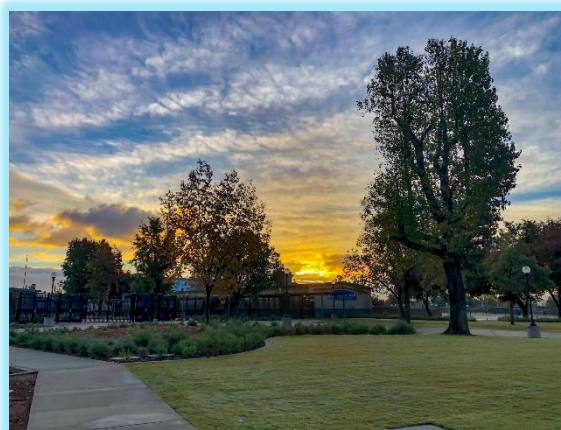
Azusa is a predominantly middle-class community. Median household incomes over the past ten years have ranged from \$50-60k with \$57,728 being the estimate in 2017. Between 2000 and 2018, the median home sales price of existing homes increased 236 percent from \$139,500 to \$468,250. Median home sales price increased by 80.1% between 2010 and 2018. People estimate that the increase in homes has led to our decreasing enrollment. More families seem to be moving out east to more affordable housing. However, current estimates indicate 16.37% of households live below the poverty line. In the present 2019-2020 school year, 83% of Azusa High School's students are classified as socio-

economically disadvantaged. The homeless count in Azusa has increased from 23 in 2015 to 321 in 2019. The completion of the Metro Gold Line with its last two stops in Azusa brought in more of the homeless population to Azusa.

According to the 2010 census, of the 12,716 households in Azusa, 47% have children under 18 years old. Seventy-five percent of households contain families. Fifty percent of families are led by married couples, while 18% are led by single females, and 8% by single males. The majority (54%) of Azusa's residents own their homes, while 46% rent. Azusa Pacific University, a private Christian college located a few blocks from the Azusa High School campus, is the largest employer in the city. The Azusa Unified School District is the second-largest employer. Since 2010, the unemployment rate in Azusa has ranged from 8% to 9%.

## 2. School

Azusa High School, built-in 1956, is the oldest standing high school in the city. It's 39-acre campus serves 1,196 (2019) students at a 21:1 student-to-teacher ratio. Students are enrolled in a six-period day, with the option of taking a zero period or 7th-period class. Azusa High School's student enrollment is slightly larger than the district's second high school, which has an enrollment of 1,000. The Azusa Unified School District is comprised of one preschool/TK school, eight elementary schools, one K-8 school, three middle schools, two comprehensive high schools, and an alternative education center that contains a continuation high school and adult education center.



Azusa High School operates on a traditional 180-day school year from August to June, offering 57-minute classes, Monday through Friday, apart from Wednesday's 49-minute classes. The school day begins at 8:00 A.M. and ends at 2:50 P.M., except for Wednesdays, which have been designated as Early Release days since the 2014-2015 school year. This schedule allows teachers to attend a rotating schedule of department meetings, faculty meetings, and Professional Learning Communities (PLC) during the remaining hour. The school schedules minimum days before long breaks and classes end at 12:35 P.M.

## 3. Parent and Community Involvement

The Parent and Community Center, established in 2013, is open every school day and provides information and support for both English and Spanish-speaking parents. On Thursdays, the Parent and Community Center hosts *Café Azteca*, which features guest speakers on a variety of school and district related topics of interest. The Parent and Community Center also provides workshops for parents on subjects such as transitioning

from middle school to high school and preparing for college. Parents may also access school computers to check the AERIES grade portal, meet with school personnel, participate in campus tours, and elicit other information pertinent to their child's education.



As part of Azusa High School's effort to continually involve parents in all aspects of their children's education, parent groups conduct pre-arranged classroom observations. These observations occur once a month, one department per month,

with the intent to have parent groups visit classrooms from each department by the year's end. During observations, parents can familiarize themselves with the curriculum, witness a typical day of instruction for their students, and understand how to better support their child in the subject.

Further, Azusa High School staff collaborates with parents on a variety of committees to ensure instruction, activities, and programs are consistent with student need. These committees include School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and District Parent Advisory Committee Plus (PAC+). The School Site Council, which consists of peer-elected teachers, classified staff, students, and parents, meets monthly to discuss school programs and budgets. The SSC evaluates the effectiveness and appropriateness of the various components relative to the goals of the school and acts as a mode of communication between the community and the school. The English Learners Advisory Committee (ELAC) meets four times per year to further support the English and Spanish-speaking parent community. Meetings and training include, but are not limited to, discussion of graduation requirements, summer school, information on school clubs and sports, student well-being, computer applications information, and college-readiness. Meetings may also include speakers from the community and opportunities for parents of English-learners to ask questions and provide input related to campus academics and programs. English classes for our community parents are offered on Wednesdays.

Additionally, parents are involved with:

- 
- |  |                                  |
|--|----------------------------------|
| ❖ <b>Positive Behavior Interventions and Supports (PBIS)</b> | ❖ <b>Drama Boosters</b>          |
| ❖ <b>Parent and Community Center Classes</b>                 | ❖ <b>Football Boosters</b>       |
| ❖ <b>Band Boosters</b>                                       | ❖ <b>Softball Boosters</b>       |
|  | ❖ <b>Parent Class Visits</b>     |
|  | ❖ <b>Evening Parent Meetings</b> |
-

- 
- ❖ **Café Azteca**
  - ❖ **College Fair**
  - ❖ **Back-to-School Night**
  - ❖ **Mecha: Day of the Dead**
  - ❖ **Aztec Expo**
  - ❖ **Report Card Night**
  - ❖ **Fifth and Sixth Grade Parent Night**
  - ❖ **Parent English Classes**
  - ❖ **Monthly Parent Center Calendar**
  - ❖ **Eighth Grade Orientation**
  - ❖ **Monthly Positive Messages to Staff Members**
- 



Azusa High School holds many community partnerships that provide the school with valuable resources and donations, including funding for the student academic-incentive program named “Renaissance.” One partnership of note is the Northrop-Grumman High School Involvement Partnership (HIP), which exposes science and math students to engineering fields.

The school also frequently partners with Azusa Pacific University. For instance, APU Psychology and Counseling interns provide counseling services to students based on faculty and/or parent request. After-school tutoring programs are also funded by APU, with student teachers providing one-on-one academic support in math and English. In addition to APU Counseling services, the school partners with McKinley Children’s Services and Los Angeles County Office of Education to provide additional educational and outreach services. This school year, Azusa High also added a wellbeing center on campus. This is a place where students can go and speak with somebody about issues that are bothering them. The wellbeing center also provides other resources of information to our students.

The restaurant Chick-Fil-A works with the school to offer the Chick-Fil-A Leader Academy, which engages students in monthly Leader Labs to focus on leadership skills and the creation of community impact projects. In the 2017-2018 school year, Target donated money to the school for a staff holiday party, as part of a school-wide effort to boost staff morale. Additionally, Starbucks donates coffee for a staff



appreciation breakfast. Numerous other local businesses contribute services and goods to support individual programs on campus, including Azusa Greens Country Club, Foothill Federal Credit Union, SchoolsFirst Credit Union, and DeLong Unlimited. Private donations have also been made by Mayor Joe Rocha, Azusa residents, and Azusa alumni that continue to support the school. Many businesses the school partners with host job shadowing for students in the spring.



Azusa High School was selected to partner with Los Angeles County Office of Education (LACOE) as part of the Community Schools Initiative. A program specialist and educational community worker through LACOE were placed at AHS full time to facilitate a community-focused approach to meet the needs of students, families, and staff.

Partners who have supported AHS through the Community Schools Initiative this year include: American Job Center of California, Department of Mental Health, Vet Hunters Project, Tzu Chi Foundation, Feed the Children, Hilda Solis' Office, Azusa Target, Sheriff's Department Homeless Team, as well as AHS teachers and staff who have stepped in and provided support that goes beyond their current assignment. Such an event in which staff came together to support AHS families in need was held in December as seven families were selected to receive food, gifts, and some needed cheer. For many students the holidays can be the hardest time of year. Students were carefully nominated by staff as these families were facing especially difficult times such as living in a motel, facing food insecurity, as well as a student who was an unaccompanied homeless youth with no familial ties in the community. Collectively the staff provided gifts and food valued at over \$900. The network of support at AHS continues to grow as new members come on board to work toward the common goal of creating a successful thriving community.

#### **4. WASC Accreditation History**

The previous self-study took place in November 2013. The result was that Azusa High received a six-year term of accreditation with a two-day mid-cycle visit. During the mid-cycle visit in February 2017, a one-day special progress visit was assigned to take place in March 2018. In the 2013 visit, four items were issued for our action plan. During the 2017 visit, an additional item was added to our action plan that focused on the collection and circulation of actionable data. In the 2018 visit, the action plan remained the same as the 2017 version as the visiting WASC committee acknowledged the progress we had made as a school.

In addition to a discussion of the WASC action plan conducted in ALT meetings, stakeholders monitor the plan through various means of campus collaboration. Azusa High School has taken clear steps since the last WASC visit to improve upon the five

areas of the Action Plan, as well as additional areas noted by staff, students, and parents. These improvements include monthly Professional Learning Communities (PLCs) aimed at increasing communication and optimizing student outcomes, introduction of co-teaching classes for students in special education, mandatory ELD intervention courses for the EL population, training in Common Core Curriculum for all certificated staff, and introduction of new curriculum for mathematics, history, and English, with training for all teachers assigned to these content areas.

Faculty, staff, and administration are aware that a clear focus on the schoolwide action plan and its critical areas is essential to optimizing students' success. School progress on the action plan since the last WASC visit includes creation of a unified school plan for student academic success, refining the PLC process, discussion and/or creation of



common formative assessments for all common subjects, professional development in increasing data-driven Common Core instruction, and building stronger ties between staff, parents, and the community.

The WASC team has met multiple times since the previous visit, and discussion of the school-wide action plan is an agenda item on every Aztec Leadership Team and faculty meetings (both classified and certificated meetings). Parents have added input to the WASC report at different times during the Cafe Azteca. Additionally, departments have been asked to report on action plan progress or other WASC related business for a portion of every meeting over the last year and a half. Once

sections have been edited by staff, administration, and district staff have also helped to edit and add information before the WASC chapters are finalized.

## 5. School Purpose

### Vision:

Every Student: College and Career Ready

### Mission:

Our mission is to provide a 21st century education that emphasizes critical thinking, effective communication, and respect for diversity, in a safe and positive environment, supported by collaborative community involvement, in order to create successful citizens that are college prepared and career ready.

The staff of Azusa High School commits to offering students rigorous courses of Common Core-based instruction, administered by highly qualified staff using research-based instructional practices in an atmosphere that expects excellence and collaboration. Azusa High School's vision



statement and mission statement align the focus for all staff, parents, and students to ensure every student leaves the school well-prepared for her or his post-secondary plans. The school has begun to critically examine its mission statement at faculty meetings, by way of staff feedback and discussion on whether the mission accurately reflects the school's purpose. Additionally, all departments were asked to provide feedback on the statement and examine whether the school is collectively addressing this mission within its daily practice.

## 5a. SLOs

Azusa High School's current SLOs were developed in the fall of 2006 and reevaluated and affirmed by the ALT in 2013 in accordance with the new district vision. The SLOs represent the intended characteristics and outcomes for all students of Azusa High School. All teachers have been provided with a poster of the SLOs to display in their classroom; however, greater discussion of what the SLOs mean and look like in practice, how they are measured, and how they can be shared more widely with all staff, students, and parents is intended to take place, following the current critical discussion of the mission and vision statements.

# SLOs

## Schoolwide Learner Outcomes

*Azusa High School prepares its graduates to be . . .*

### **A**cademic Critical Thinkers who:

- engage in critical thinking
- challenge themselves in courses
- communicate effectively
- meet or exceed the District and State standards

### **H**ighly Effective Communicators who use:

- research skills
- organizational strategies
- appropriate technology

### **S**uccessful Citizens who

- make good choices in daily living
- are accountable for their actions within the community
- are prepared to pursue college and career plans after graduation

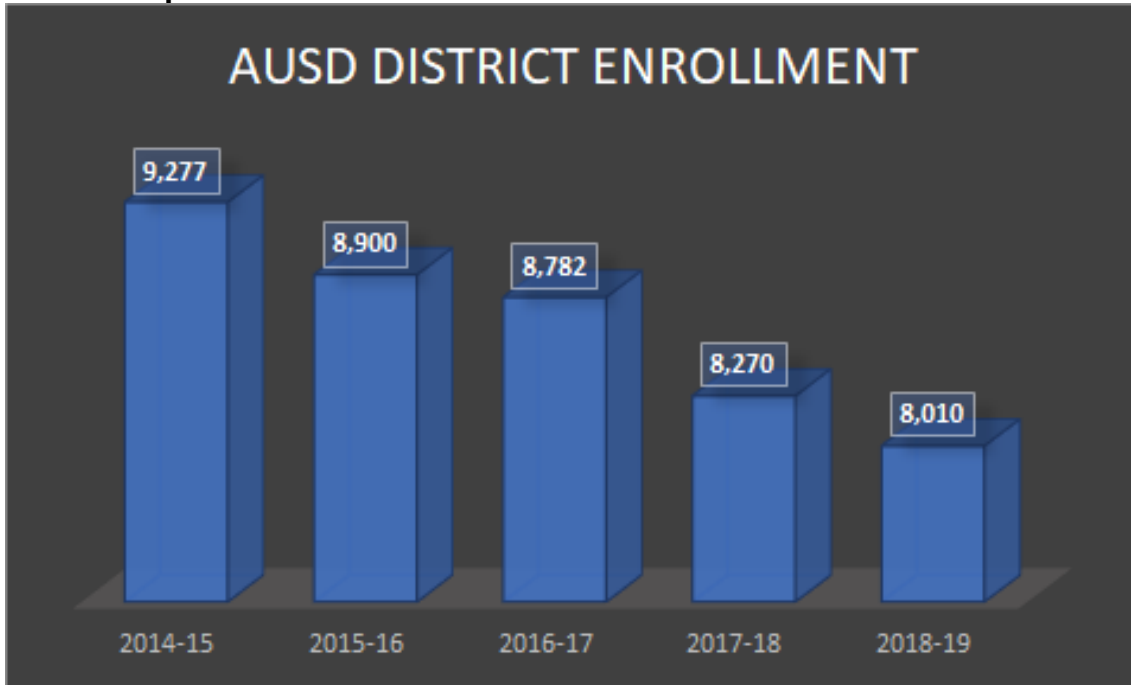
## 6. Status of the School

Azusa High School is a Title I Targeted Assistance school with a focus on math and English, beginning in the 2013-14 school year. Eligibility was determined based on free and reduced lunch percentages. Currently, 83.8% of Azusa High School students receive free and reduced lunch. District policy mandates that any school which has 70% or

higher of its student population enrolled in the Free and Reduced Lunch Program automatically receive funding allotted from the district’s Title I funds.

**7. Enrollment Data**

**7a. General Population Enrollment**



Source: <https://dq.cde.ca.gov/dataquest/>

Azusa High School- Breakdown of Student Population by grade/gender								
Year	Population	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12th Grade	Ungraded Secondary*	Female	Male
2014-15	1,393	341	362	318	372	--	678	715
2015-16	1,289	338	331	300	307	13	612	677
2016-17	1,289	332	344	301	293	19	590	699
2017-18	1,245	318	337	289	286	15	576	669
2018-19	1,196	306	308	291	291	0	576	620

\*Students returning to AHS for the fifth year

Source: <https://dq.cde.ca.gov/dataquest/>

Enrollment at Azusa High School has decreased slightly since last year. This corresponds with district enrollment: As Azusa High School’s enrollment has subtly decreased, enrollment throughout the district has decreased. This current year the district lost 6% of the total population which will impact the district's total budget.



<b>AHS Racial/Ethnic Survey</b>					
<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Latino/Hispanic	1,256 (90.1%)	1,179 (91.5%)	1,182 (91.7%)	1,147 (92.1%)	1,115 (93.2%)
White (Non-Hispanic)	68 (4.9%)	45 (3.5%)	41 (3.2%)	42 (3.4%)	35 (2.9%)
Filipino	32 (2.3%)	21 (1.6%)	14 (1.1%)	13 (1.0%)	11 (0.9%)
African American	14 (1%)	18 (1.4%)	22 (1.7%)	18 (1.4%)	10 (0.8%)
Asian	17 (1.2%)	16 (1.2%)	20 (1.6%)	17 (1.4%)	17 (1.4%)
Two or More Races	3 (0.2%)	5 (0.4%)	6 (0.5%)	6 (0.5%)	5 (0.4%)
American Indian/Alaska Native	3 (0.2%)	5 (0.4%)	4 (0.3%)	2 (0.2%)	3 (0.3%)

Source: <https://dq.cde.ca.gov/dataquest/>

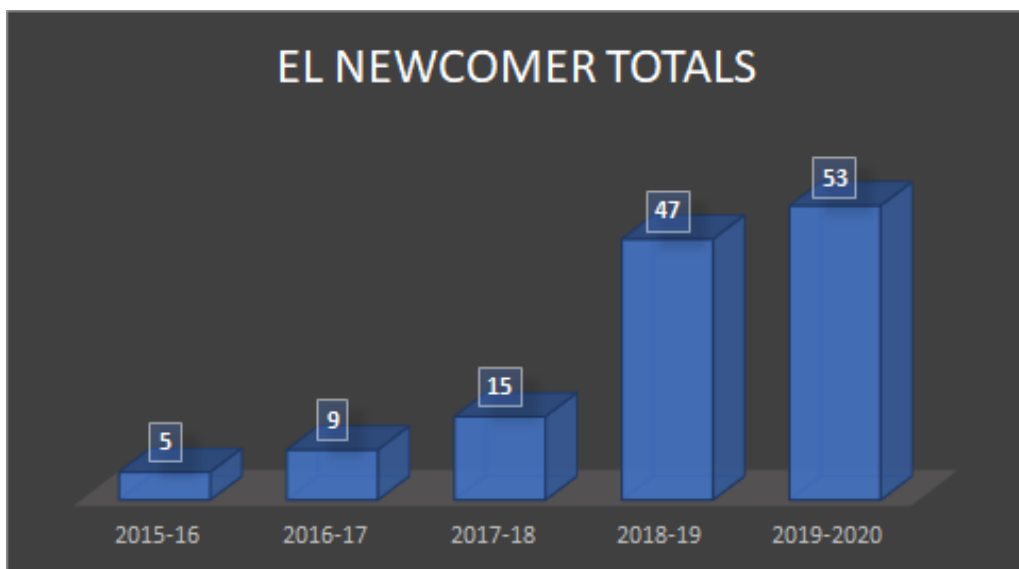
Azusa High School’s racial and ethnic breakdown indicates that the school is predominantly Hispanic. This correlates with district trends: ninety-two percent of the total students enrolled in the Azusa Unified School District are Hispanic (2018-19). The racial and ethnic percentages of Hispanics have increased over the past six years.

**7b. English Language Learners**

<b>Enrollment by Language Acquisition- Azusa High School</b>					
	<b>English-Only</b>	<b>EL Pop.</b>	<b>LTEs</b>	<b>Initial FEP</b>	<b>RFEP</b>
<b>2014–15</b>	523 (37.5%)	293 (21.0%)	233 (16.7%)	129 (9.3%)	448 (32.2%)
<b>2015-16</b>	476 (36.9%)	245 (19.0%)	147 (11.3%)	104 (8.1%)	464 (36.0%)
<b>2016-17</b>	465 (36.8%)	209 (16.2%)	106 (8.4%)	95 (7.4%)	511 (39.6%)
<b>2017-18</b>	466 (37.4%)	204 (16.4%)	87 (7.0%)	65 (5.2%)	510 (41.0%)
<b>2018-19</b>	445 (37.2%)	245 (20.5%)	167 (13.7%)	48 (4.0%)	458 (38.3%)

Source: <https://dq.cde.ca.gov/dataquest/>

Since 2008, Azusa High School has been the designated ELD high school for the district and until this current school year received all ELL students who reside in our boundary and those that are new to the country. Gladstone High began offering newcomer courses this school year. The percentage of English-language learners (ELL) and Long-Term English Language Learners (LTEL) has decreased over the past six years, while the number of Redesignated Fluent English Proficient (RFEP) students has increased. The success of ELLs on campus is the result of multiple efforts by the school to provide these students with the appropriate support and services.



Source: [School Database](#)

One large shift in the English Learner Population that we have seen a significant increase of Newcomer students that have been enrolling. Many of these students have not been in school for many years, if at all. Many also have learned Spanish as their second language and speak a language native to their village which has no written form. Since they have not been enrolled in school, many are illiterate. This adds a new level of difficulty for the teachers given all the different levels of English that the students possess while still going through the appropriate curriculum.

EL students who score at level 3 or below on the reading and writing sections of ELPAC may be placed in SDAIE classes for all core classes. CAASPP and/or teacher recommendations may also be considered. In addition, all LTEL students are assigned to an ELD course. Students who are newcomers to the United States (entry within the last 3 years) are placed in an intensive two-period ELD course according to the results of the ELPAC assessment.



<b>EL Enrollment by Primary Language</b>			
	<b>Spanish</b>	<b>Filipino or Tagalog</b>	<b>Other</b>
<b>2014-15</b>	281 (96%)	5 (2%)	7 (2%)
<b>2015-16</b>	233 (95%)	4 (2%)	8 (3%)
<b>2016-17</b>	200 (96%)	4 (2%)	5 (2%)
<b>2017-18</b>	200 (98%)	2 (1%)	2 (1%)
<b>2018-19</b>	240 (98%)	3 (1%)	2 (1%)

Source: <https://dq.cde.ca.gov/dataquest/>

Of the English-language learners at the school, the majority are Spanish-speaking. The predominance of Spanish-speaking students reflects a larger trend throughout the district; 98% of the EL population within the Azusa Unified School District speaks Spanish at home. The next largest group--- an approximate 1% ---speaks Filipino or Tagalog at home.

### 7c. Mobility/Transient Rate

<b>Mobility Rate</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Azusa High School	14.81%	13.20%	12.30%	13.78%	16.31%
District	11.52%	10.75%	10.86%	11.30%	12.40%

Source: [District Database](#)

The Mobility/Transient Rates have been consistent, ranging from 12% to 14% over the past six years, however, this year we have identified more mobile/transient students at 16.31%.

### 7d. Advanced Placement

<b>AP Enrollment by Course</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Course</b>	<b>Enrollment</b>				
Biology	27	27	19	43	42
Calculus AB	16	15	25	17	10
Calculus BC	--	2	3	--	3
C.S. Principles	--	--	--	25	32
Eng. Lang. Comp.	32	32	65	72	53
English Literature	22	18	25	23	54
French	--	2	12	6	9
Govt.	29	32	17	12	20
Human Geo	--	42	52	28	49
Physics - Elec & Mag	29	29	15	19	17



Psychology	47	47	37	26	28
Spanish Language	65	69	79	67	69
Spanish Literature	43	40	25	25	22
Statistics	27	27	34	29	22
U.S. History	30	31	50	36	52
Visual Art	--	6	9	4	12
World Hist.	23	22	29	29	53
Total Enrolled	390	441	496	461	547

Source: [College Board](#)

Azusa High School offers 17 different AP courses as of the 2018-19 school year, including the most recent course added, AP Computer Science Principles. Enrollment is listed above for all the courses that we offer. Enrollment numbers have varied in the classes offered through the years, but we have seen a 40% increase overall in our AP classes from 2014-15 to 2018-2019.

### 7e. Students in Special Education

Special Education Population by Program						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>RSP</b>	97	81	99	94	83	86
<b>SDC</b>	46	42	40	41	40	34
<b>Life Skills</b>	34	36	30	34	33	33
<b>Total (% of Pop.):</b>	<b>177 (13%)</b>	<b>159 (12%)</b>	<b>169 (15%)</b>	<b>169 (12%)</b>	<b>156 (12%)</b>	<b>153 (14%)</b>

Source: [District Database](#)

Special Education Population by Grade-Level						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>9th</b>	58	40	57	40	47	39
<b>10th</b>	34	53	36	52	36	46
<b>11th</b>	40	26	51	30	43	30
<b>12th</b>	45	40	25	47	30	38

Source: [District Database](#)

In the 2019-20 school year, 153 students were enrolled in the Special Education program, including students in Life Skills and those who receive services on another campus (e.g. non-public or adult transition) offered per their IEP through Azusa High School's special education program. District-wide, there are 1,216 students enrolled in special education (2017).



### Special Education Program

AHS meets the individual needs of students qualified for special education through a continuum of services, as determined annually by their Individualized Education Plans (IEPs). Each student is assigned a case carrier who facilitates meetings related to special education and who works with the student to best support his or her academic and socio-emotional needs. Some important points on the continuum of services include:

- Students enrolled in three or fewer special education classes are classified as part of the Resource Specialist Program (RSP). They participate in a combination of general education classes and Specialized Academic Instruction (SAI), chosen by their individual needs in collaboration with case carrier, general education teachers, and parents during their IEP meetings.
- Students in RSP may be fully mainstreamed into general education classes with consults by their case carriers. They continue to receive the accommodations and modifications established in their IEPs within these classes and are regularly monitored by their case carrier to ensure they are successfully accessing the general education curriculum.
- Students who spend over 50% of their school day (4 or more classes) receiving SAI within a self-contained class are classified as part of the Special Day Class (SDC) program. These students receive most of their instruction from a team of three teachers who provide an educational home-base for academic core-instruction.
- Students in the Life Skills classes exhibit moderate to severe disabilities. Students are placed in one of the three Life Skills classes per IEP decision. Most of their school day (70-100%) is spent within the Life Skills class, but some may be mainstreamed for up to three elective courses within the general education setting, following a determination by the IEP team with input from parents or guardians.

Students in special education also may receive additional individualized or group services including Speech and Language Services, Counseling, Occupational Therapy, and one-to-one care from Student Support Assistants. Students exhibiting severe social-emotional or behavioral concerns may be referred to Educationally Related Mental Health Services (ERMHS) through her or his IEP, resulting in on-campus counseling services with a psychologist.

#### 7f. Students on 504 Plans

<b>Students on 504 Plans</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b># of Students (% of Pop.)</b>	24 (1.7%)	18 (1.4%)	22 (1.9%)	32 (2.5%)	34 (2.6%)

Source: [District Database](#)



<b>Students on 504 Plans - Breakdown by Grade Level 2019-2020 school year</b>					
	9th Grade	10th Grade	11th Grade	12th Grade	Total
<b># of Students</b>	5	5	4	9	23

Source: [District Database](#)

Any student recommended for a Student Support Team (SST) who does not meet the criteria for special education is given the opportunity to have accommodations through a 504 Plan, which is written and implemented by the student's counselor with input from parents, students, general education teachers, Education Specialist, administration, and the School Psychologist. Students exited from the special education program due to no longer meeting the eligibility requirements may also be placed on a 504 Plan to ease their transition into the general education population.

### 7g. Gifted and Talented Students (GATE)

<b>Number of GATE Students</b>						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>9th</b>	35	23	28	26	13	8
<b>10th</b>	18	31	21	24	25	11
<b>11th</b>	40	16	31	19	24	23
<b>12th</b>	38	39	17	29	18	22
<b>Total:</b>	131 (9.4%)	109 (8.4%)	97 (8.5%)	98 (7.9%)	80 (6.7%)	64

Source: [District Database](#)

GATE screening first occurs at the third-grade level; students may be tested for GATE upon the request of a teacher, parent, or the students themselves. GATE students are offered Honors, AP, and IB programs and special event field trips. Activities for these students include semester meetings and an annual field trip. Additionally, counselors and teachers encourage participation in Honors and AP classes for all students enrolled in our GATE program. There has been a decrease in the percentage of GATE students enrolled at Azusa High School in the past six years.

### 7h. Advancement via Individual Determination (AVID)

<b>AVID Students by Grade</b>						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>9th</b>	55	59	42	42	72	48



<b>10th</b>	57	52	39	39	41	47
<b>11th</b>	51	56	61	39	67	34
<b>12th</b>	43	51	48	52	59	49
<b>Total:</b>	<b>206 (15%)</b>	<b>218 (17%)</b>	<b>190 (15%)</b>	<b>172 (16%)</b>	<b>239 (20%)</b>	<b>178</b>

Source: [AVID coordinator](#)

AVID focuses on helping Azusa High School students become college-ready, through preparation in the classroom, as well as, visits to college campuses. Azusa High School's AVID site team includes representatives from all departments. In the 2018-19 school year, there were 239 students enrolled in an AVID course. Specific details of the program by grade-level are described below.

### **9th and 10th grade**

Prerequisite: 2.4-3.5 GPA.

The AVID course is an elective class for students who are college-bound. The AVID curriculum focuses on writing, inquiry, collaboration, organization, and reading (WICOR) through both teacher and tutor-led activities. While concurrently enrolled in a college-prep (A-G) course of study, students learn strategies to enhance success. Note-taking, outlining, writing, speaking, reading, test-taking strategies, and self-awareness are all developed and integrated. In addition, the course offers team-building activities and intensive preparation for the SBAC, ACT, and SAT. There is a document that we provide to students for recommended AVID courses to take during high school to prepare them for college which recommends AP, IB, and Honors courses every year.

### **AVID- 11th Grade**

In addition to the skills learned in grades 9 and 10, the AVID course for junior year prepares students for entrance into four-year colleges by emphasizing analytical writing, preparation for college entrance and placement exams, college study skills, oral language development, note-taking, and research. Students are expected to participate in and eventually act as moderators for, Socratic Seminars and other student-led discussions. In addition, students are required to make oral presentations to the class on topics related to career searches, contemporary issues, and social concerns.

### **AVID- Senior Seminar**

AVID Senior Seminar builds upon the skills learned during grade 11 in addition to guidance for college selection and application processes, scholarship applications, and financial aid assistance. Senior students will focus on reinforcing college-level skills such as public speaking and active reading. In addition, they will further develop their research skills through class discussions, group projects, a final research paper on leadership, poverty, or community issues, and a final, culminating portfolio. The goal is for seniors to leave Azusa High with a strong sense of community, self-awareness, and well-rounded interests to inform future academic and professional plans.

**7i. International Baccalaureate Program (IB)**

<b>IB Enrollment by Grade</b>				
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-19</b>	<b>2019-20</b>
<b>11th</b>	25	13	17	15
<b>12th</b>	--	9	13	17
<b>Total</b>	25	22	30	32

Source: [IB Coordinator](#)

Since the 2016-2017 school year, Azusa High School is an International Baccalaureate school. IB is designed to encourage independent, student-driven learning, which prepares students for college and careers. IB also encourages cultural awareness and engagement with a rapidly changing world. The program offers courses approved by the IB organization, including mathematics, English Language Arts, world languages, science, history and social science, and fine art. The IB program is for juniors and seniors; freshmen and sophomores are enrolled in pre-IB, to prepare for the rigor of IB coursework in their junior and senior year. In the 2017/18 school year, 2 seniors received IB Diplomas and 7 received IB certificates. In the 2018/19 school year, 3 seniors received IB Diplomas and 10 received IB certificates. |

**7j. Project Lead the Way/ NAF**

<b>PLTW/NAF Enrollment by Grade</b>				
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-2019</b>	<b>2019-20</b>
<b>9th</b>	28	24	29	26
<b>10th</b>	7	15	14	20
<b>11th</b>	13	14	10	15
<b>12th</b>	26	19	14	13
<b>Total</b>	74	72	67	74

Source: [PLTW Coordinator](#)

Azusa High School has partnered with Project Lead the Way (PLTW) and National Academy Foundation (NAF), since the 2014-15 school year, to offer curriculum and pathways toward future careers in Engineering and Computer Science. We are expecting more interest and growth in this program within the next few years. This



program has three sequenced courses in Engineering and two in Computer Science: Introduction to Engineering Design, Principles of Engineering, Introduction to Programming, and AP Computer Science Principles. Both programs are planned as a sequential three to four-year pathway, which students ideally begin their freshman year. The culmination of these programs is a paid internship and/or involvement in other outside engineering projects offered to students. This internship opportunity is going to be offered for the first time this summer for students. The three teachers currently in charge of this program attend ongoing planning meetings and conferences with teachers from three neighboring districts that make up the Foothill Consortium and includes an advisory group with industry leaders. Both groups combined make up the San Gabriel Valley Economic Partnership. Through this project, the school has received funding for new computers, 3D printers, online curriculum, and other industry-standard hardware and software to support student achievement.

### 7k. Homeless and Foster Youth

<b>Foster &amp; Homeless Youth Enrollment</b>					
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Number of Foster Youth (% of Pop.)</b>	1 (<0.1%)	5 (0.3%)	8 (0.7%)	8 (0.6%)	6 (0.5%)
<b>Number of Homeless Youth (% of Pop.)</b>	131 (9.4%)	164 (12.7%)	198 (17.5%)	60 (4.8%)	106 (8.9%)

Source: [District Database](#)

The Azusa Unified School District aligns support for its foster and McKinney-Vento (homeless) youth. There are two liaisons who work with each of these groups to ensure they have the support needed. Liaisons work with students to guarantee they have school supplies; partnerships with Operation School Bell and Shoes That Fit provide clothing and shoes to students in need. The district receives Title I funding to assist these groups of students and offer additional support, such as transportation, if needed. Eligible youth in the foster care system, as well as those identified under the McKinney-Vento Homeless Assistance Act, can graduate under the state's graduation requirement of 130 credits. Counselors carefully review transcripts to determine if students meet the necessary criteria and provide academic advisement and resources as needed. Additionally, this year the Community Schools staff and AHS counseling department collaborated with the Department of Children and Family Services and coordinated for foster youth to meet with an Independent Living Program Coordinator to learn about transitional housing, financial support, and other resources aimed at improving academic outcomes and overall success.

In a collaborated effort to address the needs of McKinney-Vento students and families, partnerships were established between Hilda Solis's office, SoCal Gas and Azusa High School to host a city-wide event aimed at providing essential linkages to community agencies focused on areas of employment, food security, Medi-Cal enrollment, mental



health, immigration resources, academic enrichment opportunities, and several other community partners focused on ending the cycle of homelessness.

## **8. Support Programs**

### **8a. ELD for Newcomers/LTEL Course**

All students identified as English Learners are provided with an English Language Arts support class to complement their core Language Arts course. Targeted instruction at each level further develops student skills in the areas of reading, writing, speaking, and listening. The English department collaboration begins at the ninth-grade level, in conjunction with SDAIE English 1-3 instruction, to inform writing instruction and ensure appropriate scaffolding, with the intent to increase proficiency levels. This year's class sizes are maintained at less than 25 students to enhance academic success; however, this is the first year that class size has been taken into consideration for these classes.

### **8b. Tutoring**

Tutoring is offered in all subjects before, at lunch, or after school on a teacher-by-teacher basis. Mathematics tutoring is offered three days per week after school for one hour and is funded by AUSD. All teachers offer different office hours to support students in their classes if they need additional help. Finally, tutoring is offered during monthly Aztec Saturday Academy classes primarily by English, math, and science teachers.

### **Think Together!**

Think Together! Supports tutoring before school and after school in the library and in room 235. Think Together also has 6th-period athletic team tutoring for athletes to catch up on homework.

### **APU-Upward Bound**

To compensate for the loss of math intervention courses during the 2017-18 school year and to improve outcomes of at-risk students, Azusa High School has expanded its tutoring programs, including a new partnership with Azusa Pacific University, called Upward Bound Mentoring. This program provides intensive intervention to prepare first-generation students and those from low-income families for higher education. There are currently sixty students involved in the program, which grants them the opportunity to attend tutoring three times a week in the College and Career Center.

### **APU-Azusa Calculates**

Additionally, the school's partnership with Azusa Pacific University offers Azusa Calculates, which provides students with tutoring in mathematics instruction. APU tutors attend different classes two days a week, with a focus on our larger Integrated Math 1 classes. They can help students in class with the difficulties they are having. This allows student ratios to be lower in their math classes when tutors are present. Further, Azusa



Calculates changed its focus this year to in-class support in Integrated Math 1 classes instead of after school tutoring as done the previous two years.

### 8c. Credit Recovery

APEX is an accelerated program of credit recovery for juniors and seniors. If a student is unable to retake a failed class during summer or the school year, they have the option of enrolling in APEX, where the student will work at their own pace on a computerized curriculum to make up credits. These classes meet the A-G requirements. This program has been in place since the fall of 2015 and is currently available during four different class periods.

### 8d. Aztec Saturday Academy

In the 2018-2019 school year, Azusa High began Aztec Saturday Academy. This allows students to attend between one and two Saturdays per month to make up work, retake exams, or receive tutoring in a variety of courses. They attend four hours and makeup absences, tardies, and/or truancies they currently have. In order to attend paid after school activities (i.e. dances), they must clear their unexcused absences, 10 tardies, and/or 6 truancies. Our first Saturday Academy was held in December 2018. During the 2018-19 school year, we had 1416 students attend, 1217 (85.9%) had unexcused absences, tardies, and/or truancies. This school year we have had 648 students attend, 436 (67.3%) were able to make up unexcused absences, tardies, or truancies.

## 9. Attendance

Average Daily Rate of Attendance					
Year	2014-15	2015-16	2016-17	2017-18	2018-19
<b>AHS</b>	95.97%	96.40%	98.3%	96%	97.1%
<b>District</b>	97.6%	97.7%	97.8%	95.8%	96.4%

Source: [District Database](#)

The average daily attendance (ADA) rate had been steadily increasing from 2014 to 2017 with a decrease in 2017-18 and an increase again last year. In 2016-17 it was at the highest rate in over six years, at 98.3%. Azusa High School is looking at ways to continue to improve the current percentage via counseling, attendance incentives, and increased parent contact. The implementation of the AERIES student information system has provided real-time attendance to parents. The school anticipates this will have a positive impact on the attendance rate.

## 10. Discipline

Suspensions and Expulsions (School Data), 2014-2019			
Year	No. of Suspensions	Suspension Rate	No. of Expulsions



<b>2014–15</b>	<b>1</b>	<b>0.1%</b>	<b>0</b>
<b>2015-16</b>	<b>3</b>	<b>0.2%</b>	<b>0</b>
<b>2016-17</b>	<b>38</b>	<b>2.5%</b>	<b>0</b>
<b>2017-18</b>	<b>73</b>	<b>3.9%</b>	<b>0</b>
<b>2018-19</b>	<b>55</b>	<b>3.0%</b>	<b>1</b>

Source: <https://dq.cde.ca.gov/dataquest/>

**Table 19  
Suspensions by Ed Code Violation**

Code Section	Violation	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
§48900 (a)(1)	Caused, attempted to cause, or threatened to cause physical injury				10	24	20
§48900 (b)	Possessed, sold, furnished any firearm, knife, explosive, or other dangerous object				4		
§48900 (c)	Related to drugs/alcohol/intoxicants	3			1	12	5
§48900 (f)	Damage to school/private property	3				1	2
§48900 (h)	Related to tobacco	1				2	
§48900 (i)	Obscene activity/habitual profanity/vulgarity	1	1			1	2
§48900 (k)	Disrupted school activity/defied school authority	1				35	33
§48900 (r)	Engaged in an act of bullying				2	1	
§48900.2	Sexual harassment—possible expulsion	1		1			
§48900.7	Terrorist threats against school officials or property—possible expulsion			1			
§48915 (a)(1)	Causing serious physical injury to another person, except in self-defense				3		4
§48915 (a)(2)	Possession of a Knife or Dangerous Object	1			1	4	
§48915 (a)(5)	PDS—Assault/battery on school employee	1			3		
§48915 (c) (3)	Sale of a Controlled Substance			1		2	
<b>Total per Year</b>		<b>12</b>	<b>1</b>	<b>3</b>	<b>24</b>	<b>82</b>	<b>66</b>

Source: [District Database](#)

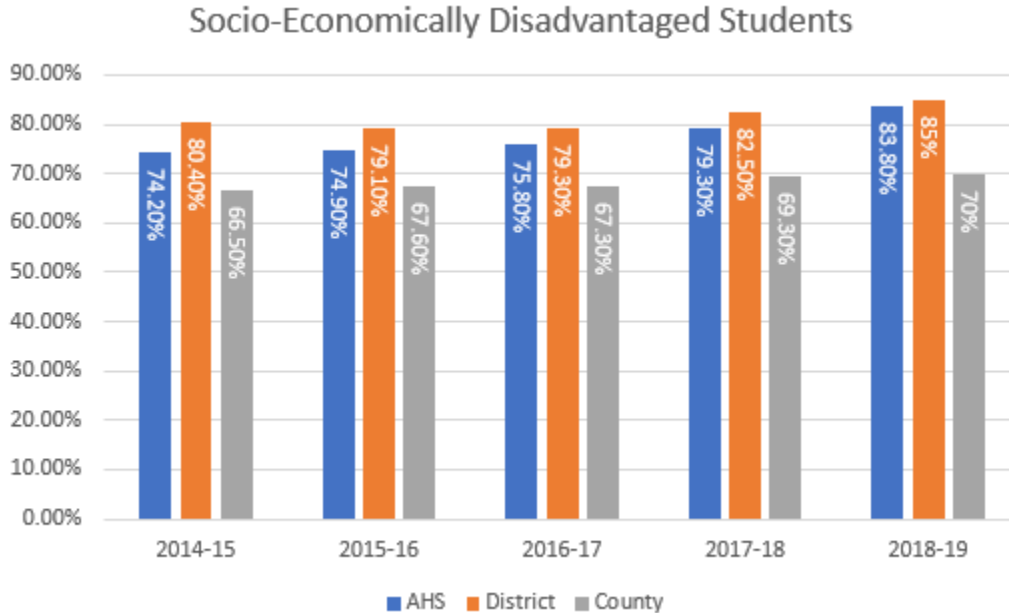
Since 2013-14, Azusa High School has made a push toward offering behavior interventions prior to writing office discipline referrals and making suspensions, per the introduction of Positive Behavior Interventions and Supports (PBIS). These interventions include contacting parents via telephone, email, or scheduling parent conferences, parent shadowing, student conferences with counselors, and restorative justice sessions for peer disputes. Additionally, there has been more assistance in offering student’s socio-

emotional support through APU intern counseling and, for students in special education, Educationally Related Mental Health Services (ERMHS) counseling. However, the suspension rate between the 2015-16 and 2018-19 school years increased from 0.2% to 3.0%.

### 10a. Positive Behavior Interventions and Supports

PBIS is a program introduced to the district and campus in the 2013-2014 school year. It began with the development of a progressive discipline policy, as well as three school-wide behavioral expectations: Be safe, be respectful, be responsible. A PBIS team was developed to include stakeholders such as administrators, general and special education teachers, classified staff, counselors, parents, and students. In collaboration with staff and students, the PBIS team developed a school-wide behavioral matrix, which elaborates on what it is expected of students and staff in the classroom, common areas, restrooms, and on their way to and from school. Posters of the behavior matrix have been made to be posted in all classrooms on campus, and lessons and videos have been developed to explicitly teach these expectations to all students. Past lessons include subjects such as Assembly Behavior, Anti-Bullying, Making Healthy Choices, Respect and Responsibility. In place of suspension and expulsions, administration and counselors work together with teachers, parents, and students to resolve classroom and campus issues in a way that is mutually beneficial.

### 11. Socioeconomic Status

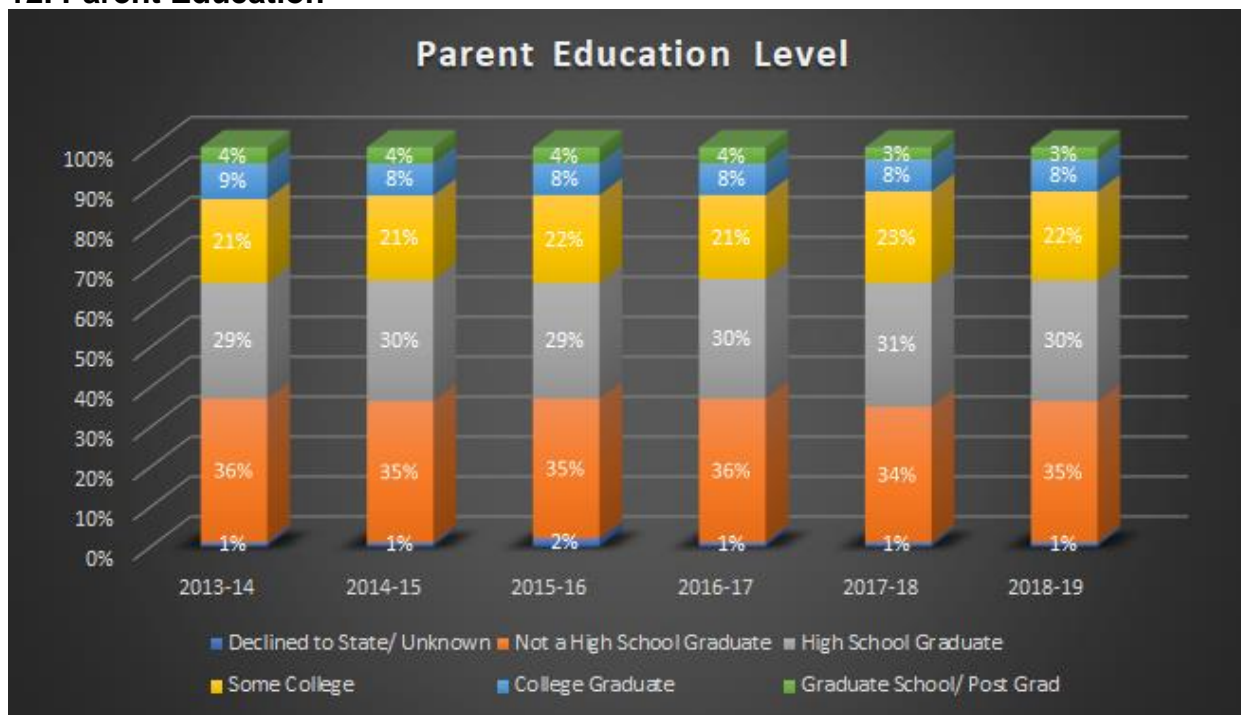


Source: <https://dq.cde.ca.gov/dataquest/>

Many of Azusa High School’s students are considered socio-economically disadvantaged. The school serves these students through the federal Free and Reduced Lunch program. The percentage of students who are socio-economically disadvantaged

is like the district’s percentages over the past three years; county percentages have been 7%-14% lower each year.

## 12. Parent Education



Source: [District Database](#)

The parent education level at Azusa High School has remained consistent over the past six years. Most parents have a high school diploma or lower (greater than 65%). Parents with college degrees or postgraduate degrees are in the minority (less than 11%).

## 13. Safety Conditions

### 13a. Description of Safety Conditions

AHS has a full-time school resource officer who is an Azusa Police Officer. In addition, there are two full-time and two part-time security personnel. Safety issues are addressed via the monthly safety committee meetings, PBIS meetings, curriculum council, School Site Council, English Language Advisory Committee (ELAC), ALT, as well as weekly administration meetings.

### 13b. Safe School Plan

The School Safety Committee develops the SB187 Comprehensive School Safety Plan yearly. The plan provides students and staff with a way 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 from school, sexual harassment policy, suspension and expulsion policies, dress code and discipline policies. The plan is updated and submitted to the district annually, then reviewed with school staff and approved by the School Site Council. Azusa High School’s Safe School Plan was last updated in October 2019.

### 13c. Maintenance and Operations

During the day, a team of two custodians and one groundskeeper maintain campus facilities. In the evening, a team of three custodians addresses classroom and restroom cleanliness and safety. Maintenance and repairs are handled through an online work order process. Emergency repairs are given the highest priority. The 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 or exterior painting, and floor systems. For the 2017–2018 school year, the District budgeted a total of \$481,211.00 for the deferred maintenance program.

### 14. Staff

<b>AHS STAFF</b>					
	2015-16	2016-17	2017-18	2018-19	2019-20
Administrators	4	4	3	3	3
Counselors	4	4	4	4	4
Teachers	67	64	64	61	61
Paraprofessionals	23	23	31	32	35
Clerical	12	12	15	15	15
Supervision	4	4	4	5	5
Custodians	5	5	5	5	5
Groundskeeper	1	1	1	1	1

Source: [District Database](#)

<b>Certificated Education Level</b>					
Degree (#)	2014-15	2015-16	2016-17	2017-18	2018-19
Doctorate	--	--	--	1	2
Master’s Degree + 30 units	47	46	42	44	43
Master’s Degree (<30 units)	2	1	1	--	--
Bachelor’s Degree + 30 units	17	18	21	21	19
Bachelor’s Degree Only	5	3	5	3	5

Source: <https://dq.cde.ca.gov/dataquest/>

<b>Years of Experience at Azusa High – Certificated Staff</b>					
	2014-15	2015-16	2016-17	2017-18	2018-19
0-3 years	19	20	16	9	9
4-6 years	4	3	6	7	5



7-10 years	11	6	6	9	8
11-15 years	11	16	18	14	12
15+ years	21	22	18	28	30

Source: [District Database](#)

<b>Gender of Teachers</b>					
	2014-15	2015-16	2016-17	2017-18	2018-19
Female	38	38	38	43	41
Male	33	30	31	26	28

Source: <https://dq.cde.ca.gov/dataquest/>

<b>Ethnicity of Teachers</b>					
	2014-15	2015-16	2016-17	2017-18	2018-19
Hispanic	31	31	32	32	37
White	34	31	28	30	25
Asian	2	2	4	3	3
African American	2	3	3	2	3
Two or more races	2	1	2	2	1

Source: <https://dq.cde.ca.gov/dataquest/>

Azusa High School has a well-trained and dedicated staff. All teachers are highly qualified and EL authorized with CLAD credentials, with one exception, one teacher is on a short-term staff permit for teaching Sign Language.

Sixty-seven percent of the school's teaching staff holds master's Degrees. Additionally, two administrators and all counselors hold master's degrees; one administrator has a Ph.D. The current allocation of counselors includes four full-time, grade-level counselors who work with their caseload to ensure students are academically and emotionally supported. The thirty-five paraprofessionals on-campus work either in special education or EL student support.

#### 14a. Teacher Support

AUSD offers a teacher-support program that is mandated for new teachers and available for veteran teachers through LACOE. Teacher induction through LACOE addresses the needs of first and second-year teachers with weekly mentor meetings, seminars, and observations. This year, five teachers at Azusa High School are enrolled in the LACOE induction program. Many of the district's substitute teachers are former certificated staff and all others meet district human resources standards for teaching.

#### 14b. Classified Staff

For the 2017-2018 school year, there are 69 classified staff members working on campus. Classified employees work in a range of positions, including security, custodial, office clerks, and instructional assistants. Presently, the classified staff is 77% Hispanic,



17% White, 3% African American, and 3% Asian. Thirty-two classified staff work full-time (over six hours) and thirty-four are part-time.

## 15. Professional Development Programs and Content of staff development

Azusa High School has continually worked with the district to offer all teachers engaging, effective, and up-to-date professional development. This theme is extended to staff development and in-service days, wherein administration guides staff on a variety of CCSS-aligned strategies, as well as activities to deepen understanding of PLCs. The staff has received training on Common Core State Standards, Document-Based Questions, and Common Formative Assessments.

The following are Professional Development Programs in which Azusa High School faculty has participated:

- Professional Learning Communities (PLC) training for department leaders, teachers, and administrators
- Staff development dedicated to the purpose and structure of PLCs, with follow-up information provided in faculty meetings
- Multiple days of District-wide CALLI training for all certificated staff
- Think-Pair-Share (TPS) strategies provided on in-service days
- All certificated staff participate in online and simulation training regarding ALICE, an active shooter strategy
- *Collections* curriculum training for ELA
- Continued CPM training for mathematics
- CCSS content-related training and/or review for classified staff, students, and parents
- New Curriculum training for Social Studies teachers
- Carol Jago training for ELA teachers
- NAF training for academy teachers
- NGSS training for Science
- Continued IB Training for all IB teachers, admin, counselors, and librarian
- Advanced Placement Workshops: Teachers new to an AP course are encouraged to attend a five-day seminar on the subject area they will be teaching. Continuing AP teachers are encouraged to attend a one-day workshop every few years. Teacher attendance at these workshops has translated into success on AP exams for more students in more subjects every year.
- Counseling Workshops: Every year counselors attend the Cal State/UC and Independent College workshop. This enables school counselors to know the changes in the admission policies so they can appropriately advise students.
- Technology Training: Teachers who need assistance in setting up and using AERIES attend training on campus during the school's professional development time. There is also training on how to use Google Classroom
- Sheltered Instruction Observation Protocol (SIOP)
- ELPAC training for all teachers administering the exam
- Continued PBIS training for all members of the PBIS team



**16. Student Participation in Co-curricular/Extra-Curricular Activities**

**16a. Sports and Clubs on Campus**

All clubs on campus, including those that are co-curricular, are advised by AHS staff. Clubs are required to have Associated Student Body approval through submission of charter documents, to meet regularly, maintain minutes, and observe fiscal responsibility. Classes with co-curricular activities—including Leadership, AVID, Art, Band, Pageantry, Aztec Singers, JROTC, French, Science, and Turoquoi (yearbook)—offer experiences outside the classroom in performance and/or community service.

<b>Extra/Co-Curricular Activities</b>	
Auto Tech	HERO
AVID Club	IB Club
Aztec Band/ Pageantry	Interact Club
Aztec Guitar Club	JROTC
Aztec Singers/Choir	Korean Pop & Culture
Best Buddies	Leadership
Cheer/ Pep Squad	LEAP
Class of 2020	MEChA
Class of 2021	National Honor Society
Class of 2022	Science Club
Class of 2023	Sierra HS
CSF	STEM
Drama Club	Sustainable Earth Society (SES)
Femineers	Tabletop Games
GATE	Turoquoi

Source: [Activities Department](#)

<b>2019–2020 Teams</b>		
<b>Fall Sports</b>	<b>Winter Sports</b>	<b>Spring Sports</b>
Boys' Cross Country	Boys' Basketball	Boys' Baseball
Boys' Football	Boys' Soccer	Boys' Golf
Girls' Cross Country	Boys' Wrestling	Boys' Tennis
Girls' Golf	Girls' Basketball	Boys' Track
Girls' Tennis	Girls' Soccer	Coed Badminton
Girls' Volleyball	Girls' Wrestling	Coed Competitive Cheer
		Girls' Softball
		Girls' Track
		Swimming

Source: [Activities Department](#)

**17. District Policies/School Financial Support**



The AUSD governing board establishes and communicates its vision, mission, goals, and priorities to all school sites. The school district and Azusa High School’s missions and goals are in alignment, as they both encourage students to be engaged, responsible, and critical thinkers. The district also has set board regulations and district policies that guide the entire district in the scope of legal requirements, academic and social/emotional student needs. The district has maintained a financial reserve, which has allowed them to support programs, such as summer school, sports, and performing arts. The district monitors each school site through the school-wide action plan, single plan for student achievement, and the local educational agency plan. The Superintendent reviews and approves the plans, as well as progress monitoring through bi-weekly meetings with the principal. All school site plans are reviewed each year and new goals are set.

### 17a. District Finances

#### Revenue

Azusa Unified School District receives state and federal categorical funding for special programs. Azusa High School has also received Title I funding since the 2013-2014 school year. For the 2017-2018 school year, the district budgeted \$9,618.49 per student from its general fund (restricted and unrestricted). Title I provides targeted assistance for students performing below proficient on state standards through supplemental financing of three sections of English Language Development (ELD). Title I funds are also allocated to the following sources: Teachers’ salaries, teacher extra hours, classified staff extra hours, health and welfare, community liaison’s salary, bilingual instructional aides’ salary, technology, conferences, and materials/supplies. Title I funding over the past six years is listed below.

Title I Funding					
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
\$119,413.00	\$119,757.00	\$208,971.00	\$143,152.00	\$175,835.00	\$126,750.00

Source: [District Database](#)

Another funding source provided to our English learners, foster youth and low-income students is the Local Control & Accountability Plan (LCAP) categorical funding. The goal of LCAP is:

1. To increase student achievement on Common Core State Standards and narrow the achievement gaps between student groups.
2. To increase English learners’ academic language development, achievement, and reclassification rates.
3. To increase all students’ college and career readiness.
4. To increase parent and student leadership, engagement and positive perceptions of the district.



- 5. Lastly, to improve the learning environment and school climates through increased effectiveness and excellence of district maintenance, transportation, facilities, and nutrition. (2019-2020 LCAP Overview, LCAP Website: [azusa.org/LCAP](http://azusa.org/LCAP), [jediebryant@azusa.org](mailto:jediebryant@azusa.org))

Through the Local Control & Accountability Plan (LCAP) funding source not only are materials and supplies purchased for students, but the funds are also used to pay for bilingual teacher salaries, bilingual paraprofessionals, substitute teachers, extra hours for teachers and extra hours for bilingual paraprofessionals.

Local Control and Accountability Plan (LCAP) Funding					
2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-19
\$0	\$477,413	\$19,919	\$3,700	\$99,455	\$178,440

Source: [LACOE PeopleSoft Database](#)

### Student Performance Data

#### 1. CAASPP- Smarter Balanced Assessment (SBAC)

SBAC testing was first administered at Azusa High School in spring 2015, as a practice-run. The test was then officially administered in spring 2016 to all eleventh-grade students. Tests are taken on scheduled days in one of the campus's four computer labs; students take the ELA exam with their English class and the mathematics exam with their math class. Students who are enrolled in Special Day Classes (SDC) for one or both of these subjects take the assessment with accommodations per their IEP.

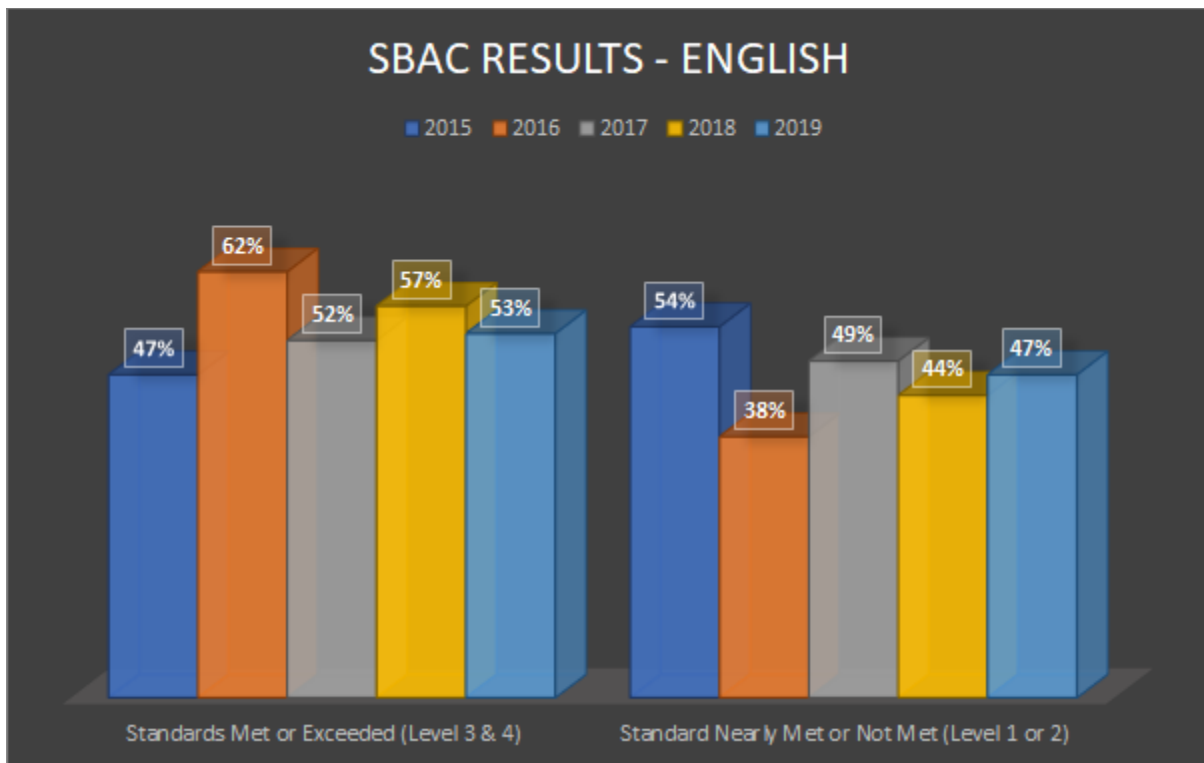
Data indicates that the number of students meeting or exceeding standards is low across the district, and Azusa High School aims to lead the way in improving SBAC results for every student. SBAC data is presented and discussed at numerous faculty meetings throughout the school year, with opportunities for staff to reflect on the steps they are taking to help improve the quality of instruction and optimize student achievement.

Of particular note, the school's push toward increasing the amount of technology in the classroom, by way of providing all ELA/ELD, math, social studies, and some science/world language classes with Chromebooks, is intended to help familiarize students with using computers, so that they are better prepared for computer-based assessments, such as the SBAC. Mathematics has received greater professional development over the past three years in their new CCSS- aligned curriculum, CPM. Additionally, ELA has adopted a new curriculum that is more closely aligned to the Common Core Standards and, consequently, the SBAC. A push has been made to reinforce literacy across all subjects, and some core-classes and electives have begun to work with the ELA department in the creation of literacy-based assignments and common rubrics. ELA also created a presentation and trifold that is shared with all 10<sup>th</sup> and 11<sup>th</sup>-grade students to deepen their understanding of what the SBAC is and why it is important. With improvements to the quality of school-wide PLCs and a subsequent focus

on the analysis of actionable student data and data-informed instruction, Azusa High is working toward its mission of increasing the number of students exceeding standards in both math and ELA.

In the 2017-18 school year, we began utilizing ACES throughout all departments. This is a writing initiative that supports teachers in all subjects. This technique allows teachers to break down prompts thereby enabling students to better analyze the prompt, understand the claim, and create a more thorough answer with evidence and support. The ACES team is made up of a group of teachers in diverse subjects who meet monthly to discuss focus areas and how to assist teachers to utilize it in their classrooms. The ACES team presents multiple times throughout the school year at faculty meetings to show different ideas and offer different levels of support to teachers. By utilizing ACES in all subjects, students are better prepared during the SBAC to analyze and answer the different prompts that are presented to them in ELA and math.

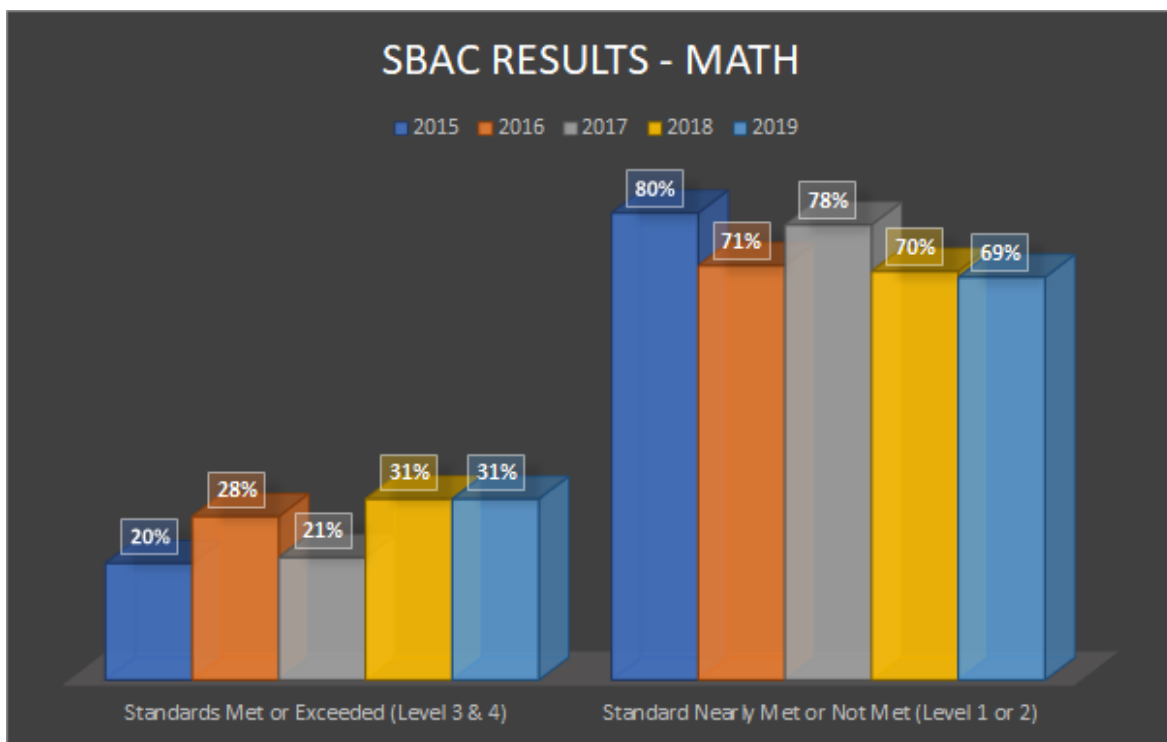
In the 2018-19 school year, we began using SBAC practice English and Math ICA exams. Teachers work together to grade and analyze what students need to work on before taking the actual SBAC exam in the Spring. The data pulled from the ICA exam is used to determine how to better support our Aztec Scholars.



Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>SBAC Results- English - Azusa High School</b>					
	2015	2016	2017	2018	2019
Standard Exceeded: Level 4	15%	17%	15%	19%	20%
Standard Met: Level 3	32%	45%	37%	38%	33%
Standard Nearly Met: Level 2	35%	20%	30%	27%	26%
Standard Not Met: Level 1	19%	18%	19%	17%	21%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>



Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>SBAC Results- Mathematics - Azusa High School</b>					
	2015	2016	2017	2018	2019
Standard Exceeded: Level 4	6%	7%	4%	6%	9%
Standard Met: Level 3	14%	21%	17%	25%	22%
Standard Nearly Met: Level 2	25%	29%	28%	23%	24%
Standard Not Met: Level 1	55%	42%	50%	47%	45%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

The SBAC first produced results in 2015. In 2015, 47% of our Junior class met or exceeded the English standards. In 2019, the English scores increased to 52%. In 2015, 20% of our Junior class met or exceeded the math standards. In 2019, the math scores increased to 31%. These scores have been higher than the district average and comparable with schools in the surrounding area. The goal for 2020 is to increase the English scores to 60% and the math scores to 40%.

**1a. Breakdown of Scores by Subject/Subcategory**

**ELA/Literacy**

<b>Reading Demonstrating understanding of literary and non-fiction texts</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>
<b>2014-15</b>	21%	56%	23%
<b>2015-16</b>	23%	54%	23%
<b>2016-17</b>	20.36%	52.73%	26.91%
<b>2017-18</b>	19.64%	58.55%	21.82%
<b>2018-19</b>	22.10%	43.07%	34.83%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>Writing Producing clear and purposeful writing</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>
<b>2014-15</b>	22%	56%	22%
<b>2015-16</b>	30%	53%	17%
<b>2016-17</b>	26.91%	55.27%	17.82%
<b>2017-18</b>	29.82%	47.27%	22.91%
<b>2018-19</b>	32.21%	50.56%	17.23%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>Listening Demonstrating effective communication skills</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>



<b>2014-15</b>	12%	65%	23%
<b>2015-16</b>	14%	69%	17%
<b>2016-17</b>	13.09%	69.09%	17.82%
<b>2017-18</b>	16.73%	70.55%	12.73%
<b>2018-19</b>	16.10%	63.67%	20.22%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>Research/ Inquiry</b>			
<b>Investigating, analyzing, and presenting information</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>
<b>2014-15</b>	26%	57%	17%
<b>2015-16</b>	37%	50%	13%
<b>2016-17</b>	29.09%	53.09%	17.82%
<b>2017-18</b>	30.55%	52.73%	16.73%
<b>2018-19</b>	28.09%	51.31%	20.60%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

In all four sub-categories for English, there were increases in the number of students who tested above standard from 2015 to 2019.

**Mathematics**

<b>Concepts &amp; Procedures</b>			
<b>Applying mathematical concepts and procedures</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>
<b>2014-15</b>	12%	30%	59%
<b>2015-16</b>	16%	34%	50%
<b>2016-17</b>	13.09%	29.45%	57.45%
<b>2017-18</b>	20.28%	27.05%	52.67%
<b>2018-19</b>	19.26%	27.78%	52.96%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>



<b>Problem Solving &amp; Modeling/Data Analysis</b>			
<b>Using appropriate tools and strategies to solve real-world and mathematical problems</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>
<b>2014-15</b>	8%	54%	38%
<b>2015-16</b>	9%	55%	36%
<b>2016-17</b>	8.00%	46.91%	45.09%
<b>2017-18</b>	9.96%	44.84%	45.20%
<b>2018-19</b>	14.81%	40.74%	44.44%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>Communicating Reasoning</b>			
<b>Demonstrating ability to support mathematical conclusions</b>			
	<b>% Above Standard</b>	<b>% At or Near Standard</b>	<b>% Below Standard</b>
<b>2014-15</b>	11%	58%	32%
<b>2015-16</b>	13%	63%	24%
<b>2016-17</b>	6.88%	59.78%	33.33%
<b>2017-18</b>	11.03%	59.43%	29.54%
<b>2018-19</b>	14.39%	56.46%	29.15%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

In all three sub-categories for math, there were increases in the number of students who tested above standard from 2015 to 2019.

**1b. Test Results Over Time**

<b>SBAC - English</b>			
<b>Achievement Level Distribution Over Time</b>			
	<b>Grade 7 (2014 - 2015)</b>	<b>Grade 8 (2015 - 2016)</b>	<b>Grade 11 (2018 - 2019)</b>
<b>Standard Exceeded: Level 4</b>	5%	7%	20%
<b>Standard Met: Level 3</b>	27%	31%	33%



<b>Standard Nearly Met: Level 2</b>	33%	33%	26%
<b>Standard Not Met: Level 1</b>	35%	30%	21%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

The table above represents the same group of students' SBAC English scores over a period of five years. The percentage of students that tested in their 8th grade year in 2015 were at 38% who met or exceeded the English standards. In 2019, during 11th grade, that percentage of students who met or exceeded significantly increased to 53%. That is a 39% increase during their first three years of high school.

<b>SBAC - Math Achievement Level Distribution Over Time</b>			
	<b>Grade 7 (2014 - 2015)</b>	<b>Grade 8 (2015 - 2016)</b>	<b>Grade 11 (2018 - 2019)</b>
<b>Standard Exceeded: Level 4</b>	7%	6%	9%
<b>Standard Met: Level 3</b>	13%	10%	22%
<b>Standard Nearly Met: Level 2</b>	28%	27%	24%
<b>Standard Not Met: Level 1</b>	52%	58%	45%

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

The table above represents the same group of students' SBAC math scores over a period of five years. The percentage of students that tested in their 8th grade year in 2016 were at 16% who met or exceeded the math standards. In 2019, during 11th grade, that percentage of students who met or exceeded significantly increased to 31%. That is almost a 94% increase during their first three years of high school.

## 2. ELPAC - English Language Proficiency Assessments for California (Replaced the CELDT exam in 2018)

Azusa High School's goal is to move second language students through the language acquisition process commensurate with their highest abilities. Beyond the CELDT scores, the school tracks students' movement through ELD levels. In the 2017-2018 school year, the CELDT was replaced with the English Language Proficiency Assessments for California (ELPAC) for all ELs.



<b>CELDT Data</b>					
	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
<b>2016-17</b>	11 (6%)	64 (35%)	56 (31%)	26 (14%)	25(14%)
<b>2015-16</b>	27 (12%)	73 (32.4%)	72 (32%)	21 (9.3%)	32 (14.2%)
<b>2014-15</b>	42 (15%)	106 (39%)	76 (28%)	27 (10%)	22 (8%)
<b>2013-14</b>	33 (14%)	94 (39%)	81 (34%)	25 (10%)	8 (3%)

Source: <https://dq.cde.ca.gov/dataquest/>

<b>Initial ELPAC results 2018-2019 Azusa High School - Azusa Unified - State of California Comparison of Percentages</b>												
	Grade 9			Grade 10			Grade 11			Grade 12		
	AHS	AUSD	CA	AHS	AUSD	CA	AHS	AUSD	CA	AHS	AUSD	CA
<b>IFEP</b>	7	7	19	0	0	24	0	0	33	n/a	n/a	41
<b>Intermediate EL</b>	0	0	8	16	16	13	13	13	14	n/a	n/a	15
<b>Novice EL</b>	93	93	73	84	84	63	87	87	53	n/a	n/a	43

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

<b>ELPAC 2018-2019 Overall Data</b>					
	Grade 9	Grade 10	Grade 11	Grade 12	All
<b>Level 4</b>	3 (5.36%)	13 (23.21%)	6 (10.34%)	2 (4.17%)	24 (11.01%)
<b>Level 3</b>	9 (16.07%)	11 (19.64%)	12 (20.69%)	14 (29.17%)	46 (21.10%)
<b>Level 2</b>	16 (28.57%)	6 (10.71%)	15 (25.86%)	11 (22.92%)	48 (22.02%)
<b>Level 1</b>	28 (50%)	26 (46.43%)	25 (43.10%)	21 (43.75%)	100 (45.87%)

Source: <https://caaspp-elpac.cde.ca.gov/caaspp/>

California has stipulated that the thresholds have changed for this exam, therefore we have no data to compare last year's data to.



### 3. Advanced Placement Data

Teachers take advantage of opportunities for AP training and suggest additions to the site's AP course offerings. The school continues to work toward offering more sections of AP courses with greater student participation. We have seen an increase of students attempting the AP exams. In 2015, 347 tests were given with 193 passing which was a 55.6% passing rate. In 2019, 544 tests were given with 168 students passing which was a 30.9% passing rate. The percentage of our students passing did decrease, but the amount attempting the exam increased significantly, which is important as we begin to encourage more non-typical AP students to enroll in AP classes via open enrollment.

AP Results												
Year	Biology			C.S. Principles			Calculus AB			Calculus BC		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
2014-15	20	15	75	--	--	--	18	11	61	6	4	66
2015-16	22	7	32	--	--	--	19	2	11	2	1	50
2016-17	19	6	32	1	1	100	19	3	16	4	2	50
2017-18	35	1	3	18	8	44	12	1	8	5	0	0
2018-19	42	1	2	26	10	39	10	2	20	4	4	100
	Chemistry			English Lang Comp			English Literature			French		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
2014-15	--	--	--	48	13	27	31	10	32	3	3	100
2015-16	1	1	100	32	8	25	21	6	29	3	0	0
2016-17	--	--	--	63	15	24	25	6	24	12	3	25
2017-18	--	--	--	69	10	15	23	8	35	22	3	14
2018-19	--	--	--	54	11	20	52	3	6	8	3	38
	Gov't & Politics			Human Geography			Physics C: Elec & Mag			Physics C: Mechanics		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
2014-15	16	11	69	9	0	0	--	--	--	--	--	--
2015-16	27	15	56	44	9	21	--	--	--	18	1	6
2016-17	17	9	53	51	4	8	--	--	--	13	0	0
2017-18	12	8	67	28	7	25	--	--	--	18	0	0



2018-19	20	11	55	49	6	12	17	1	6	16	0	0
	Psychology			Spanish Language			Spanish Literature			Statistics		
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass
2014-15	21	8	38	70	68	97	28	20	71	26	13	50
2015-16	50	34	68	89	84	94	18	15	83	28	6	21
2016-17	38	26	68	74	71	96	24	14	58	31	3	10
2017-18	29	18	62	64	58	91	20	13	65	24	7	29
2018-19	26	13	50	63	60	95	22	13	59	21	4	19
	US History			Visual Arts			World History					
	# Test	# Pass	% Pass	# Test	# Pass	% Pass	# Test	# Pass	% Pass			
2014-15	24	12	50	--	--	--	27	5	18			
2015-16	35	4	11	6	5	83	18	6	33			
2016-17	50	8	16	6	4	67	28	10	36			
2017-18	35	7	20	3	3	100	29	5	17			
2018-19	51	10	20	11	7	64	52	9	17			

Source: [College Board](#)

#### 4. SAT and ACT Scores

As part of Azusa High School’s vision to make every student college and career ready, it encourages every junior and senior to participate in the SAT and ACT. To encourage and prepare students for the SAT, the PSAT is administered to every tenth and eleventh grade student, except for students in SDC and Life Skills. Composite SAT scores have remained consistent in all areas tested over the past six years. The SAT did change their scoring process in the 2016-17 school year.

SAT Average Scores					
	Grade 12 Enrollment	Number Tested	Average Reading Score	Average Math Score	Average Writing Score
2013-14	290	134 (46%)	443	461	437
2014-15	372	159 (42%)	440	445	431
2015-16	307	122 (40%)	443	451	424

Source: [College Board](#)



<b>SAT Average Scores</b>				
	Grade 12 Enrollment	Number Tested	Percent Meeting ELA Benchmark	Percent Meeting Math Benchmark
2016-17	293	170 (58%)	58.24%	30.59%
2017-18	286	139 (49%)	53.96%	27.34%

Source: [College Board](#)

The ACT measures the skills students need in the areas of English, mathematics, reading, and science for a successful first year of college. Over the past six years, scores on the ACT have remained consistent, with a slight decrease, across all subjects for Azusa High School students. The number of students taking the ACT decreased significantly.

<b>ACT Average Scores</b>						
	Grade 12 Enrollment	Number Tested	Average Reading Score	Average English Score	Average Math Score	Average Science Score
2014-15	372	115 (31%)	20	18	20	18
2015-16	307	44 (14%)	19	18	20	19
2016-17	293	73 (25%)	19	17	19	19
2017-18	286	19 (7%)	19	17	19	17
2018-19	291	25 (9%)	17	16	18	19

Source: [School Database](#)

## 5. A-G Requirements / Students Completing UC-Approved Courses

Azusa High School has made efforts to increase the number of students completing A-G requirements by offering a greater variety of A-G courses, as well as having counselors visit classrooms to give A-G presentations and offering parents more opportunities to meet with counselors on Back-to-School Night and Fall Parent Information Night. The main impediment for students to meet the UC requirements is a D or F in one or more courses. However, the school provides opportunities for students to recover D grades during summer school, through APEX online credit recovery, or through repeating the course in subsequent years. Counselors measure A-G eligibility throughout students' four years of high school, yet exact numbers of A-G eligible students are not calculated until a student cohort's senior year, to ensure greater accuracy.



<b>UC/CSU Course Enrollment</b>						
	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b># of A-G eligible seniors</b>	83	83	119	112	73	135
<b>% of A-G eligible seniors</b>	29%	27%	45%	43.5%	28%	49%

Source: [School Database](#)

Azusa High was seeing a steady increase of students being A-G eligible until the 2017-18 school year, which is when it decreased. This school year we have 135 students who are currently on track of being A-G eligible.

### 5a. UC A-G Requirements

Azusa High School collaborates with the District and the other comprehensive high schools to establish course curriculum to comply with University of California requirements. Over the past six years, numerous classes have been added that are A-G eligible. Especially with the added new programs such as IB and PLTW. These programs are geared towards preparing students to go straight into a four-year university after graduation. There are now 93 A-G courses offered on campus. In addition, we have 31 APEX approved A-G courses that are offered to students.

## 6. Student Grades

Azusa High School aims to facilitate the academic success of all students so that they can meet graduation requirements and be fully prepared for the rigor of college. Since the last self-study, Azusa High School has focused on reviewing the pass/fail rate of all classes within PLCs and making data-driven decisions informed by CFAs to improve student performance prior to summative assessments and final grades. Some departments have supported this focus of reviewing student data to inform instruction more than others. Notably, the fail rate has increased over the past six years. One factor of consideration is student performance in subjects where a new curriculum was adopted. For math, the CPM curriculum may have been the biggest shift for students, which now focuses on cooperative groups rather than direct teacher instruction. Consequently, this requires an adjustment period for both students and staff. To improve student outcomes in mathematics, all mathematics teachers are receiving greater support in utilizing the CPM curriculum, through additional professional development offered over the past three years since the curriculum was introduced. The math department has also participated in observation of schools outside of the district who are implementing CPM, in order to foster a wider variety of strategies that will support students in accessing the curriculum.

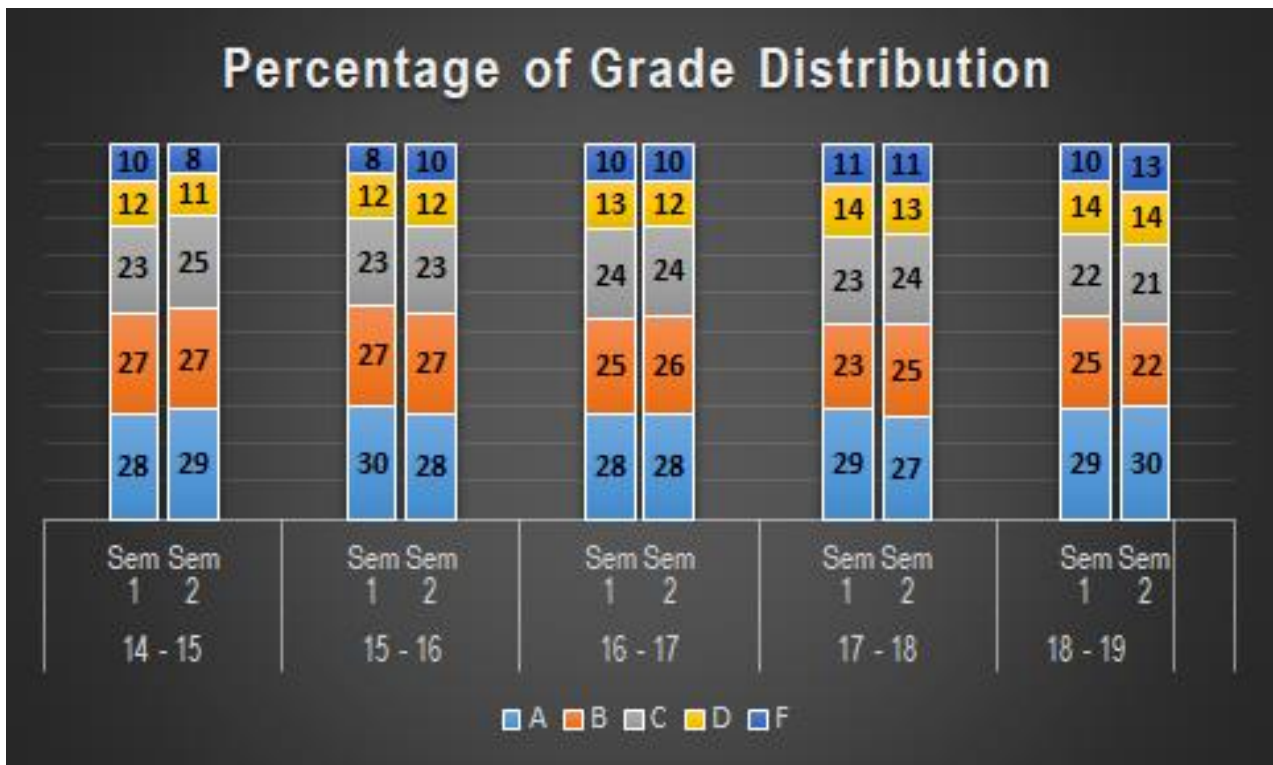


Percentage of the Student Population Passing All Classes with C and Above									
2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
38% (529)	42% (578)	42% (542)	44% (565)	35% (452)	37% (481)	34% (425)	37% (459)	35% (419)	34% (397)

Percentage of the Student Population Failing One or More Classes									
2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
26% (367)	27% (379)	23% (296)	27% (343)	31% (405)	33% (424)	35% (437)	35% (428)	32% (386)	41% (481)

Source: [District Database](#)



Source: [District Database](#)

Measures taken to improve the percentage of students receiving C and above and to decrease the number of students receiving one or more F include the following:



- Azusa Calculates (Tuesdays/Thursdays) - specialized math tutoring in partnership with APU. The tutors go to Integrated Math 1 courses during periods 0-5.
- APU Upward Bound Mentoring of 60 students grades 9-11 after school
- ELD support classes for all ELD/LTEL students
- Content-area SDAIE classes for ELD students
- After-school tutoring with math instructors Tuesday-Thursday
- Think Together tutoring Monday-Friday 7-7:50am and 3-6pm.
- Guidance 4-year plan meetings
- Student Success Team (SST) Meetings for at-risk students with counselors

The grade distribution has remained constant over the past five school years with the smallest percentage of students receiving a 'F'.

In the 2018-2019 school year, students received academic recognition based on their GPA. The students receive Silver Recognition for achieving a GPA of 3.25-3.75 for the semester. The students receive Gold Recognition for achieving 3.75 or above.

<b>Total amount of students achieving silver or gold recognition</b>						
	<b>Fall 2018</b>		<b>Spring 2019</b>		<b>Fall 2019</b>	
	Silver (3.25 - 3.75)	Gold (3.75 +)	Silver (3.25 - 3.75)	Gold (3.75 +)	Silver (3.25 - 3.75)	Gold (3.75 +)
<b>9th Grade</b>	59	49	36	60	32	38
<b>10th Grade</b>	29	35	22	32	34	50
<b>11th Grade</b>	37	37	39	33	17	30
<b>12th Grade</b>	33	29	42	30	32	39
<b>Total</b>	158	150	139	150	115	157

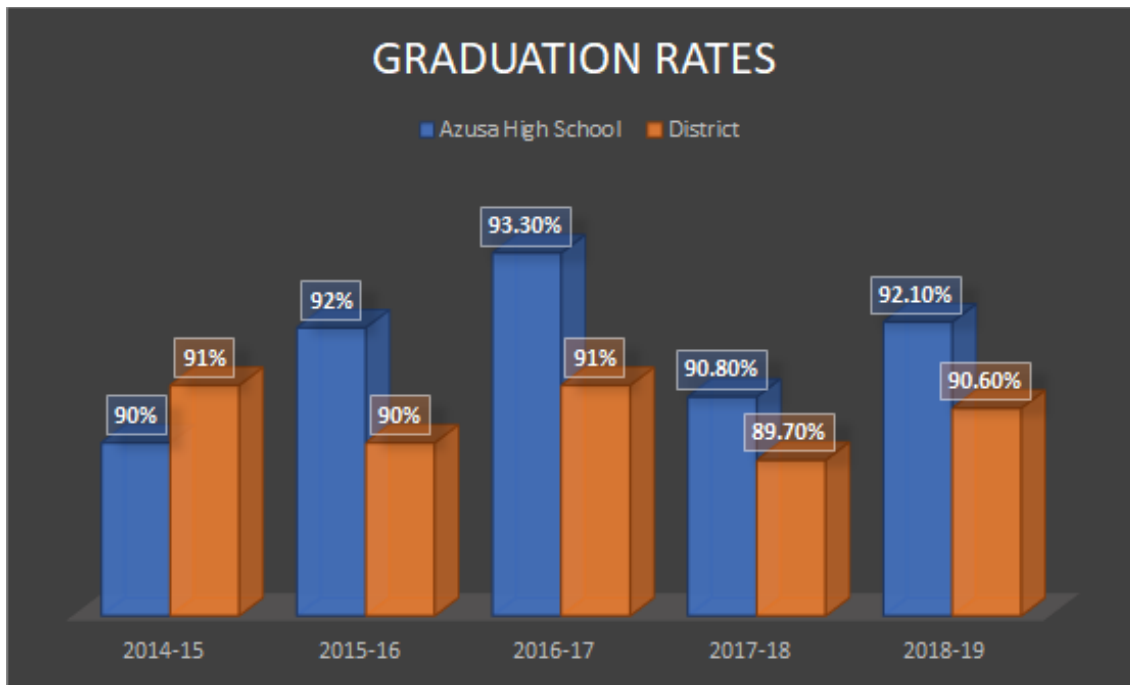
Source: [School Database](#)

This year we have seen an increase of students, both in number and percentage, achieving Gold recognition.

## 8. Graduation and Post-Enrollment Data

Azusa High's Graduation rate for the 2018-19 school year was 92%, an increase of 1.2% from the previous year. Per the California School Dashboard, the subgroups with the highest graduation rates, above the school's average rate, include the following: Hispanic students, socioeconomically disadvantaged, and homeless students. The lowest graduation rate was amongst English Learners with 74.6%, which was a drop of 12.7% from the previous year.

### 8a. Graduation Rates



Source: <https://www.caschooldashboard.org/reports/19642791930528/2019/academic-engagement#graduation-rate>

All members of the Azusa High School community---including teachers, counselors, classified, administrators, and parents--- make a great deal of effort to ensure that Aztec seniors graduate on-time and are well prepared for their futures. Through District adult school as well as participation in Tri-Community Adult School, seniors who are short of credits for graduation are afforded additional chances to graduate. Additionally, APEX online credit recovery classes have been added at Azusa High School, providing an additional way for students to make up credits. Azusa’s graduation rate has increased over the past five school years, it is also higher than our district rate.

**8b. Considerations and Data Implications**

In examining the graduation data for Azusa High School, graduation rates have steadily increased over the past five years. Considerations made in analyzing this data include: 1) Azusa High School was the designated newcomer center (for all five years) for all high school English Language Learners, and incoming students from other countries often do not have adequate transfer credits needed to graduate on-time; 2) Azusa High School is also the designated school for all high school students in the district with moderate/severe disabilities, each of whom exit high school with a Certificate of Completion rather than a diploma. The California Department of Education records all students receiving Certificates of Completion as non-graduates, which subsequently lowers the school’s graduation rates. This is also likely a large factor in why the California School Dashboard data indicates only a 74.6% graduation rate for English Learners.

Despite these considerations, Azusa High School aims to continually improve its graduation rate each year. Counselors are working to increase parent involvement in all meetings with students, particularly those regarding credits and four-year plans, through outreach in middle school transition meetings, report card night, and the Aztec Expo.

Teachers continue to work on improving their practice and optimizing student outcomes through a revamping of PLCs, to increase data-driven, student-centered instruction and interventions.

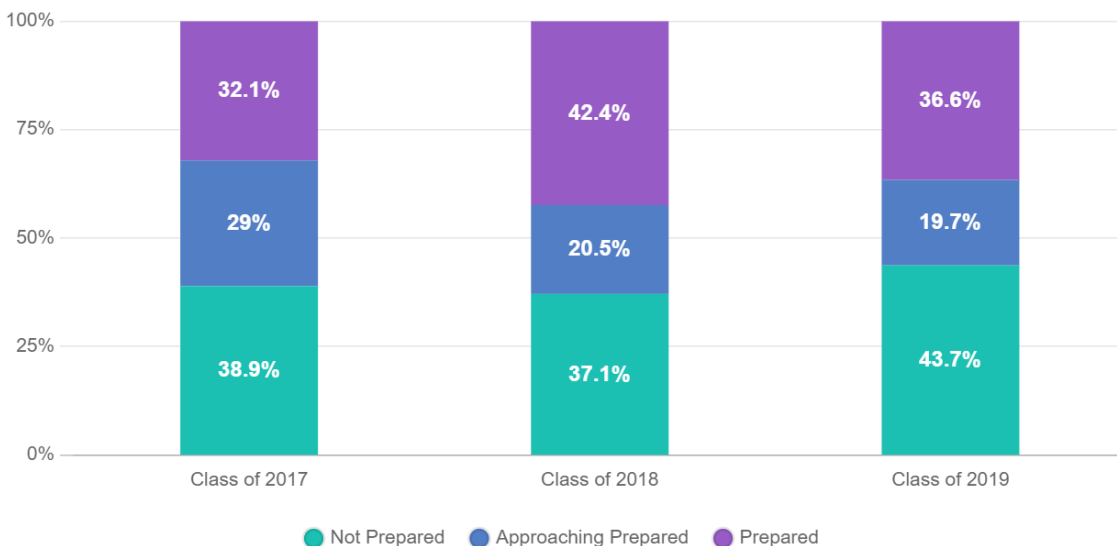
### 8c. Senior Outcomes

Prior to completion of high school, students are afforded multiple opportunities to successfully prepare for their post-secondary futures. Through the College and Career Center on campus, students can work with the campus College and Career Technician for guidance and one-to-one support in college and career planning through career assessments, interest surveys, career exploration for specific majors, researching colleges, and applying for scholarships. Students are also able to meet with college advisors and college speakers, seek assistance with resume/cover letter writing, engage in mock interviews, and attend workshops for FAFSA/Dream Act applications, college applications, and interviewing skills in the College and Career Center. Azusa High School’s College and Career Center also offers activities such as the Grad Panel, where alumni visit classes to share their college experiences, and College Night, in which seventy colleges and trade schools participate to provide information to students and parents.

Beginning in the 2014-2015 school year, students now can complete post-secondary planning through the online Naviance program. Through Naviance, students work with their counselors and the school career technician to create a roadmap for their post-secondary futures, utilizing supports such as vocational assessments and data on potential careers of interest. Starting with the class of 2016, Naviance tracks graduate outcomes; prior to this, graduate outcomes were recorded by the College and Career Technician per student interview.

#### College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Source: <https://www.caschooldashboard.org/reports/19642791930528/2019/academic-performance#college-career>



Despite these efforts, the California School Dashboard indicated that the College and Career Indicator for the entire school is at 36.6% which is identified as “medium-low” (orange). The two subgroups that are the lowest on the College and Career Indicator are English Language Learners (4.5%) and students with disabilities (3.1%). The English Learners saw a huge decrease which might be due to the large number of newcomers that we have been receiving. Moving forward in consideration of this data, administration has discussed the criteria by which college and career-readiness is measured on the California School Dashboard with counselors. This criterion will now be shared with students and their parents and tracked by counselors. The school is also focused on discussing this data in meetings and PLCs, to ensure that all stakeholders are aware of and engaged in the process of ensuring a greater number of students leave the school prepared for college and/or a career.

According to Dataquest information, our rate of college-going seniors has decreased from the 2014-2015 school year. With the decrease of students attending our school, we also saw a decrease in completers overall. Although the number has decreased overall, it did increase from the previous year which shows the direction is going back up in the right direction. Over these past four years, the shift has been completed into Common Core with multiple new textbook adoptions. Azusa High continuously looks at data and works together to decide how we can increase these numbers.

<b>College - Going Rates</b>					
	<b>High School Completers</b>	<b>Completers Enrolled in College</b>	<b>College-Going Rate</b>	<b>4-year College</b>	<b>2-year College</b>
2014 - 2015	309	210	68.0%	53	157
2015 - 2016	282	171	60.6%	66	105
2016 - 2017	271	135	49.8%	60	75
2017 - 2018	261	140	53.6%	54	86

Source: <https://dq.cde.ca.gov/dataquest/>

Azusa High School provides a survey to our graduates to find out what their plans are for after high school. The below table represents those results. Data shows consistency in senior outcomes over the past three years. Over 50% of seniors who responded chose community college in the past three years, followed by attendance at a four-year university (ranging from 16-30% of seniors).



<b>Senior Outcome Survey Results</b>						
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Percentage Responded	71.4%	98%	91%	100%	100%	100%
Four-Year University	63 (30.4%)	61 (16.7%)	81 (28.8%)	76 (28.5%)	40 (24%)	58 (23.1%)
Community College	137 (66.2%)	194 (51.2%)	167 (59.4%)	158 (59.2%)	100 (59.9%)	154 (61.4%)
Military Service	10 (5%)	21 (5.8%)	14 (5%)	6 (2.2%)	6 (3.6%)	15 (6%)
Vocational School/Workforce	12 (5.8%)	17 (4.7%)	17 (6%)	23 (8.6%)	18 (10.8%)	7 (2.8%)
Other/Undecided	25 (12%)	72 (20%)	2 (0.7%)	4 (1.5%)	3 (1.8%)	8 (3.2%)

Source: [School Database](#)

Notably, most graduates of Azusa High School have chosen to attend a community college directly after high school in the past four years. This high percentage may be due to the city of Azusa’s high level of socio-economically disadvantaged families, or Azusa High School’s close proximity to Citrus Community College. Of note, in the Class of 2013, 13% of students attending community college were accepted to one or more four-year universities. In 2014, 12.4% of students attending community college were accepted to one or more four-year universities. This indicates that students who are UC/CSU eligible may be choosing to attend a community college due to factors other than grades or lack of A-G completion. The Citrus College, “Promise Program” captures many of our students as Azusa High graduates who are given free tuition and free books for two years if they take on 12 or more units and maintain a GPA higher than 2.5. Check on the numbers.

<b>Student Reasons for Attending Community College Over Four-Year University</b>				
<b>Class of</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Transfer Program	47 (16.7%)	31 (11.6%)	21 (12.7%)	21 (18.8%)
Financial Decision	33 (11.7%)	41 (15.4%)	28 (16.9%)	33 (29.5%)
Career Path Doesn’t Require University	8 (2.8%)	10 (3.7%)	5 (3%)	4 (3.6%)
Family Obligation	7 (2.5%)	10 (3.7%)	2 (1.2%)	2 (1.8%)
Other	8 (2.5%)	9 (3.4%)	7 (4.2%)	13 (11.6%)

Source: [School Database](#)



<b>Students Enrolled in College the Fall Immediately After High School</b>				
<b>Class of</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Total in the Class	309	269	274	263
Total Enrolled in College	195	190	184	169
Percentage of Students Enrolled	63%	70.6%	67.2%	64.3%

Over the past four years, the percentage has remained consistent for the percentage of students that are attending college immediately after high school. The colleges range from two-year community college to four-year universities.

Using the data collected from the National Student Clearinghouse, by 2019 the number of students that have graduated from postsecondary are as follows:

Class of 2014 – 82 students graduated – 57 still enrolled

Class of 2015 – 59 students graduated – 91 still enrolled

Class of 2016 – 18 students graduated – 143 still enrolled

Class of 2017 – 6 students graduated – 162 still enrolled

This is expected to see the numbers of graduates to go down since it has not been enough years for some of these classes to have the students be done with their postsecondary education. The number of students still enrolled and graduated is increasing in the most recent years.



## Chapter 3: Self-Study Findings



## Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources





## A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

### Indicators with Prompts

#### Vision – Mission – Schoolwide Learner Outcomes – Profile

**A1.1. Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

**A1.1. Prompt:** *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>All stakeholders at Azusa High School worked together to tailor the vision and mission of the school that aligns with the AUSD's vision and mission to ensure all students succeed. Input for our vision and mission were developed based on student and community profile data, attendance and tardy data, state testing data, further research on student success, a changing economy, deeply held principles of personalized learning for our students, and teacher-staff collaboration around best practices.</p> <p>Our high expectations of student work are driven by our belief that all students can learn, given the research that correlates a high school diploma with high levels of learning for successful futures of our students. The vision of Azusa High School prepares students for their future and acknowledges the skills needed to compete in a global economy, as well as students' individual post-high school goals and careers. Data and research indicate that students benefit from a caring and supportive staff.</p> <p>The action plan set forth has been fully aligned to our LCAP goals which also directly aligns with our mission and vision statements. Both also value teachers set goals, action plans, and leverages resources to improve our student outcomes.</p> <p style="text-align: center;"><u>Mission Statement</u></p>	<ul style="list-style-type: none"> <li>• Mission &amp; Vision Statement</li> <li>• LCAP</li> <li>• School Accountability Report Card</li> <li>• Graduation Rate</li> <li>• Community Liaison</li> <li>• Cafe Azteca</li> <li>• Report Card Nights</li> <li>• College &amp; Career Center</li> <li>• AERIES</li> <li>• CAASPP Dashboard</li> </ul>



The mission of Azusa High School is to provide a 21st-century education that emphasizes critical thinking, effective communication, and respect for diversity, in a safe and positive environment, supported by collaborative community involvement, in order to create successful citizens that are college prepared and career ready.

Vision Statement

Every Student: College and Career Ready.

Schoolwide Learner Outcomes (SLOs)

Azusa High School prepares its graduates to be...

**Academic Critical Thinkers** who:

- Engage in critical thinking
- Challenge themselves in courses
- Communicate effectively
- Meet or exceed the AUSD and State standards

**Highly Effective Communicators** who use:

- Research skills
- Organizational strategies
- Appropriate technology

**Successful Citizens** who:

- Make good choices in daily living
- Are accountable for their actions within the community
- Are prepared to pursue college and career plans after graduation

Positive Behavior Intervention Standards

- Be Safe
- Be Respectful
- Be Responsible

**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**A1.2. Indicator:** There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

**A1.2. Prompt:** *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*



Findings	Supporting Evidence
<p>The Azusa Unified School District Office (AUSD) and Board of Education monitor Azusa High School (AHS) through the Single Plan for Student Achievement (SPSA) school plan and maintain effective communication with AHS administrators and indirectly with the AHS leadership team. Decisions at the site are made in accordance with the AUSD Strategic Plan and LCAP. All Azusa stakeholders are involved in making and implementing decisions that move students forward academically, socially, and emotionally. The AHS vision and mission are reviewed by staff and parents each school year and refined as needed. The drafts shared with AUSD leadership, the Azusa Leadership team (ALT), English Language Advisory Committee (ELAC) and the School Site Council (SSC). The vision, mission, and SLOs are posted in classrooms, offices, and the school website.</p>	<ul style="list-style-type: none"> <li>• WASC Document</li> <li>• Cafe Azteca agenda</li> <li>• Surveys were taken by students, parents, and staff</li> <li>• Mission &amp; Vision statements</li> <li>• School Site Council</li> <li>• ALT minutes</li> <li>• Faculty meeting minutes</li> </ul>

**Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP**

**A1.3. Indicator:** Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

**A1.3. Prompt:** *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The AHS vision, mission, and schoolwide learner outcomes are continually shared with our stakeholders, reviewed each year, and refined on an as-needed basis. Mission and vision statements are posted throughout the school and on the AHS website. We annually review the vision and mission statements at SSC, ALT, and our parent orientation meetings. Departments also establish annual SMARTE goals that reflect our school's vision and mission statements. Our vision, mission, and schoolwide learner outcomes are routinely shared with community and business stakeholders via our website, the weekend email, discussed in departments, and discussed to other department chairs at ALT meetings. When students enroll during the school year, parents and students meet with their counselor to review the important items to encourage involvement at AHS. Parents are encouraged to attend information meetings and to serve on various school committees. Community members are invited to monthly class visits, weekly Cafe Azteca meetings, and parent walkthroughs to observe and provide input.</p>	<ul style="list-style-type: none"> <li>• ALT meetings</li> <li>• Cafe Azteca</li> <li>• School Site Council</li> <li>• Back to School Night</li> <li>• Freshman Orientation</li> <li>• English Learner's Advisory Committee</li> <li>• Parent walkthrough feedback notes</li> <li>• SMARTE goal sheets</li> </ul>



## A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

### Indicators with Prompts

#### Understanding the Role of the Governing Board and District Administration

**A2.1. Indicator:** The school community understands the governing authority’s role, including how stakeholders can be involved.

**A2.1. Prompt:** *To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance?*

Findings	Supporting Evidence
<p>The Azusa Unified School District Board of Education consists of five members elected at-large to four-year terms on a staggered basis every April of odd-numbered years. School board candidates must be registered voters and reside within the school district. The Board is responsible for hiring personnel, building and maintaining schools, providing students with the tools needed for academic success, and planning for future needs.</p> <p>Different techniques are in place for the different stakeholders to be involved with the AUSD. For staff members, there are monthly meetings. Community members are invited to attend the AUSD round table as well as the Board of Education meetings. The Board of Education meets twice a month on the 1st and 3rd Tuesdays of each month. The Board makes its agenda and meeting dates available to the public via the AUSD website. This allows access to parents, students, staff, and community members. The Public Information Office posts agendas prior to each Board meeting. This provides staff with up-to-date information from the Board of Education and the Superintendent’s Office. After each meeting, Board reports are located in the Superintendent’s Office for public viewing and are emailed to each site principal for review.</p> <p>In addition, parents, staff, and community members have been involved in textbook adoption by previewing different choices and offering their decision to the Board before they decide on what new curriculum AUSD adopts.</p>	<ul style="list-style-type: none"> <li>• Monthly meeting sign- is and PowerPoints</li> <li>• LCAP meetings</li> <li>• AUSD &amp; school website</li> <li>• Board policy, agenda, and minutes</li> </ul>



**A2.1. Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>Students who are credit deficient can recover credits through APEX. It is offered throughout the day in the first, second, sixth, and seventh periods. Most of our students take it during the seventh period since it is after school. Also, APEX is offered during Aztec Saturday Academy. The courses through this program are A-G approved through Doorways and aligned to Common Core State Standards and can be used for multiple content areas.</p> <p>All teachers have access to a Chromebook cart with most teachers having their own in their classroom. Many teachers are utilizing various online platforms to enhance their classes including Google Classroom, Quizlet, Kahoot, and Desmos. Some courses are utilizing online curriculum including our Introduction to Programming course. They utilize online textbooks instead of printed versions. Most teachers are also using the Illuminate program which creates exams online to allow for easier data collection and analysis.</p>	<ul style="list-style-type: none"> <li>• Online classes APEX</li> <li>• Chromebook carts in most classrooms</li> <li>• Google Classroom</li> <li>• Illuminate</li> <li>• Quizlet</li> <li>• Aeries</li> <li>• Blackboard</li> <li>• Social Media</li> <li>• AUSD &amp; School website</li> <li>• Aztec Saturday Academy</li> </ul>

**Relationships between Governing Board and School**

**A2.2. Indicator:** The school’s stakeholders understand the relationship between the governing board’s decisions, expectations, and initiatives that guide the work of the school.

**A2.2. Prompt:** *Provide examples of how stakeholders understand the relationship between the governing board’s decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>The Board of Education has created strategic goals to guide all schools’ student achievement initiatives. These goals are broken down into annual goals with which each school aligns themselves to for the year. AUSD provides support and resources for the full implementation of these goals. In terms of the LCAP, AUSD and the Board of Education implemented a district wide LCAP committee comprised of parents, staff, and community members, called the Parent Advisory Committee (PAC+). The committee meets on a regular basis to develop LCAP priorities. All sites meet with stakeholders to review LCAP goals, metrics, and current status as to the AUSD’s five goals. AUSD and the Board of Education conduct annual surveys to gather data from all stakeholders. AUSD and AHS also maintain websites and newsletters to encourage stakeholder participation and inform the community</p>	<ul style="list-style-type: none"> <li>• Board strategic goals</li> <li>• Board minutes</li> <li>• School Goals</li> <li>• AUSD Mandated PD</li> <li>• AUSD &amp; AHS websites</li> <li>• Back to School sign-in sheets</li> <li>• Report Card Night sign-in sheet</li> <li>• ELAC minutes</li> <li>• SSC minutes</li> <li>• Parent Advisory Committee (PAC+)</li> </ul>



<p>of school issues, program offerings, and events. At the site level, various decision-making bodies discuss, allocate, and advocate for budgeting of resources, etc. These include, but are not limited to, the School Site Council, ELAC, Curriculum Council, and Departments.</p> <p>AUSD expectations within staff professional learning is to focus on structured student engagement. These are the main discussion points when we do monthly parent visits. Teachers communicate student expectations to parents during Back to School Night and Report Card Night. Counselors meet with parents to explain the AUSD graduation expectations and provide alternate placements, if applicable.</p>	
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**Uniform Complaint Procedures**

**A2.3. Indicator:** The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

**A2.3. Prompt:** *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
<p>AUSD has a clear procedure for parent complaints. Parents are encouraged to contact the student’s counselor first to set up a meeting with the teacher if it is a classroom issue. If it is a school issue parents are encouraged to contact the principal or other site administrators. There is access to the Williams Uniform Complaint policy and procedures and forms on the school and AUSD website for parents. Staff is trained annually onboard policies such as Williams Uniform Complaint Policy and the Formal Complaint Procedures. The AUSD office and Child Welfare and Attendance office also help facilitate a resolution to any parent/student complaint. Information is also posted in classrooms in a prominent location for all students, staff, and parents to see. Certificated staff can work with the Azusa Educators Association (AEA) and administration for advice and next steps in the complaint procedure if they need help. AEA &amp; CSEA (Classified Union Association) are also provided time at each staff meeting to address any issues that staff may be having at AHS.</p>	<ul style="list-style-type: none"> <li>• Williams Complaint Forms</li> <li>• Board Policies</li> <li>• Formal Complaint Procedure</li> <li>• Posting of information in classrooms for helping students to report sexual harassment, bullying, discrimination, etc., along with contact numbers.</li> <li>• Mandated AUSD sexual harassment and abuse reporting training</li> <li>• AEA &amp; CSEA support during staff meetings</li> </ul>

**A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion**

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards,



and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

**Indicators with Prompts**

**Broad-Based and Collaborative**

**A3.1. Indicator:** The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

**A3.1. Prompt:** *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>Student achievement and progress data drive the decisions made by leadership and staff. Our counselors review every student transcript, meet with each student at least once per school year, and create a graduation plan for each student. The data from this is used to create our master schedule which meets the student's academic needs for graduation. This school year the counselors also created and posted “On Track-Off Track” sheets that show if a student is currently on track for A-G and graduation.</p> <p>Staff systematically meet in PLCs to discuss best teaching practices, AUSD assessments, CFA’s, and other data results, to improve instruction and increase student success. Each department is continually striving to complete an entire PLC cycle and departments are at different steps in the PLC cycle with some at the beginning stages (agreeing on a common assessment) and others at more advanced stages of a PLC (review data and next steps). The staff is provided time every Wednesday allocated by our early release days to have a Faculty Meeting, department meeting, planning time, or PLC time. Each administrator is assigned 2-3 department groups to provide support as needed.</p> <p>Monthly staff and site leadership meetings provide time for analysis of the master schedule, concerns, needs, and an open solution-based forum.</p> <p>At Azusa High, we have a focus to ensure student engagement is aligned with our AUSD policies. There has been multiple district-wide training to incorporate CALLI (Content Academic Language Literacy Instruction) practices and strategies. Administration and lead teachers that present to our staff at Faculty Meetings or Professional Learning Days are required to model a structured engagement strategy to the teachers.</p>	<ul style="list-style-type: none"> <li>• PLC documents</li> <li>• Department Google Folders with minutes from department and PLC meetings</li> <li>• Parent walk-throughs</li> <li>• ACES Poster/ training</li> <li>• AVID/ IB /AP training</li> <li>• CALLI training</li> <li>• Illuminate data</li> <li>• Master schedule worksheet</li> <li>• State Assessment results</li> <li>• Website</li> <li>• ELAC &amp; SSC agendas</li> <li>• “On Track - Off Track” documents posted</li> </ul>



<p>We have also adopted ACES to stress the importance of analyzing and supporting thoughts while responding to a prompt by all teachers and departments. ACES stands for analyzing the prompt, making a claim, providing evidence, and supporting the evidence. The ACES team, comprised of multiple disciplines, gets input and ideas from all departments. We have had informal training on ACES in our department meetings as well as information presented at our faculty meetings. Many teachers utilize the ACES model as well as the rubric in their classes.</p> <p>As part of NAF in our Engineering Academy, AHS is committed to increasing the opportunities for students to have work-based learning such as assistance with resume writing, mock interviews, worksite visits, and internships.</p> <p>Students are also involved in school-level decision making through involvement in SSC, ASB, Board Meetings, PAC + representatives, and Circle Discussion with the Superintendent.</p> <p>The office staff is working continuously to support parents. The administration strives to uphold a quick response time to parent/student concerns. In addition, parents are encouraged to be involved in decision-making through participation in ELAC, DELAC, Pac+, College Knowledge district and site training, SSC, Cafe Azteca and other parent meetings every Thursday morning. At these meetings, parents are updated on school issues, data from state assessments, updates on State and AUSD initiatives, and provided a forum to voice their own concerns and ideas.</p>	
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**School Action Plan Correlated to Student Learning**

**A3.2. Indicator:** The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

**A3.2. Prompt:** *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<p>AUSD establishes clear data criteria on an annual basis to be used for our action plan and aligned to the LCAP. This is also linked directly to our SPSA. Student performance data is reviewed by the site principal and the staff at the beginning of each school year to project what the school's course of action will be for the upcoming school year. Data around CAASPP</p>	<ul style="list-style-type: none"> <li>• CAASPP, ELPAC, ICA, AP data</li> <li>• SPSA plan</li> <li>• School Site Council</li> <li>• Faculty meeting agendas</li> </ul>



<p>and ICA results, AP performance data, graduation data, A-G results, attendance and suspension data provide input on goals. As such, there is a definitive and specific correlation between our action plan and student achievement goals. The SPSA and action plan outline goals related to increased performance in ELA, Mathematics, ELD, English Proficiency, decrease LTELs, and parent perception of the school.</p> <p>The staff also has goals emphasizing PLC collaboration and common assessments. Teachers are provided time to meet in course/grade level PLCs or academics to align curriculum, develop common assessments, and review student work/data to inform instruction.</p>	<ul style="list-style-type: none"> <li>• PLC documents</li> <li>• Students with Ds and Fs are signed up with APEX to recover credits</li> </ul>
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**Collective Accountability to Support Learning**

**A3.3. Indicator:** The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

**A3.3. Prompt:** *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The school administration believes that school change will not be successful without the support and buy-in of all stakeholders. As a result, we as a staff set goals for student achievement each year. To support these goals, ongoing professional development is a critical component of high-quality teaching. Early release days provide opportunities for training or collaboration time for teachers. Teachers utilize this time to analyze data from common assessments and to plan the future course of action based on the results. This year the master schedule team also attempted to create a master schedule with common preps for teachers who teach the same subject for teachers to meet. Also, with the adoption of our new curriculums, teachers have gone to multiple days of professional development to enhance and promote their knowledge of the new curriculum. In the 2018-2019 school year, the AUSD began a new evaluation process to follow California Standards of the Teaching Profession more closely. Teachers and the evaluating administrator each choose one area to focus on for growth. Teachers on the evaluation cycle receive timely and specific feedback through classroom observations both scheduled and unscheduled, as well as conference meetings. At the end of the evaluation year, both the teacher and administrator reach a consensus regarding</p>	<ul style="list-style-type: none"> <li>• AUSD Professional Development</li> <li>• PLC agenda/ minutes/ documents</li> <li>• Evaluation forms</li> <li>• ALT meeting minutes</li> <li>• Bi-weekly emails</li> <li>• Department meeting notes</li> </ul>



<p>whether they will be on a two to five-year evaluation cycle; their time spent in AUSD also plays into this decision.</p> <p>The administration works with the Aztec Leadership Team (ALT) in order to ensure that school-wide decisions have input from all departments via conversations and Google Docs input. Additionally, data that indicate effective implementations and recommendations for improvement are presented bi-weekly via email to all staff members.</p>	
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**Internal Communication and Planning**

**A3.4. Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**A3.4. Prompt:** *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Azusa High School has effective structures for internal communication, planning, and resolution of differences. The principal sends out biweekly emails on the latest news, happenings, and updates for AHS. We utilize Google Apps for Education (G-Suite) and the Remind App which facilitates mass communication for upcoming events, emergencies, due dates, etc. Faculty meetings with agendas also provide time to review events and provide time for discussion. All faculty PowerPoints are shared with staff members after the meeting. Google forms and Survey Monkey are also utilized to collect feedback data. Staff meets regularly to discuss upcoming events and the resources needed for those events.</p> <p>Conflicts are addressed on an individual basis but there are certificated and classified union representatives on staff to assist. The principal and other administrators maintain an open-door policy for any staff member to discuss any issue or problem.</p> <p>The administrative team holds monthly meetings with Classified staff, so they are abreast of current issues or concerns. There are two options for meetings in order to accommodate the many classified staff who are part-time. All are encouraged to give feedback to share concerns in order for all staff to feel valued and take ownership of our site.</p> <p>The administration team meets every three weeks with the AEA site team in order to discuss any issues and possible</p>	<ul style="list-style-type: none"> <li>• Faculty meeting agendas</li> <li>• Email</li> <li>• Williams Complaint Procedures</li> </ul>



<p>solutions that may be of concern for the staff. The administrative team also has meetings on the calendar with CSEA site leaders to discuss classified issues and possible solutions but do not meet on a regular basis.</p>	
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#### A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

##### Indicators with Prompts

##### Qualifications and Preparation of Staff

**A4.1. Indicator:** The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

**A4.1. Prompt:** *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>All employees in the AUSD are hired through the Human Resources Department. Teachers must be highly qualified and fully credentialed. Annually, the human resources department reviews and updates credentialing to ensure that all teachers are fully credentialed and compliant. Before it moves a candidate forward in the interview process, HR ensures the candidate is fully credentialed. In the case a teacher is teaching 1 or 2 sections of a class outside the scope of their credential, it is approved by the board on emergency status. Teachers in the APEX program are highly qualified to support students in specific content areas. Newly hired teachers and credentialed teachers are mentored through the Beginning Teacher Induction program which is maintained by Los Angeles County of Education (LACOE).</p> <p>All employees as well as regular volunteers are subject to a Department of Justice background check. New teachers receive orientation and training. All teachers receive AUSD and school in-service training. The principal also holds monthly voluntary new teacher meetings to go over struggles and different techniques to use in their classrooms. All teachers receive training on mandated reporting for child abuse and sexual harassment training annually. For the past two</p>	<ul style="list-style-type: none"> <li>• Human Resources</li> <li>• LACOE Beginning Teacher Induction program</li> <li>• Board Policies</li> <li>• EDJOIN</li> <li>• CTEL Qualifying exams</li> </ul>



<p>years, all teachers have also received training on ALICE to support them if an active intruder situation should happen on campus.</p> <p>ELA teachers that do not have EL certification embedded into their credential are scheduled to sign up for the 3 CTEL exams that qualify them for EL instruction. They must demonstrate a good faith effort to be in good standing with AUSD.</p>	
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**Professional Development and Learning**

**A4.2. Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

**A4.2. Prompt:** *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<p>The support and fiscal resources to help facilitate student learning are important to Azusa High School and AUSD. We are fortunate enough to have access to quality ongoing professional development that positively impacts student learning and achievement. Professional development helps to support Azusa’s vision, mission, schoolwide learner outcomes, and the school’s focus on improving student’s critical thinking, creativity, collaboration, and communication skills. The administration clearly communicates their support of teacher driven professional development and allocates resources to support attendance. The principal and assistant principals attend AUSD directed professional development each month on topics that include Common Core, Special Education, discipline, teacher observations, etc.</p> <p>On non-student days, our administration and lead teachers provide professional development on site, with teachers providing feedback on interests and/or areas of need for the professional development offerings. Most recently, collaborative conversations, complex-think-pair-share and ELPAC have been the focus of the entire AUSD. In addition, beginning with core subject areas, teachers continue to implement and receive in-services for CCSS, Common Core State Standards. English teachers have attended webinars to support the new curriculum adoption. Mathematics teachers have attended multiple days throughout the past four years to support the adoption of the new CPM curriculum and to help utilize the collaborative techniques used in the textbook.</p>	<ul style="list-style-type: none"> <li>• AUSD IL and ML agendas</li> <li>• AUSD PD days</li> <li>• Early Release days</li> <li>• Data protocols</li> <li>• AP/IB training and Summer institutes</li> <li>• AVID training</li> <li>• AVID meeting minutes</li> <li>• Faculty Meeting staff feedback</li> <li>• Azusa High PD Calendars</li> </ul>



Physical Education teachers attend trainings outside of the AUSD. Counselors are provided training and monthly support by the college and career director which directly impacts the students. Their annual attendance at Financial Aide, CSU, UC and private school conferences keep them apprised of current information and application procedures for seniors. Participation at the CASC conference provides further exploration of ASCA standards and implementation strategies.

The AVID (Advancement Via Individualized Determination) curriculum team has training on an ongoing basis. AVID teachers have attended multiple AVID national conventions to learn new AVID strategies, typically during the summer. They have formal meetings in which they meet on a monthly basis and meet regularly informally to discuss how we can better support our AVID students.

The professional development support for Advanced Placement (AP) teachers has increased the number of courses offered and the number of students enrolled in AP classes.

All IB teachers have attended training. This included all Administrators, Counselors, Coordinator, Librarian, as well as all content teachers. The training was taught over 3 days and included 20 hours of time. It covered a deep understanding of IB philosophies and history as well as pertinent curriculum. In total over 30 trainings have been attended.

Special Education teachers go to three trainings per school year. Topics are mainly focused on IEP's and how to better serve students through proper implementation of goals, accommodations and modifications as well as procedural norms and compliance requirements.

With the renewed focus on PLC time over the past two school years, we are utilizing data to drive our instruction. The focus has begun on common assessments, calibrating our grading, and then using that data. About one third of our teachers have attended the DuFour PLC Conference and our department chairs and some of our lead teachers have received PLC support with an out of AUSD trainer that has provided training over the last two years. All teachers have gone through training to assist with the calibration process and how to make it as effective as possible. Wednesday early release days provide time to teachers in their PLC groups to effectively do this.

**A4.2. Additional Online Instruction Prompt:** *Evaluate the processes and procedures for involving online*



staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Findings	Supporting Evidence
<p>The only online instruction currently delivered is through the APEX program. Teacher effectiveness is monitored by the student success in completing the course in a timely manner by the Assistant Principal with the support of student counselors. Course enrollment has ranged from 30-65 students annually with 1-3 teachers facilitating instruction. Professional development has been provided by APEX workshop attendance, webinars and consultation by phone with APEX representative.</p>	<ul style="list-style-type: none"> <li>• Class roster</li> <li>• Student transcript</li> <li>• APEX training materials</li> </ul>

**Measurable Effect of Professional Development on Student Learning**

**A4.3. Indicator:** There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

**A4.3. Prompt:** Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.

Findings	Supporting Evidence
<p>The faculty has monthly meetings during an early release day. In addition, each department also has monthly meetings during the early release time. Some departments meet once a week during lunchtime and some teachers meet during their prep time as the master schedule was built around common prep time. A designated administrator attends the monthly department meetings and offers feedback, answers questions and offers suggestions. Discussions from monthly meetings are brought up to all faculty and staff during faculty meetings for discussion and next steps.</p> <p>As a result of the AUSD and staff PD focus, more teachers on campus engage more students with structured student engagement techniques during instruction.</p>	<ul style="list-style-type: none"> <li>• Teacher feedback on surveys</li> <li>• Graduation rates</li> <li>• CAASPP data</li> <li>• Student grades</li> <li>• District assessment results</li> <li>• Classroom Visits</li> </ul>

**Supervision and Evaluation**

**A4.4. Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**A4.4. Prompt:** How effective are the school's supervision and evaluation procedures?

Findings	Supporting Evidence
<p>AHS follows the AUSDs protocols for supervision and evaluation. The current evaluation process began during the 2018-19 school year. Both union representatives and management representatives came to an agreement on the forms, process, and timelines. Last year was the first year where all administrators used common forms in the evaluation process around the California Standards of the Teaching</p>	<ul style="list-style-type: none"> <li>• Administrators scheduled and unscheduled observation forms</li> <li>• California Standards for the Teaching Profession</li> </ul>



<p>Profession. In the final evaluation meeting, both administrator and teacher come to consensus about whether they will then be on a two year, or up to five-year evaluation cycle.</p> <p>The principal and other administrators make routine visits to the classrooms, in particular, those teacher classes that are on an evaluation year. The informal unscheduled observations provide opportunities to highlight the good things happening in classrooms as well as open a dialogue about professional development needs and areas for growth.</p> <p>When in an evaluation year, the administrative team holds meetings with teachers to review their goals and objectives for the year. They then have a minimum of two formal, scheduled observations and a summary evaluation. Post-observation meeting provide feedback on instructional strategies and alignment to the school vision for critical thinking and collaboration.</p>	<ul style="list-style-type: none"> <li>• Evaluation forms</li> </ul>
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**A4.4. Additional Online Instruction Prompt:** *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>AUSD adopted online instruction is provided through APEX for the purpose of credit recovery. APEX has provided teacher training and webinars have been made available for staff facilitating the current course sections. These teachers are under the same evaluation process as the entire staff.</p> <p>We also utilize various technology throughout our regular courses. There have been numerous Google Classroom trainings offered by teachers on campus. The English teachers have attended an ILIT training to incorporate using this in their classes. AUSD has offered multiple trainings using Red Dot recording as well. These trainings have been conducted on student-free days and supported by AUSD personnel.</p>	<ul style="list-style-type: none"> <li>• Evaluation forms</li> </ul>

**A5. Resources Criterion**

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**Indicators with Prompts**

**Resource Allocation Decisions**

**A5.1. Indicator:** The school leadership and staff are involved in the resource allocation decisions. There is



a relationship between the decisions about resource allocations, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

**A5.1. Prompt:** Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards.

Findings	Supporting Evidence
<p>All resources need to be aligned with the school’s goals; based on the school’s vision, mission, instructional focus identified critical learner needs, and LCAP as outlined and described in the SPSA. To be able to support high academic standards and prepare students to be college and career ready, the administrative team, ALT, and SSC are responsible for site resource allocation decisions with final approval by the AUSD. Allocation of resources has been targeted to support high quality teaching and to provide intervention resources for academics and college and career preparation.</p> <p>Resources have also successfully been allotted to content areas. Additionally, rigor has increased as a result of Common Core professional development and teacher collaboration.</p> <p>In terms of the site budget, the principal and the lead secretary oversee school site funds and collaborate with the School Board and AUSD to manage allocations and expenditures. The principal’s secretary and administration team have access to an online program that tracks the budget. The AUSD Business Office determines site budget and allocation for each classification of expenditure. Teachers are given individual budgets to purchase supplies and materials to support instruction and departments ask for items that are needed above and beyond the teacher allocation. Any additional needs are brought to administration for approval.</p> <p>Through the input of SSC, currently LCAP funds are allocated to support released time for PLCs, instructional support for ELD, and instructional materials for teachers. In addition, LCAP funds are utilized to support the AP program, IB Program, AVID, Link Crew, and 8th grade orientation. These funds support our campus climate, student enrollment, and improve the focus of College and Career Readiness across our campus and inside each classroom.</p> <p>The identified student needs in the AUSD LCAP and SPSA align to the eight State Priorities including raising ELA and Math scores on CAASPP, increasing A-G completion rates,</p>	<ul style="list-style-type: none"> <li>• AUSD LCAP</li> <li>• LCFF/SPSA</li> <li>• School Budget</li> <li>• Title 1 Expenditures</li> <li>• Conference Agendas</li> </ul>



AP passing rate, AVID enrollment, attendance and graduation rates, and to decrease suspension rates.	
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**Practices**

**A5.2. Indicator:** There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

**A5.2. Prompt:** *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>AUSD gives the principal an annual budget and meets with AUSD personnel annually to review the budget. Any Title I funds must be approved by the AUSD and the SSC, as well as be aligned with the SPSA.</p> <p>AUSD has a Director of Categorical programs who oversees the school site LCAP budget. This includes Title I, LCFF, and General Fund. AUSD has implemented a web-based program that ensures all spending stays within allotted budgets.</p> <p>Title I funds have allowed us to provide effective and researched based interventions and instructional strategies for at-risk students. Because Title I is a federal program, schools are held to strict accountability measures and student progress is monitored annually to ensure they are making adequate yearly progress. Assessments are used to determine if current instructional programs are effective and what improvements may be needed, based on test scores. The assessments used for student performance and progress are the CAASPP for all 11th graders, and formerly CELDT, now ELPAC for students whose first language is not English.</p> <p>The AUSD Business Office determines the site budget and allocation for each expenditure. The principal and lead secretary oversee school site funds and collaborate with AUSD to manage allocations and expenditures. The principal meets with his secretary in August to determine how funds are allocated, then a revised meeting in January to check targets, with periodic updates in between. The Assistant Superintendent also meets with site teams upon request to review budget concerns to address funding for site needs.</p>	<ul style="list-style-type: none"> <li>• Title I Expenditures</li> <li>• Annual Budget</li> <li>• CAASPP data</li> <li>• CELDT/ELPAC data</li> <li>• SSC</li> <li>• Board Meetings</li> </ul>

**Facilities Conducive to Learning**

**A5.3. Indicator:** The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).



**A5.3. Prompt:** *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>The site and facilities are adequate to meet the needs of our students. The facilities are maintained through LCAP monies and Bond Measure funding. Three years ago, the Azusa community approved Measure K. New perimeter fences were erected last school year to improve security measures on campus. With the addition of these new fences, some issues arose regarding items being passed over the fences or the push bar doors being opened by students. The campus aides, administrators, and the School Resource Officer monitor the school and work directly with the AUSD’s Facility and Support Department to improve the overall safety of the campus. There are also ramps in accordance with ADA regulations. Emergency drills ensure that students are well-versed in safety procedures and those procedures are as non-disruptive to the learning process as is possible. In the 2018-2019 school year, teachers began training in ALICE, which is a technique to be utilized during an active intruder situation. Students were also presented with a PowerPoint of how to barricade classroom doors as a precaution. In August 2019, teachers participated in an active intruder simulation as a drill to be better prepared should this emergency take place.</p> <p>To support the ongoing improved health of students, the Nutrition Services Department have implemented healthy alternatives to school meals. This includes fresh fruit and vegetable options, and a variety of healthy choices. We also have a school nurse as well as a health clerk. There is one full time school psychologist on site. Five part-time education related mental health service providers meet with individual students each week. McKinley Children’s Service provides one full time clinician and a case manager for students who qualify for medi-cal. The clinician provides individual therapy and parent support for those students in need of the assistance of a psychiatrist. AUSD has a relationship with Azusa Pacific University who allows their students to complete their volunteer internship hours on our site, this is mutually beneficial as we have an increasing student need for counseling services. Four counseling interns provide weekly therapy under the supervision of the University.</p> <p>This school year, a Department of Public Health Well-Being Center (WBC) was also added to our campus to allow a safe space for students to visit for information and services. Open</p>	<ul style="list-style-type: none"> <li>• Work orders</li> <li>• Emergency drills</li> <li>• Posted food menus</li> </ul>



<p>four days a week, the WBC staff includes Mental health services, reproductive health education, substance use and the support of a nurse. Student leadership will be developed to enrich the campus community with peer-led wellness activities.</p> <p>Azusa High School was selected to partner with Los Angeles County Office of Education (LACOE) as part of the Community Schools Initiative (CSI). A program specialist and educational community worker through LACOE were placed at AHS full time to facilitate a community focused approach to meet the needs of students, families, and staff. Supports available include employment support for students, parent workshops, resource fairs, school supplies, emergency overnight bags for displaced students, and several other resources. The CSI team has also focused its efforts on requesting donations and or grants to bring on new athletic equipment to provide a more modern facility.</p>	
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**Instructional Materials and Equipment**

**A5.4. Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**A5.4. Prompt:** Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
<p>The policy and procedures in place in acquiring and maintaining instructional materials, resources and technology are fair. With the help from AUSD’s purchasing department, the majority of teachers have a desktop, Document camera, and an LCD projector. In recent years, using various funds, AUSD has purchased multiple Chromebook Carts for teachers to have in their classrooms. However, technology is an area where growth is still needed. With the push of computers and internet being used, sometimes the Wi-Fi is unreliable when too many devices are online. This is something the AUSD is aware of and working towards improving the bandwidth throughout the campus. Within the past four years, AUSD has adopted multiple curriculums. All newly adopted textbooks have an online component that can be accessed by students and teachers using the chromebooks. Every student is provided a Google account to facilitate learning and the school utilizes the free apps Google provides. Several teachers are using Google Classroom as an integral part of their instruction.</p>	<ul style="list-style-type: none"> <li>• PLC training</li> <li>• Common Core trainings</li> <li>• Math/English TOSA</li> <li>• Chromebook carts</li> <li>• AP/IB training</li> </ul>

**Resources for Personnel**



**A5.5. Indicator:** Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

**A5.5. Prompt:** Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
<p>Staff is hired based on students need, however due to declining enrollment some staffing has been difficult. When a position becomes available, Human Resources sorts the applications and pushes forward to the sites the strongest candidates. Candidates interview with a panel that consists of an administrator, department chair, and a third person (either from the department, another department chair, or a second administrator). AUSD’s effective hiring system, evaluation program, and walk-throughs have helped our site maintain and recruit well-qualified certificated and classified staff members. In addition, AHS excels in providing ongoing professional development opportunities for its teachers. Teachers attend a variety of trainings every year. Some of them include CTE, AP, IB, Special Education, Literacy trainings, PLC trainings, multiple counselor trainings with AUSD Office personnel and counselors in the AUSD Office, and Common Core trainings.</p> <p>AUSD has two staff development days per year to provide in-services for teachers. The focus of the past three years has been on collaborative conversations, specifically critical thinking within the complex-think-pair-share strategy.</p>	<ul style="list-style-type: none"> <li>• PLC training</li> <li>• Common Core training</li> <li>• AP training</li> <li>• IB training</li> <li>• Math/English TOSA</li> <li>• UC Conference</li> <li>• Cal State Conference</li> <li>• Financial Aid Conference</li> <li>• CASC Conference</li> <li>• ASCA Conference</li> <li>• Dual Enrollment Conference</li> </ul>

**Long-Range Planning**

**A5.6. Indicator:** The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

**A5.6. Prompt:** Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p>The most recent 2018 plan integrates the LCAP. AUSD goals, professional development, trainings, resources, etc., are aligned to the objectives of this plan. School goals, department SMARTE goals, mission, vision, instructional focus, and SPSA are also based on the AUSD Strategic Plan and LCAP. We review and update the school goals and SPSA each year to address current student needs and resources while still being aligned to the AUSD’s overall plan.</p>	<ul style="list-style-type: none"> <li>• Budgets</li> <li>• LCAP</li> <li>• AUSD Strategic Plan</li> <li>• SPSA</li> <li>• SMARTE Goals</li> </ul>



<p>AHS routinely reviews multiple forms of student achievement data under each LCAP priority. Through SSC and ALT, critical student learner needs are identified, and instructional needs are defined.</p> <p>AUSD evaluates the LCAP goals annually in order to determine the extent to which goals have been met. Based upon the status of the goals and stakeholder input, AUSD meets with stakeholders to review the data.</p> <p>Our 8th grade Expo each January invites students and parents from our feeder middle schools to attend and be introduced to all the programs and extracurricular options available to them. Representatives from clubs, classes, and sports participate to show what AHS offers. Counselors attend for general guidance and as a welcoming committee as well.</p>	
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**ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs**

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.**

**Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified major student learner needs (Task 2, Chapter II).**

**Summary (including comments about the preliminary identified major student learner needs)**

Azusa High School’s mission, vision, and purpose serve not only the students, but also support the SLO’s, SPSA, LCAP, and AUSD goals. AHS is fully committed to regularly analyzing and refining our policies to support the needs of all students. All teachers are highly qualified and effectively facilitate instruction to meet student academic needs. The environment promotes a healthy and safe campus conducive to learning. Clear evaluation procedures ensure that all professionals are continually learning and challenging themselves to maintain high expectations. Allocation decisions are supported by all stakeholders and support our commitment to student learning. Professional development decisions are based on student needs. Azusa is committed to continually reflecting and improving in terms of professional development, practices and policies, communication, and evolving to meet the needs of the 21st century to ensure the success of students as determined by the school’s mission, vision, SLOs, SPSA as well as the AUSD’s LCAP.

**Prioritize the strengths and areas for growth for Category A.**

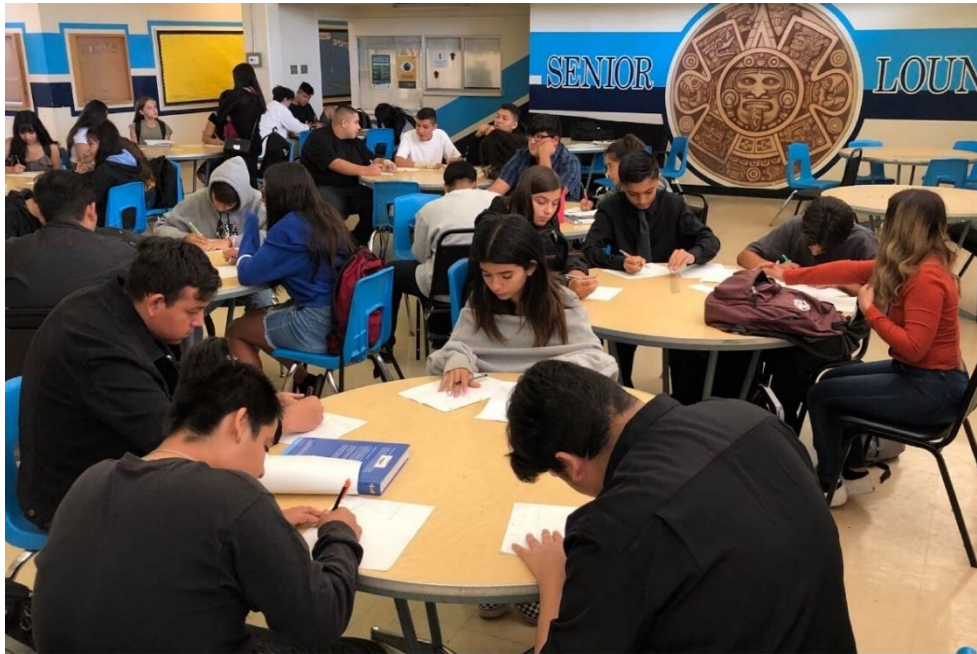
**Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength**



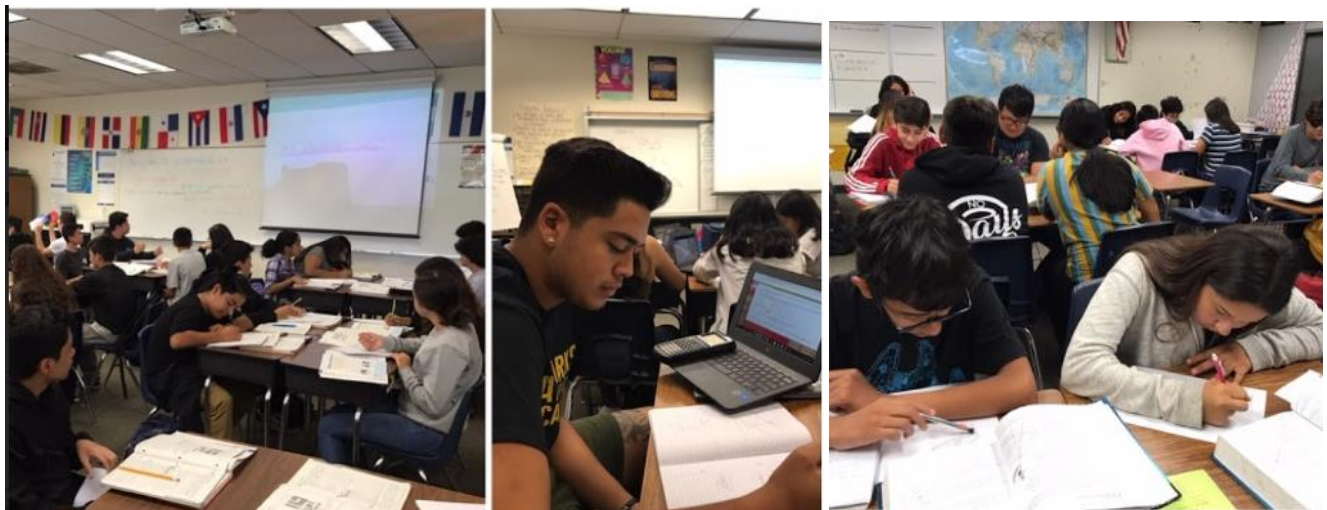
- A strong school mission for the academic achievement of all students
- Support at the AUSD office to fulfill the vision and mission
- Coordinated Professional Development plan
- Improved AUSD and schoolwide collaboration around instructional practices
- AUSD has supported AVID, AP exams, IB program, SAT and PSAT exams, PLTW classes, JROTC for college and career pathways.
- AUSD has supported collaboration between colleges (APU, Citrus College, Cal Poly Pomona, University of La Verne, etc.) for programs that support our vision of college and career
- AUSD has provided professional development and support for PBIS, Restorative Practices, potential crisis response through ALiCE, APU Counseling Interns and collaboration with McKinley Children's Services for student and family counseling and supports.
- School SMARTE goals are developed from the SPSA which is developed from the AUSD's LCAP goals.
- Over the last 4 years AUSD has purchased new curriculum for math, social studies, and English, and in the process of purchasing books in science.
- Over the last 4 years AUSD has purchased Chromebook carts for math, English, social studies classes, and other specialized classes.
- AHS has focused its professional development on modeling structured student engagement techniques to teacher and providing teacher led technology training (Google Classroom, Illuminate, Aeries, etc.) in order to align to the AUSDs direction.
- AHS has increased its internal communication by sending out a school wide bi-weekly email update every two weeks, bi-weekly shout out notes in boxes, along with creating department Google folders for all staff to view their department work.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth**

- Continue to provide ongoing opportunities for academic team collaboration and data analysis to improve instructional practices
- Expand our campus Wi-Fi so that our chromebooks are more reliable to use with our instruction and for common assessments
- Equip and develop leadership within the PLCs to sustain the work of improving instruction
- Expand the use of resources and supports to improve student performance on standardized exams
- The school's outer paint, parking lot, and fields need a makeover to attract potential students.
- With declining budgets, AHS is seeing declining site budgets which in turn reduces resources available to teachers.
- Resources have not been put in place to support teacher desktop computers which some desktop computers are over 8 years old and do not support the programs that teachers are asked to use with students.



Category B:  
Standards-  
based  
Student  
Learning:  
Curriculum





## B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

### Indicators with Prompts

#### Current Educational Research and Thinking

**B1.1. Indicator:** The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

**B1.1. Prompt:** *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>In order to maintain a rigorous and relevant curriculum, Azusa High School recognizes that course programs must reflect current educational research related to the different curricular areas. Since this ongoing process of curriculum development and refinement is at the forefront of the Comprehensive Support and Improvement (CSI) process, teachers are encouraged to participate in a variety of professional development opportunities focused specifically on current educational research.</p> <p>Azusa High School believes that true academic rigor can be achieved only through differentiation of curricular instruction implemented with best educational practices. To ensure that all students have access to a rigorous, relevant, coherent curriculum, teachers utilize current educational research to shape what we teach and how we teach it. From SDAIE and SIOP strategies that facilitate English language development, to Advanced Placement (AP) and International Baccalaureate (IB) training that gives teachers tools to help students grasp the delicate nuances of a subject, and the graphic organizers and manipulatives that benefit all learners by allowing students to access rigorous content in alternative ways. The rigor of Azusa High School’s curriculum is facilitated by implementation of current educational best practices. By participating in and implementing curricular design taught and advanced by a variety of professional development opportunities, teachers ensure the use of current educational research to design and implement a viable, meaningful instructional program. Curricular elements reflect a variety of research-based professional development. Some of the trainings that different teachers have attended include SIOP, SDAIE, DBQ, Marzano, AVID, AP, Stanford research, Dufour PLC, iLit, APEX, IB, and ERWC. Further, the administration team shares research-based articles with the staff at least twice a month via the bi-</p>	<ul style="list-style-type: none"> <li>• Formal and informal observations</li> <li>• Staff Development Day</li> <li>• Faculty Meetings</li> <li>• CPM training</li> <li>• DBQ training</li> <li>• AVID, IB and AP training</li> <li>• PLC training</li> <li>• PBIS</li> <li>• ALICE</li> <li>• Weekend email with relevant data and articles for staff</li> <li>• Administration articles in teacher mailboxes</li> </ul>



<p>monthly admin email and printed articles placed in staff mailboxes.</p> <p>The Azusa High school staff acknowledges that maintaining a viable, meaningful instructional program for students requires ongoing professional collaboration and growth and works continually toward improving our ability to do so. AHS provides teachers with opportunities and resources to collaborate with colleagues in creating learning environments that foster student growth and achievement through effective and applicable teaching pedagogies.</p> <p>The mathematics department is on its fourth year of CPM textbook adoption. Over the past four years, the entire department has been participating in ongoing development while also receiving instructional support and classroom visits by a CPM representative. With the new ELA textbook adoption three years ago, they have also attended multiple curriculum training days. The uniformity in the new curriculum helps to guide discussion on student improvement. Both subjects have been continually supported and guided by the math and English TOSA's.</p> <p>All of these trainings allow our staff to focus on continual development and growth at our school. The PLC provided time allows departments to restructure to new or emerging frameworks. Professional development days at the beginning of each semester and two mid-semester focus on curriculum alignment, effective instructional strategies, data protocols, PBIS strategies and school safety, and progress on our WASC action plan.</p>	
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**Academic and College- and Career-Readiness Standards for Each Area**

**B1.2. Indicator:** The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

**B1.2. Prompt:** *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
<p>Azusa High School aligns curriculum to support CCSS for each respective subject. Each discipline and department collaboratively construct a pacing guide and/or curriculum that identifies the focus standards for their content area. These standards are also outlined for students in course syllabi.</p>	<ul style="list-style-type: none"> <li>• Student Handbook</li> <li>• AVID</li> <li>• Advanced Placement (AP)</li> <li>• CPM</li> </ul>



Various texts are incorporated into the curriculum and utilized in each subject to enable teachers to collaboratively focus on similar objectives for their respective subjects. A-G Posters were designed and created to place in all classes and offices to remind students of passing all classes with a C or better. This school year, we currently have 93 A-G approved classes.

The English Language Arts department aligns the CCSS and, as of the 2017-2018 school year, has adopted the HMH *Collections* Program across grade levels to meet the CCSS, with a focus on multi-source writing, critical thinking, and in-depth analysis of fiction and nonfiction texts. Each unit is organized under a large Essential Question designed to be answered through the study of anchor texts as well as supplemental texts within the unit. Seniors who scored a 2 or 3 on the CAASPP assessment are placed in our ERWC class in order to prepare them for the higher-level thinking and rigor they will experience in college. Students that score a 4 on the CAASPP English exam are encouraged to enroll in AP Literature. AP Language and Composition and AP Literature and Composition are available for our Juniors and Seniors, the curriculums are designed according to CCSS standards as well as the College Board.

The Mathematics department has fully adopted the CCSS in accordance with the state of California. The department bases their curriculum out of the Core Connections textbook series from CPM Educational Program. The Math department also offers AP Calculus and AP Statistics that align with the College Board. The IB courses that are offered are IB Math Studies and IB Math SL.

The social studies/history department worked on adopting new textbooks during the 2018-2019 school year. The textbook was implemented throughout the school during the 2019-2020 school year. This new textbook is aligned with CCSS. All teachers have been trained in the DBQ Project curriculum and are required to complete at least one DBQ a semester to encourage critical thinking and multi-source document writing in order to ensure college and career readiness. The history department offers AP Human Geography, AP World History and AP US History in accordance with the College Board. The IB courses that are offered are IB US History and IB American History

- ELA CCSS
- Pacing guides
- A-G Posters in classes



The science department is currently in transition from the California State Standards to the Next Generation Science Standards (NGSS) and is identifying essential standards and developing CFAs for each standard. This school year, AUSD worked on adopting new textbooks and the adoption will take place in the 2020-2021 school year. Science teachers are working on incorporating more writing assignments to help with college and career readiness. AHS has the facilities to conduct wet labs to support the instruction in our science courses. Due to recent budget cuts, the variety and regularity of wet labs has reduced in our science courses. AP Biology and AP Physics are available for students to take their Junior and Senior years and are in accordance with the College Board. The IB courses that are offered are IB Biology and IB Physics.

The Visual and Performing Arts (VAPA) department created a PLC cohort to begin the process of improving the AUSD's VAPA through collective inquiry, constructive conversations about instruction and learning, site support, and teaching practices. Teachers work to allow students to explore their creativity in ways that will benefit them in their future college and/or career. Each class and program follows their respective standards. The department also offers AP Studio Art in accordance with the College Board. Students are also able to take IB Art.

World Language classes are aligned to the "National Standards for Foreign Language Learning" which were created in 1996 and adopted officially by California in 2009 as official state standards. The French and Spanish textbooks for native English speakers have those standards published and activities aligned to all said standards. Spanish Speaker classes are aligned to the National Standards and are also around 60-70% aligned to 9th and 10th grade ELA standards. In addition, the AP and IB classes are 100% aligned to AP and IB standards and utilize texts that are officially recognized as AP and IB texts by their respective programs.

All CTE Pathways have created syllabi for each course that align to A-G requirements. These documents are updated and distributed to students each year and are accessible to parents. All Juniors and Seniors in CTE courses are eligible for a summer internship of 30-120 hours through the efforts of the Foothill Consortium grand and the San Gabriel Valley Economic Partnership.



<p>All of our AP courses are aligned to the rigorous academic standards of the AP exam. AP teachers monitor and discuss AP exam results to inform their instruction. All students can take AP classes as equity and access guidelines are a top priority. With open access, many students are choosing to challenge themselves with great success and guided support from the teachers. We have had our number of students enrolled dramatically increase in our AP courses. Many teachers offer extra instructional time, including Aztec Saturday Academy, throughout the year to better prepare them for the exam. AP courses are taught by College Board AP certified teachers and are offered in many fields of study.</p> <p>As an alternative to AP courses, students in their Junior and Senior years can take courses from our IB curriculum which enables them to receive an IB diploma/certificate. The IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement. We work with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. The International Baccalaureate® (IB), and the Diploma Programme (DP) in particular, enjoys a high level of respect and recognition among the world’s higher education institutions. For students, success in the IB often results in advanced standing, course credit, scholarships, and other admissions related benefits at many universities.</p> <p>Pacing guides are revisited every year, in every subject within the department. Along with pacing guides, district assessments were created with cooperation from all secondary schools in AUSD for all core classes. These assessments are assessed at the district level and results are analyzed by teachers during department meetings. For courses that do not have AUSD assessments in place, teachers employ informal formative assessments to monitor student progress toward achieving defined academic standards. Azusa High School staff utilizes common formative assessments within core and elective courses. Data evaluation is critical in order to prepare students to be college and career ready.</p>	
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**B1.2. Additional Online Instruction Prompts:** *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence
We made the transition in the 2014-2015 school year out of Adult Ed options and into APEX for our credit recovery. It is	<ul style="list-style-type: none"> <li>• APEX</li> </ul>



<p>not only suitable to meet graduation requirements, but it is also A-G approved, which allows students to remain on track for college as they recover credits.</p>	
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**Congruence**

**B1.3. Indicator:** There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

**B1.3. Prompt:** *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>There is consistency in most departments as they meet in PLCs to align curriculum to the CCSS for California, to design common assessments, to compare student outcomes and ultimately make sure students are ready for challenges they will encounter after high school. Time is dedicated through PLCs to highlight progress and areas of improvement. Teachers look at data from common assessments, share best practices to inform and improve students' academic performance. PLCs also allow departments to create pacing guides. Pacing guides create workable timelines by which teachers develop rigorous and relevant lessons and ensure that all standards are being taught throughout the course. AUSD assessments are done in core classes three times a year. Teachers utilize those results to ensure consistency by all courses and that the standards are being taught.</p> <p>All teachers have undergone multiple days of training with CALLI in order to better serve and prepare our students with skills in collaborative discussion and academic discourse after high school.</p> <p>Some teachers allow students the opportunity to review, ask questions, and retake an assessment to increase their knowledge on prior concepts. The shift to CCSS and NGSS have incorporated real-world applications and real-life problems throughout core classes.</p> <p>Art teachers have worked to create a professional art gallery and produce a juried art show where students across AUSD must submit their art pieces for consideration. In 2017-2018, the AUSD allotted funds to support this effort. These shows are intended to mirror university and professional shows in the art world.</p>	<ul style="list-style-type: none"> <li>• Curriculum pacing guides</li> <li>• AUSD Assessments</li> <li>• PLC documents</li> <li>• Assessment data</li> </ul>



<p>CTE courses are aligned to Model Curriculum Standards and academy teachers attend training in order to keep abreast of industry standards, best practices, and standards updates. Accountability to the standards is now measured most directly through CAASPP assessments, CFAs, as well as end of year NAF/PLTW exams. This allows students to be prepared for the workforce and college. Within the CTE courses, students also perform viable assignments such as resumes and job interviews. This summer, Juniors and Seniors will be eligible for a paid 30-120-hour internship.</p> <p>Our schoolwide learning outcomes which include a plan for education beyond high school and career readiness, is driven by the LCAP and SPSA plan. Our school is committed to increasing student achievement with Common Core, narrow achievement gaps especially with our EL and Special education populations, increase all students' college and career readiness, and increase parent and student engagement and perception. Each department has created SMART goals around improving PLC common assessments, writing, and a goal around improving climate.</p>	
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**Integration Among Disciplines**

**B1.4. Indicator:** There is integration and alignment among academic and career technical disciplines at the school.

**B1.4. Prompt:** *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>The AHS staff is making ongoing progress toward the goal of curricular collaboration across disciplines. The Aztec Leadership Team, Curriculum Council, a leadership group consisting of department chairpersons, administrators, counseling staff, and those representing school-wide programs, meets monthly. In these meetings, instructional issues and departmental initiatives are shared across disciplines.</p> <p>In the 2017-2018 school year, we began utilizing the ACES program. This is used in all disciplines and standardizes using a rubric for answering questions/problems/prompts in all courses. The ACES team presents at faculty meetings throughout the school year to provide examples of different subjects utilizing the rubric. They also provide other techniques to incorporate the rubric for all courses.</p>	<ul style="list-style-type: none"> <li>• DBQ training</li> <li>• NAF</li> <li>• ACES Poster and rubric</li> <li>• Faculty meeting minutes</li> <li>• ALT meeting minutes and sign in sheet</li> <li>• CTE syllabus</li> </ul>



Another process leading toward curricular integration is the DBQ training, which has increased collaboration between English and Social Science classes. The DBQ project is aligned with Common Core standards, moving students toward the critical thinking and analysis that is required for success in the 21<sup>st</sup> Century. Within our English curriculum, they cover multiple disciplines as students are required to read, discuss, and write to non-literary texts that involve content from math, social science, science, and other departments. Math and Science also have a lot of overlap with calculations, dealing with half-life, rate of change, etc. Our AP Statistics course deals with English skills dealing with analyzing prompt, making claims, and how to support those claims the students are presenting. AP Spanish incorporates History and Art regularly within their lessons.

Within the ELD/ SDAIE courses, the teachers have begun meeting once per month so that they are able to support each other and the students in all subjects. For Math, the students began reading a paragraph in English about the topic they are learning for the current week. They must read this paragraph to various adults on campus. This allows the English Learner students to practice academic vocabulary for Math while practicing their English skills as well. The teachers also discuss what supports are needed so that all teachers can contribute to topics that students are struggling with.

For our CTE program, we offer pathways in three different disciplines, Automotive, Computer Science, and Engineering. We implement various assignments within those courses that are intertwined among the CTE landscape. Mock interviews, essay writing and resume writing are implemented to ensure all CTE courses engages in connecting the disciplines. Within our engineering class, we have an annual collaboration with Northrop Grumman to support students on their engineering pathway. There is also an agreement with NAF to provide approximately 50 students a job shadow opportunity in these courses.

In the 2018-2019 school year, we began utilizing the ICA practice exams for SBAC. While these are staff graded, most departments send a representative to help with the grading. This allows all departments to see what our Juniors are being tested on and what type of writing needs to be supported in all our classes. They are also able to see the types of Math problems that are being presented and that the students were



<p>mainly struggling with not being able to understand what the question was asking, rather than the actual math that was being asked to be completed.</p>	
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**Community Resources and Articulation and Follow-up Studies**

**B1.5. Indicator:** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**B1.5. Prompt:** *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>There has been an ongoing effort made to reach agreements between vertical teams across the Azusa Unified School District. AHS staff have participated in staff development days and workshops designed for this purpose. To this end, AUSD has committed to the collaboration process within our PLCs and AHS is continually striving to improve our own PLC practices. PLCs require articulation within departments, between grade levels, between departments, and between different school sites. AHS staff view vertical teaming as important, and this is now district-supported scheduled time to hold these meetings. There have been multiple training sessions in PLCs, including several district-wide professional development days, a 3-Day conference hosted by Solution Tree DuFour Training which several of our staff as well as additional training for department chairs and subject lead teachers facilitated by Jeffrey Garrett Consulting.</p> <p>AUSD has also set up a district wide DBQ/Writing Collaboration PLC that meets monthly and is open to participants from all grade levels. Over the past few years these meetings have led to agreements between elementary, middle, and high school teachers regarding the DBQ curriculum at all levels. There is a master list of Common District Administered DBQs, an agreed upon minimum number of district-wide DBQs to be given during the school year, and a district-wide adopted DBQ scoring protocol for implementation for each grade level.</p> <p>Counselors receive recommendations from eighth grade teachers regarding the proper placement of students in English</p>	<ul style="list-style-type: none"> <li>• Staff Development Agendas</li> <li>• Counselors</li> <li>• Department PLC Agendas</li> <li>• DBQ Curriculum, Master List, and protocols</li> <li>• Middle School Visits</li> <li>• HIP Program</li> <li>• APU, Cal Poly Pomona, Citrus College agreements</li> </ul>



and Science. They visit feeder middle schools to guide them in the high school enrollment process. All AUSD 8th graders have a scheduled visit to our site, usually mid-January, where we highlight our specialty programs and academics in action. Counselors also complete lessons in Naviance with students throughout their four years which include career surveys and interest profilers. Students also have the opportunity to research hundreds of careers and watch videos that include individuals that are in the professions that they are interested in.

High school and Middle school special education specialists also meet to ensure the proper placement of incoming SPED Freshmen so that they will receive the most appropriate level of rigor with support that they need. They hold transition meetings, where they monitor goal progress at each student's IEP meeting and discuss the whole student, including achievement, level of support, modifications, etc. California WorkAbility I Program gives SPED students the opportunity to participate in paid work experiences in businesses within the community, building relationships between the community and school. Business owners' mentor our students teaching them job skills that they can then document in future employment applications. We currently have a relationship with seven businesses in our local community who employ our students through this state funded program.

Juniors and seniors in the AVID or IB programs have the opportunity to attend both Northern and Southern California college tours to learn about schools they can potentially apply to in the future.

Students of all grade levels are encouraged to apply to be a part of the Chick Fil A leadership academy. AHS students' partner with the Azusa Chick Fil A to further develop their leadership skills by creating and implementing a service-learning project that will support and impact the local community.

The JROTC Course is involved with local ROTC colleges to provide additional instruction in various courses which include leadership and community service projects. Our Physical Education teachers perform community outreach at the local fitness center. They often encounter former students and discuss their fitness goals with them. Art & Ceramics are



working with all the art teachers in AUSD to develop art shows and collaborations with neighboring colleges such as APU, Citrus, and Art Center College of Design.

Students are given the opportunity to listen to speakers from various colleges and universities through our College and Career Center. Alumni also return as part of a panel and present to multiple classes about their time at college and experiences that they've had. Our College and Career Center also works closely with Citrus College to ease the transition from high school to college through the Early Decision Program. The Early Decision Program allows students during their senior year to meet with a Citrus College representative a minimum of three times to learn the steps to be taken to successfully enroll at Citrus College. Additionally, a one-day campus visit includes on site assessment for all Early Decision participants.

This year students have been given the opportunity to take up to four college level classes on campus through partnership with Citrus College. A second partnership is with Azusa Pacific University (APU). APU provides math tutors that come to our campus twice a week. APU also offers our Upward Bound program. This program mentors, tutors, and counsels' students to help prepare them for college. The program has the students complete an application and then APU chooses 15 students per grade level for a total of 60 students involved in the program. As part of Upward Bound, students can enroll in college courses during summer and stay in a dorm for one week to experience college life. In the 2018-2019 AHS began a partnership with Cal Poly Pomona for our Femineers program. This is an all-female teacher led for our female students on campus. It is meant to inspire females to pursue STEM in their education and career. We also have a partnership with Northrup Grumman utilizing their High School Involvement Program (HIP). This program provides "hands on" job training for 17 weeks. Mentors who are working in the field of engineering work side by side with our high school students who have an interest in engineering. In the past, students who completed this training were given a total of \$40,000 in scholarships for college.

**B2. Equity and Access to Curriculum Criterion**

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.



## Indicators with Prompts

### Variety of Programs — Full Range of Choices

**B2.1. Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

**B2.1. Prompt:** *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>AHS provides all students with the opportunity to experience a whole host of college and career-based curricula, enabling them to set appropriate and realistic post-secondary goals. AHS provides all students with opportunities to make appropriate choices and pursue a full range of realistic career and educational opportunities through access to the master schedule which provides students with A-G requirements. Class offerings in Advanced Placement classes in English, social science, math, art, science and world languages. Also, AVID classes in 9-12 grades, including field trips to colleges, college application and financial aid guidance as well as a variety of college and career speakers.</p> <p>College recruiters and speakers frequently visit our Career Center to counsel students on general college information and how to find a school that fits individual needs and interests. Senior classes are taken to the library to listen to college recruiters prior to college application deadlines to further assist them in the application process. The local community college (Citrus College) offers a mentoring program on campus to help students decide on taking a two-year community college path to the university. AHS also hosts a College Fair in the gym that is open to the community.</p> <p>APU Upward Bound program mentors 60 Aztecs grades 9-12 in order to be accepted and be successful in college. They offer after school tutoring, visits to college campuses, summer school at college courses, and overnight stay overs and the APU campus.</p> <p>AUSD pays for all Juniors (11th grade) to take the PSAT and SAT exams. When the student data is returned counselors work with students to connect their SAT scores with Khan Academy. In the past two years Azusa High partnered with</p>	<ul style="list-style-type: none"> <li>• IEP documentation (based on interest survey, interview or on-line questionnaires).</li> <li>• Student applications</li> <li>• Field trip slips</li> <li>• Transition meetings senior year</li> <li>• Master Schedule</li> <li>• AP course list</li> <li>• AVID curriculum</li> <li>• Career Center calendar</li> <li>• JROTC</li> <li>• Naviance</li> </ul>



<p>Princeton Review for Saturday SAT prep, however, we did not have large class numbers.</p> <p>Seniors are given the opportunity to recover credits through a credit recovery program called APEX. Courses are A-G approved and have replaced courses previously offered through Adult Ed. This school year was our first year of having a college kick-off week. This gave students a full week with the support of school counselors and other staff members to complete their college applications. We had 110 students' complete applications for a four-year school this year.</p> <p>Honors, IB, and AP courses are open to all students who want the challenge.</p> <p>Our Automotive Technology courses range from introductory careers to advanced hybrid engineering.</p> <p>Students, 16 years and older, with IEPs have transition meetings to discuss post-secondary educational and career plans. Students in the Life Skills program perform vocational tasks such as organizational skills, computer skills, and money exchange. Students also can attend the AUSD's adult transition program to work on vocational skills. They have the opportunity to attend meetings regarding the transition to the adult site their senior year.</p> <p>Our JROTC program is a structured path so that if students begin their freshman year and commit all four years, they can graduate as a Sergeant 1st class. Our JROTC instructor encourages all students to take the college path, however if students choose to enter the military immediately upon completion of high school, they can. Many students choose this route as they can take advantage of the GI Bill in order to pay for college later.</p>	
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**Accessibility of All Students to Curriculum, including Real World Experiences**

**B2.2. Indicator:** A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

**B2.2. Prompt:** *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
The texts that students read and write about cover a variety of current and diverse topics that are relevant to their lives	<ul style="list-style-type: none"> <li>Course projects mentioned</li> </ul>



today. Students, regardless of grade level, can enroll in honors, AP, and/or IB courses. The honors/AP/IB teachers work closely together to scaffold student learning and prepare students for the next level of study. Even if students choose not to take honors/AP/IB classes, grade level teachers PLC to ensure that instruction is relevant to students' daily lives, and challenges them to engage with rigorous texts, writing assignments, and collaborative discussion activities and projects.

Some examples of real-world applications in our courses are:

- Math - Students complete a restaurant menu project calculating nutritional values from different meals. After they collect the data, the students create a scatter plot, calculate the correlation between fat and calories, and present their findings to their peers. The CPM curriculum has multiple real-world problems embedded for the students to work through.
- English - Students have a strong emphasis on academic language usage. There is also usage of multiple source research-based writing and presentations on current and culturally relevant topics. Students are encouraged to use “Red Dot” recording software to have evidence of academic conversations and active listening. The students relate issues, themes or topics from readings to themselves, their community and beyond. They also work collaboratively to deconstruct readings in order to enter into deep analysis and conversation related to the topics presented by the author and/or brought up by conversation.
- Social Science - Places a strong emphasis on politically relevant visual texts. Seniors complete a multi-faceted budget project using multiple expenses based on designated employment options. Teachers conduct several tutorials in tax preparation as well as learn about elections and the electoral process.
- Science - With the shift of standards to NGSS, there is more emphasis on engineering solutions and real-world problems. Some laboratory investigations require students to think critically, design and carry out protocols, collect and analyze data, while emphasizing safety and equipment proficiency. They also read and make unit connections to professional article reviews.
- World Languages - The plan for all students is for them to achieve the Seal of Biliteracy. The placement tests

- AP/Honors/IB class rosters
- Collections English Pacing Guide
- Formal and informal classroom observations
- CPM curriculum

are utilized to ensure that students are correctly placed in the appropriate class.

- CTE - Provides various real-world programs that tie into career readiness on the highest level. Students engage in learning industry and academic programming languages, such as Python. The curriculum exposes students to current trends and lessons that they will encounter in the real-world job market. For example, students are assigned to prepare resumes and conduct public speaking projects as well as conducting mock interviews with business related personnel.
- AHS offers AP Computer Science Principles and Intro to Programming courses, that stress practical and applicable skills. Students learn coding in Python and computer literacy. Students create projects and an electronic portfolio for the AP Class. Both classes are designed to develop computer science literacy.
- In AHS's automotive program, students have the opportunity to learn basic automotive design, maintenance, and introduction to hybrids and electric vehicles. Our automotive technology courses range from introductory careers to advanced hybrid engineering.
- Azusa High School has partnered with Project Lead the Way (PLTW) and NAF (National Academy Foundation), since the 2014-15 school year, to offer curriculum and pathways toward future careers in Engineering, and Computer Science. We are expecting more interest and growth in this program within the next few years. This program has three sequenced courses in Engineering and two in Computer Science: Introduction to Engineering Design, Principles of Engineering, Introduction to Programming, and AP Computer Science Principles. Both programs are planned as a sequential three to four-year pathway, which students ideally begin their freshman year. The culmination of these programs is a paid internship and/or involvement in other outside engineering projects offered to students. This internship opportunity is going to be offered for the first time this summer for students. The three teachers currently in charge of this program attend ongoing planning meetings and conferences with teachers from three neighboring districts that make up the Foothill Consortium and includes an advisory group with industry leaders. Both groups combined make up the San Gabriel Valley Economic Partnership. Through this project, the school



<p>has received funding for new computers, 3D printers, online curriculum, and other industry-standard hardware and software to support student achievement.</p> <ul style="list-style-type: none"> <li>• Art and Ceramics are developing art shows and collaborations with neighboring colleges such as APU, Citrus College, and Art Center College of Design. Art teachers in AUSD created an art gallery located at Gladstone High School. Past exhibitions include juried art shows with guest artist judges, instructor shows, themed shows, and will have future collaborations with local colleges.</li> <li>• Students in Life Skills can attend Community Based Instruction (CBI). Students walk to various places in the community to practice social skills, money exchange, and community safety. Students apply the lessons they learn in class and apply it while on CBI. Students with moderate/severe disabilities in the Life Skills classes participate in a modified curriculum and are placed on a “Certificate of Completion” track.</li> </ul>	
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**B2.2. Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>Counselors meet with their grade-level students one-on-one to prepare schedules for the upcoming year. In these meetings, counselors confirm both graduation and UC/Cal State expectations for high school students.</p> <p>Any student who is deficient in credits is offered the opportunity to make up courses through our credit recovery program, APEX. These courses have been aligned to the California State Standards and are A-G aligned. This is offered throughout the day and as a 7th period. APEX time is also offered when Saturday Academy happens.</p> <p>This 2019-2020 school year counselors have created the “On Track - Off Track” documents and post them around the Guidance office to inform students if they are on track of off track from A-G rates and Graduation.</p>	<ul style="list-style-type: none"> <li>• APEX roster</li> <li>• Counselors</li> <li>• “On Track vs Off Track” counseling document.</li> <li>• A-G Poster in classes.</li> </ul>

**Student-Parent-Staff Collaboration**

**B2.3. Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

**B2.3. Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
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The DELAC/ELAC advisory committees, comprised of school staff, parents of English Learners, other parents and community members interested in EL programs. DELAC meetings discuss the importance of daily school attendance, student achievement data, reclassification data, and discussion aimed at increasing parent involvement.

Our Cafe Azteca meets every Thursday to discuss school matters such as safety, testing, student social media use, college information, upcoming events, curricular info, TOSA's create parent lessons and provide access to homework and practice problems. It is important for parents to realize they are an important piece in the education process. There is a Chat with the Principal on the last Thursday of every month.

In addition, the Superintendent's Parent Roundtable also offers parents the opportunity to meet and talk with the Superintendent the first Thursday of every other month. They are free to share issues of interest or concern that may need additional support

School Site Council is a collaborating and governing body consisting of parents, students, classified staff, teachers, and administration that work together to make decisions that assess, improve and implement training, parent involvement policies, uniform complaint policies, parent education policies, program overviews, program effectiveness, safety plans, attendance, needs assessments, and public input.

Counselors work with students to complete the pre-registration process, which includes parents in the development and monitoring of a student's learning plan. Students work with counselors to develop a four-year plan based on the student's interests and educational goals. Through increased use of online grading and data management, Azusa High is making it easier for parents to participate in the monitoring of student progress. Additionally, the College and Career Center offers a variety of opportunities and resources for students to explore career and educational interests and options. Events like College Night encourage parent participation in this process as well.

In the 2018-2019 school year, AHS began having parent class visits. The parents will consist of different groups, each hosted by an administrator as they go through different classrooms. Each month a different department is represented. This allows the parents to see daily instruction and how classes are being

- Aeries Online Portal
- School website
- ELAC
- Blackboard
- Report card night
- Café Azteca
- GATE, AVID parent meetings
- 8<sup>th</sup> grade parent night
- SSTs
- IEP/ 504 meetings
- SART/SARB
- Classroom rules/guidelines contract.
- Parent-teacher conferences
- Counseling meetings
- Career Center offerings: FAFSA, College Nights, etc.
- Google Classroom
- Parent Center
- Parent Center Monthly Calendar in Weekend Email
- Parent Class Visits



<p>run. The parents then provide feedback to the teachers that were observed.</p> <p>The parent center is in constant communication with parents regarding grades, schedules, attendance, and other services. The parent center also sends provides parents a monthly calendar so that they are aware of events happening on campus to ensure they are involved in their student's education.</p>	
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**Post High School Transitions**

**B2.4. Indicator:** The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

**B2.4. Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>Students are encouraged to make higher education part of their future; they are asked to start thinking about their future career goals before they enter high school.</p> <p>To ensure incoming freshmen are exposed to all our AUSD has to offer, every 8th grader in AUSD tours both high school campuses. We found that when they visit during their 8th grade year, it is beneficial for them to understand our school by meeting currently enrolled students and witnessing many of our programs in action. In addition to the tours, Middle school students and parents are invited to attend our Expo Night where various courses, pathways, programs, and extracurricular activities are showcased. These activities aid our students in choosing classes for their freshman year and beyond. Freshmen orientation, guided by our Link Leaders, also promotes the importance of graduation. Leaders meet with students for academic check-ups throughout the year to monitor students and to help keep them on track.</p> <p>The strategies and programs implemented to facilitate post high school transitions are very effective in distributing pertinent information to our students. These include the four-year plan, senior roadshow, senior individual counseling, exploring careers class, and the career center. All students regardless of designation (ELD, RSP, SDC, GATE, etc.) are given equal access to all opportunities. The special education department in collaboration with the Workability program provides support services for transitioning seniors to post-high school careers. Counselors meet individually with students throughout their four years to help guide students on their 4-year high school and beyond education plan. Counselors use the Naviance platform to help students explore their career</p>	<ul style="list-style-type: none"> <li>• College and career counseling</li> <li>• AVID</li> <li>• HIP/WORTHY</li> <li>• Workability</li> <li>• Articulation with Citrus College</li> <li>• College Kick-Off Week</li> <li>• IB and AP Programs</li> <li>• CTE coursework</li> <li>• FAFSA DREAM Workshop event</li> <li>• APU's Upward Bound Program</li> <li>• On-Track and Off-track document</li> </ul>



interests and college choices. AVID classes also use Naviance for career exploration and college resources.

This year we began our College Kick Off Week, to help and guide students through the college application process. In addition, for the first time this year, we are offering 4 Citrus College Dual Enrollment courses to give students the opportunity to get experience in the rigor of college work and expectations. In addition to earning college transferable units' students will also earn high school credits. Our partnership with Citrus College allows a Citrus representative to present their programs to all our seniors and in the spring to interested students the opportunity to apply for the Early Decision program which could give kids 2 years free tuition at their site. The Counseling team has implemented strategic programs to motivate students to graduate, complete A-G, and apply to 2- and 4-years colleges. Programs such as "on-track versus off-track" on graduation and A-G, college kick off, and graduation ticket incentives for filling out FAFSA and applying to 2- and 4-year colleges.

We offer numerous AP and IB courses designed as college curriculums. Students taking these are more prepared for the demands of a college course. The strategies CTE provides is 21st Century emphasized. CTE provides real world education and application to ensure students are college and career ready. Courses such as automotive engineering, computer applications and leadership courses are just a few of the examples of CTE programs of study. Hands on training complements 21st century technology applications.

According to data provided by Citrus College administration of Azusa High School graduates who fulfilled the A-G requirements and enrolled at Citrus College, 80% successfully transition to a four-year university. For the past 4 years, 73-75% of all seniors enroll in college.

One area of growth that is being discussed is the implementation of a formal system to track students after high school in order to assess the effectiveness of our strategies and programs in preparing students for college and career readiness. Implementing a formal process to track graduate success rates would present opportunities to work with community members and local businesses regarding the efficacy of our current strategies and programs, which would provide valuable information for improving our current programs.



## ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

### Summary (including comments about the preliminary identified major student learner needs)

Azusa High School has a strong commitment to ensure that our students meet the Common Core Standards, Next Generation Science Standards, and College and Career Readiness Standards by providing quality materials and instructional time. Azusa High School has realigned our core content areas to incorporate the new academic standards as well as college and career standards by making revisions or creating curriculum guides and assessments. The faculty uses a variety of strategies to ensure that all students receive high quality instruction and learning based on the latest education research and best practices. AHS aims to hold faculty accountable to provide congruence between what is taught in the classroom, the academic standards and the schoolwide learner outcomes. The academic standards are embedded in our curriculum, instruction, and assessments. All our classes offer real world connections to the curriculum in a variety of ways. Azusa is committed to facilitating transitions to college, career, and other post-secondary options for our students. For Azusa High students to meet College and Career Readiness Standards, there is a need to further increase student achievement in literacy and mathematics through engaging and rigorous standards-based curriculum and through more interventions and support.

### Prioritize the strengths and areas for growth for Category B.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Schoolwide online grading system with AERIES
- Newly adopted curriculum for English, math, and history that includes online curriculum resources
- Naviance Program for seamless access to college and career
- College and Career Readiness embedded curriculum
- Dual enrollment college courses
- Technology access has improved across the campus with most teachers having their own Chromebook cart in their classroom
- Professional Development variety and relevance has improved
- Continued teacher collaboration in department PLCs as well as inter-department PLCs to further align curriculum and standards for better student success and accountability
- Google Classroom is used by many teachers and allows shared interface with Aeries
- Most departments are utilizing Common Assessments
- Math, social studies, English have books and curriculum that is less than 3 years old. Science adoption taking place this year.
- Implemented math and English ICA exams and had teachers from different departments grade the exam and come up with next steps on how to support students.



- The Counseling team has implemented strategic programs to motivate students to graduate, complete A-G, and apply to 2- and 4-years colleges. Programs such as “on-track versus off-track” on graduation and A-G, college kick-off, and graduation ticket incentives for filling out FAFSA and applying to 2- and 4-year colleges.

#### Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Increase more effective support and intervention for struggling students in English and math
- Integrate strategies into all content areas to support more success for EL students
- Expand access to technology on campus with more bandwidth to avoid connection issues in classrooms
- Continue to build more connections and partnerships with local colleges, universities, trade schools, and businesses
- Provide more training/ staff development on integrating technology into classrooms so that it is an essential component of daily instruction
- Provide opportunities for students to become college and career ready by increasing the number of students meeting A-G requirements upon graduation
- Deepen the implementation of the established PLCs and department frameworks and standards
- Utilize the data from the common assessments to drive instruction more.
- PLCs not occurring in every department to adjust curriculum.
- Creating, following up, and owning department SMARTER goals to improve the instruction and collaboration of the department.
- Improving the training and implementation of ACES in every department and in every class.

Category C:  
Standards-  
based  
Student  
Learning:  
Instruction





## C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

### Indicators with Prompts

#### Results of Student Observations and Examining Work

**C1.1. Indicator:** The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

**C1.1. Prompt:** *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>Azusa High School faculty is dedicated to providing all students the necessary tools, resources, and techniques to achieve the academic standards and that student’s college and career ready after graduation. Teachers provide a variety of challenging learning experiences for all students by incorporating our AUSD Success Drivers: Collaborative Practices, Cognitive Rigor, and Academic Discourse into lessons. AHS staff members align instruction with standard- based curriculum and are working together to provide challenging work experiences for all students. In order to create a community of learners on this diverse campus, teachers have received professional development from AUSD and site to use a variety of teaching strategies, promote inquiry-based instruction, and work as coaches to enable students to extend learning beyond the classroom.</p> <p>Students are encouraged to use a variety of techniques to organize, access, and apply knowledge.</p> <p>Elective courses at Azusa High School reflect and provide different opportunities in a positive learning environment with rigorous academic standards and expectations. In other words, elective courses support our core classes. For example: Theater Arts/Drama class, Art classes, and Auto classes provide numerous writing assignments and discussions in order to support the literacy foundations of the core classes. All teachers at Azusa High have been trained on using the ACES writing strategy.</p> <p>The Guidance Office and Counselors provide stimulation, prompting, and encouragement for all learning experiences that are challenging to our diverse population through our four-year plan.</p>	<ul style="list-style-type: none"> <li>• PLC’s (Professional Learning Communities)</li> <li>• Differentiating Instruction</li> <li>• SDAIE Instruction/SIOP</li> <li>• Performance tasks</li> <li>• DBQ</li> <li>• Common formative assessments</li> <li>• Student Centered Classrooms</li> <li>• Master Schedule</li> </ul>



<p>With the diversity of the Azusa High School student community, teachers are highly encouraged and offered many professional development opportunities to ensure all students have access to rigorous instruction for all. From AUSD Professional Learning that focuses on Cognitive Rigor, Collaborative Practices, and Academic Discourse to SDAIE and SIOP strategies for English Language Learners. Azusa High faculty also attends Advanced Placement training, DBQ training, International Baccalaureate training which helps our teachers to prepare our students to be critical thinkers, and PLC training to better discuss student data to alter lesson plans. Teachers are integrating the current educational best practices into their classrooms. With the Professional Learning Communities training and early release schedule every Wednesday, staff will be able to continue to work together creating instruction aligned to the standards and learning ways of incorporating strategies that will stimulate the learning that takes place with our student scholars.</p>	
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**Student Understanding of Learning Expectations**

**C1.2. Indicator:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

**C1.2. Prompt:** *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<p>At Azusa High, teachers provide course syllabi at the beginning of a course. It outlines expectations, and many times standards that will be addressed throughout the course. Common pacing guides are used for all regular classes. AP and IB courses are aligned to the rigorous academic standards for their respective exams. AP and IB teachers monitor student progress and discuss test results to inform their instruction. These students also reflect on their progress towards meeting standards and their needs.</p> <p>In some English classes, for example, students self-evaluate where they are on reading, writing, and speaking standards three times a year (Beginning of the year, End of Fall Semester, and End of the year). All World Language classes have the standards posted, and the newest edition French and Spanish textbooks are aligned to the revised World Language Content Standards. AP and IB World Language classes have a student friendly rubric peer assessment takes place throughout the year.</p>	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Pacing Guides</li> <li>• ESLRs</li> <li>• ROAR (Right now, Objectives, Agenda, Reflection) Whiteboard Configuration</li> <li>• Course syllabi</li> <li>• Student self/peer-evaluation and reflection</li> <li>• DOK and Blooms Questioning Circle</li> <li>• 2018-2019 AUSD survey results</li> </ul>



All teachers are expected to post a daily learning objective in a designated area of the classroom in student friendly language. Many teachers use the ROAR board configuration with R - Right now, O - objective, A- Agenda, R- right now or reflection. Some teachers use the DOK and Blooms Questioning Circle that was provided by AUSD at a complex question professional development. Daily objectives are discussed at the beginning of many classes, so students know what they are expected to learn that day or what unit of study they are focusing on for that lesson. Classes start with a warmup activity of some kind which helps the students review material already taught or helps show what they will be expected to know in the future. Models of high, medium, and low work are shown in English, History, Science, and any classes that have writing, to make students aware of the expectations on a piece of writing, activity, or project. Rubrics are used in English for writing assignments, so students know what is expected of them. Rubrics may vary, depending on what type of writing it is. The ACES team also created an ACES Rubric to help teachers in all subjects to help students respond to a prompt citing evidence.

In student survey results from 2018-2019, 47% of students said they understand which standards they are supposed to learn for each lesson. 88% of students know how they will be tested and on what materials. Where 40% said their teachers clearly communicate course outlines, grading methods, and test requirements. Since these results are vital to student growth, we must find a better way of communicating standards and requirements to make sure all students are learning.

## **C2. Student Engagement through a Variety of Strategies and Resources Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

### **Indicators with Prompts**

#### **Teachers as Facilitators of Learning**

**C2.1. Indicator:** Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

**C2.1. Prompt:** *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*



Findings	Supporting Evidence
<p>We are on a path where all teachers have students critically thinking and engaged via a structured student engagement strategy. All students need to be challenged in all their classes with rigorous instructional learning strategies that will prepare them for the future.</p> <p>Teachers are well versed in strategies and resources that actively engage students every day in every classroom to reach all the students and meet their diverse needs, whether they are ELL, GATE, or have any IEP/504 required accommodations. Our teachers strive to make the learning relevant and attainable for all and use California standards and now Common Core to drive instruction. Teachers collaborate with members of their departments in PLC's, to select key standards within their discipline and have revised what they do with an emphasis on standards, critical thinking, and ways to ensure student engagement. Such engagement is attained by using effective researched methods, such as those employed by the AVID program like Cornell-style note taking, using Total Physical Response (T.P.R.), using Mind-Mapping and graphic organizers in various classes to make learning vocabulary terminology more memorable, and by using authentic materials and learning games in World Language classes to make learning exciting rather than monotonous.</p> <p>Our teachers are involved in professional development activities that are focused on research-based strategies that are designed to help all students meet or exceed standards and inter-department collaboration is highly encouraged, and our teachers work with one another as a team to meet students' needs across content areas.</p> <p>Teachers in all departments have access to a shared google drive in which teachers can upload and share assignments that utilize critical thinking, technology, and project-based learning. Most teachers incorporate Google Classroom within their class to share documents and post assignments for their students. This allows students to use a variety of programs and technology. All teachers use the computer labs, Chromebook carts, and/or apps to promote the use of technology.</p> <p>Teachers use a variety of research based instructional approaches that help students succeed at high levels. Teachers help students connect to existing knowledge by using journal reflections, essential questions, Socratic seminars etc. Students</p>	<ul style="list-style-type: none"> <li>• AP training</li> <li>• SIOP training</li> <li>• SDAIE strategies</li> <li>• DBQ training</li> <li>• EDGE Training</li> <li>• ERWC training</li> <li>• CALLI Training</li> <li>• DOK and Blooms Questioning Circle</li> </ul>



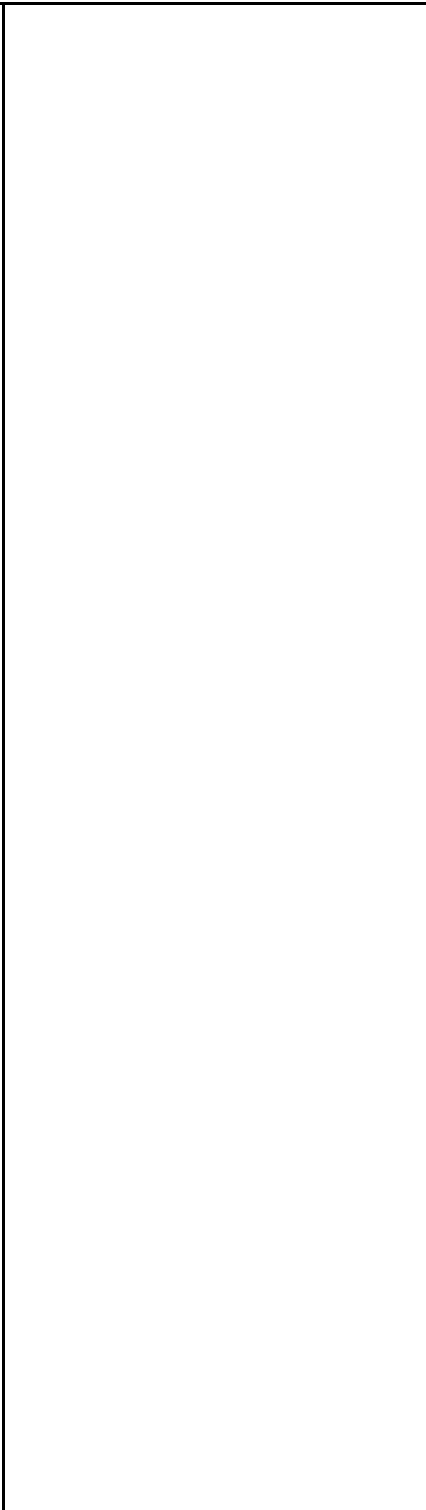
can construct meaning using small group discussions, free writes, quick writes, research, and analytical writing. Special Education courses use My Access online writing program as a way of planning and writing essays.

Through our trainings, we have made significant changes towards making our classrooms more student-centered and problem-based where the cognitive load is more on students than teachers. Students can utilize these skills in a variety of courses across campus. As students work together, teachers are trained in using different strategies to use throughout their lessons to help groups discuss, share ideas, and articulate their thinking. Most classes are physically set up in pairs or groups for collaboration and communication between students.

In addition, several teachers have been trained in the AVID curriculum and integrate Socratic Seminars and Philosophical Chairs (debates) into their lesson planning when applicable to the lesson. A variety of instructional strategies, like those found in AVID, can be seen daily on campus even in non-AVID courses to actively engage students and help them to think critically. In relation to debates to facilitate learning, the History department has done a mock Presidential debate that takes several weeks of research and student coaching to implement properly on a professional level.

With the change in our curriculums and increase in chromebooks on campus, students have access to multiple opportunities of online curriculum. The online supplements from the textbooks to make them more accessible as well as providing more examples and homework help.

Our teachers understand the high stakes and seek out conferences to bring their practice up to current standards. PLC time is also utilized to collaborate and learn from others, especially with the integration of technology. The AUSD has provided multiple Professional Developments in order to assist teachers in using apps such as Illuminate, for online testing, and Google Classroom. Azusa High also provides paid time for teachers to train teachers on Google Classroom and other technology apps.



**Creative and Critical Thinking**

**C2.2. Indicator:** Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

**C2.2. Prompt:** *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects,*



discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
<p>Samples of student work vary throughout the courses and teachers on campus. Through the implementation of PLCs, the school has been developing common assessments which teachers have begun to administer and review student work to determine instructional next steps and to help drive instruction. Teachers work together to calibrate their common assessments within the same content area to define the difference between proficient and advanced. Some departments use rubric grading while others use a traditional grading system for their assessments and assignments. Grades of C or higher indicate that the activity or project was understood and able to be successfully completed by the students. A majority of D or F grades might indicate that there was a fundamental misunderstanding of the requirements and would recommend additional scaffolding by the teacher.</p> <p>In the 2017-2018 school year, we began the ACES program. Within this program, there is a common rubric for all departments to use to measure the students understanding of the prompts and that their answers justified their claim with evidence.</p> <p>AUSD began professional development in the 2018-2019 school year for all teachers to support collaborative learning. As part of that professional development, all teachers got trained on the Red Dot app on the chromebooks. This app allows all departments to promote collaboration and have the students record their conversations. The teachers are then able to review these videos to ensure how students are listening, thinking and their reasoning, and using academic vocabulary.</p>	<ul style="list-style-type: none"> <li>• ACES rubric</li> <li>• PLC minutes</li> <li>• Red Dot App</li> <li>• Google Classroom</li> <li>• Professional Development trainings</li> </ul>

**Application of Learning**

**C2.3. Indicator:** Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

**C2.3. Prompt:** Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p>The English department challenges students to use higher level thinking skills on a regular basis. Students are asked to annotate the text regularly. In addition, there are grade level performance tasks using district assessments, DBQs, and</p>	<ul style="list-style-type: none"> <li>• DBQ training</li> <li>• ERWC training</li> <li>• Graphic organizers</li> <li>• Notebooks</li> </ul>



ERWC units. Students are provided with graphic organizers to help them process, analyze, and organize their writing. Students are provided with guided questions that foster higher level of thinking.

Social science teachers have attended professional development trainings to create more rigorous assessments that require students to apply knowledge and use critical thinking. DBQs are a regular part of the social science curriculum. They begin with an overarching question, followed by several documents that require individual analysis. Some documents are original historical text, others are charts, graphs, or political cartoons. Students analyze each document in the light of the overarching question and then write a synthesis essay that cites each document as evidence to their position. DBQs require analysis, evaluation, compare/contrast, and judgment.

Many science teachers require students to maintain professional laboratory notebooks in which they keep their notes, lab protocols, data, and data analyses following the lab book rules widely accepted in the scientific community. Students apply knowledge gained from lectures and scientific investigations to real-world scenarios. All students write formal lab reports demonstrating and applying their knowledge.

The math department challenges students through problem-based lessons structured around a core idea. The CCSS math practices are embedded in the daily CPM lessons. Students work daily on conceptual understanding, procedural development, and application. Groups work through tasks that challenge students to practice and demonstrate their newly acquired knowledge through closure activities, group tasks, participation quizzes, and real-life data collection lessons. Teams are challenged to collaborate and complete tasks at all levels of Webb's DOK levels. Students are actively involved in the application of their learning through hands-on data collection and the use of manipulatives.

In VAPA, the culmination of a student's work is assessed through their final product: a concert, drama production, summative project, or art portfolio. Similar to other subjects, performing arts classes have a variety of preliminary assessments they must complete to prove their comprehension and capabilities. Students are tested on small pre-assigned

- Art shows/  
Performances



<p>sections of music in order to assess memorization, pitch and rhythmic accuracy, and musicality. Students can be assessed in small groups, individually, or using technology and are graded on rubrics. Students also showcase their work in school rallies, competitions, AUSD and school-wide displays, and formal art shows.</p> <p>AP and IB Spanish classes have regular and ongoing investigations throughout the year that are then used in real-world application or cultural comparisons.</p>	
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**Career Preparedness and Real-World Experiences**

**C2.4. Indicator:** All students have access to and are engaged in career preparation activities.

**C2.4. Prompt:** *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>AVID students participate in college expedition trips. There are multiple one-day visits throughout the school year to local colleges and longer trips to explore multiple campuses in the Northern and Southern California regions. Over the past few years students have visited UC Irvine, Cal State San Bernardino, UC Merced, Azusa Pacific University, USC, UCLA, Cal State LA, CSU East Bay, Monterey Bay, Channel Islands, UCSD, University of the Pacific, San Diego State, Cal State San Marcos and other colleges in the California area.</p> <p>Every student works with their counselor and utilizes the Naviance program. The Naviance program allows students to work through exploration lessons and explore different career interests.</p> <p>Students are exposed to texts that relate to real world experiences. In 12th grade English, the ERWC includes such modules as: The Value of Life, Juvenile Justice, Language, Gender and Culture, as well as a module on Bullying. These real-world issues expose students to relevant topics incorporating classic texts with integrated nonfiction articles, allowing them to think critically about the society in which they live and evaluating universal themes and human struggles.</p> <p>Students have been exposed to a multitude of career exploration opportunities. In our Automotive program, they work on different cars, including hybrid vehicles, to learn</p>	<ul style="list-style-type: none"> <li>• Field trip forms</li> <li>• Student Notebooks</li> <li>• Lesson Plans</li> <li>• Job shadowing</li> <li>• Alumni Panels</li> <li>• Naviance reports</li> </ul>



<p>about real world skills. They also attend multiple field trips to see cars in various environments. In AP Bio, students travel to APU to perform various activities related to genetics and biotechnology such as in vitro transcription of RNA, gel electrophoresis, and the manipulation and examination of fruit flies. VAPA students attend a variety of festivals and competitions throughout the school year. Each festival/competition assesses the ensemble.</p> <p>In 2017-2018, 10th grade students take a field trip to watch the film, <i>Stand and Deliver</i>, at Azusa Pacific University. After the viewing, one of the students from the story spoke to our students to motivate them.</p> <p>Students work on problem-based real-work applications. Teams work to collect data using digital scales, bouncing balls, measuring ratios of body parts. By learning new concepts through real-world problems students are engaged in career preparation and how to analyze different types of data in various courses.</p>	
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**C2.4. Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
Real world experiences, applications and research are provided through APEX English and Social Science online assignments.	<ul style="list-style-type: none"> <li>• APEX</li> </ul>

## ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

**Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.**

**Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).**

### Summary (including comments about the preliminary identified major student learner needs)

One of Azusa High School’s greatest strengths is providing an environment in which individualized teaching provides students with challenging and relevant learning experiences. Teachers use differentiation in instructional strategies, including multimedia and other technology into the delivery of their curriculum. Our AUSD-wide CALLI initiative is focused on targeted improvement in instructional practice through challenging Complex-Think-Pair-Share strategies that support struggling students without compromising on rigorous tasks. Students can think,

reason, problem solve through a variety of inquiry-based learning tasks in group and individual activities. Azusa High School is committed to our students meeting grade level standards and pursuing post-secondary options.

### **Prioritize the strengths and areas for growth for Category C.**

#### **Category C: Standards-based Student Learning: Instruction: Areas of Strength**

- AUSD implementation of CALLI to increase collaboration and rigor
- Increased focus of Common Core Standards in our classes and curriculum
- New curriculum adoptions in math, English, and social science with an emphasis on collaborative instructional strategies
- New designated EL curriculum with more effective EL strategies
- Naviance includes all grade levels and assigns career preparation tasks
- Focus on structured student engagement with complex questions.
- ROAR board in many classes ensures there is a lesson plan ready for the students.
- Most classes are set-up in pairs or groups to facilitate student collaboration.
- Teacher led technology training for other teachers (Google Class, Illuminate, technology applications)

#### **Category C: Standards-based Student Learning: Instruction: Areas of Growth**

- On-going training to keep our practices current and relevant
- More data analysis needed by common content area teachers to help drive instruction
- Expand our technology so that it is accessible and usable when multiple devices are using the internet
- Focused EL strategies integrated into all contents to improve success of all English Learners
- Create shorter, focused CFAs for more timely feedback to students
- Increase communication and parent involvement opportunities beyond the existing structures
- Continue to build more connections and partnerships with local colleges, universities, trade schools, and businesses to generate better instructional opportunities for real world experiences
- Increase support and intervention for struggling students in English and Math classes
- We must find a better way of communicating standards and requirements to make sure all students are learning.
- All departments to adopt and implement mutually agreed upon department rubrics and provide student exemplars for important student assignments.



## Category D: Standards-based Student Learning:

### *Assessment and Accountability*





## D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

### Indicators with Prompts

#### Professionally Acceptable Assessment Process

**D1.1. Indicator:** The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

**D1.1. Prompt:** *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<p>Azusa High School uses several means to collect, disaggregate, analyze, and report about data regarding student progress. Some of these means are formal and use both AUSD information as well as state published information. Other means that are less formal are used to present data, disaggregated by unique groups, to inform stakeholders about the progress of our students.</p> <p>Teachers meet on selected early release Wednesdays throughout the school year to review data from common assessments, district assessments, or CAASPP to determine if there are patterns of student understanding as well as areas for possible growth. This information is used to drive instruction as well as re-teach critical areas of the curriculum. AHS continues in the process of aligning the assessments to the Common Core State Standards and the items students would normally encounter on the state assessments.</p> <p>Information about student outcomes is archived in our AUSD data system, but this system has been in transition over the past 4 years. EADMS was the platform for our online testing, but then they changed names and were purchased by Illuminate Education over the summer of 2018. Since then, Illuminate has been our online testing platform. This system allows administration and staff to archive data and disaggregate by teacher, group, or standard. AUSD has provided multiple trainings on how to use Illuminate so that teachers feel confident with creating, using, and viewing data on the newer platform.</p> <p>AHS uses Aeries, a separate student record system for the district, to store personal and academic information as part of</p>	<ul style="list-style-type: none"> <li>• District assessment</li> <li>• AERIES <sup>Online</sup> grades</li> <li>• Illuminate Online</li> <li>• Google Classroom</li> <li>• Blackboard Connect</li> <li>• AP, IB, SAT, PSAT, SBAC, ACT, and ELPAC Results</li> </ul>



their official records. The entire Azusa District uses the gradebook within Aeries for student grades. This system allows secure 24/7 access to grades as well as student's profile information for both the student and parent. AHS does continue to host Report Card night during the Fall semester so that teachers can meet with parents about student progress in their classes. Parents in the community receive two 6-week progress reports and 18-week semester report cards, all with teacher comments. With the AERIES online grades program, parents also have the ability to receive regular email and/or texts notifying them of grade changes, etc. The specific parameters for notification could be personalized by parents.

Students take the California Physical Fitness Test in their 9th grade year and again in the 10th grade if they do not pass the first time. Information about this is available in the student profile on Aeries.

The AHS administration reports to all staff regarding the results of the CAASPP scores for the previous year commonly at the first staff meeting of the year in August. The staff reviews both ELA and math data and spends time in peer groups to discuss implications for instruction in their department to support the exams. The same data is discussed with parents during the yearly Title I meeting, normally prior to October 1 each school year. The focus is on overall performance in such meeting. This data is also shared at school site council, commonly at the first meeting of the year. This data is revisited again as the council builds the SPSA and reviews LCAP data. Updates on the effectiveness of money used for programs is provided for members of the council and the public. In the 2018-2019 school year, our staff also began reviewing ICA data for the practice SBAC exam for English and math. A team of teachers work together from different departments to calibrate and grade the ICA exams approximately 1-2 weeks after they are given. The teachers use this practice test data to drive instruction and what areas of focus are needed in classes to help students fill in missing gaps of knowledge or understanding.

During English Learner Advisory Committee (ELAC) meetings, more specific data about the performance of English Learner students on the district assessments, previously on the CELDT, and after the first year of utilizing the English Language Proficiency Assessments for California (ELPAC) is provided for parents. There is some additional discussion of interim assessments as well.



In the 2019-2020 school year, ELD teachers began a PLC group with ELD subject area teachers (math, science, history, etc.) The meetings are held monthly where student data and progress across their classes is discussed and ideas are created in how to support the EL students across disciplines.

AP and IB teachers meet to review and analyze test results/data released from College Board and the International Baccalaureate of the previous year and discuss ways to continually improve scores.

AHS utilizes the support of the AUSD Teachers on Special Assignment (TOSAs) to access assessment tools, operate data protocols, and guide professional learning about data analysis. TOSAs have been critical in providing peer level support for actions of our PLC groups towards data-based instruction. TOSAs are separated by expertise (ELA, History, Special Ed, & Math) and available upon request for any department to use as support.

All NAF courses take end of year courses which are analyzed locally and nationally to compare course competency. All teachers/officials have access to this data and share it accordingly.

Special Ed (SPED) students are assessed every 3 years academically, socially, emotionally, vocationally, and behaviorally. These results are reviewed in their Triennial IEP meeting. IEPs at a Glance documents are shared with each student's teachers. SPED students are also assessed annually for their annual IEPs with results being shared with the IEP team and students' teachers though IEPs at a Glance. RSP and SDC teachers look at breakdown scores on ICA/SBAC, ELPAC, Benchmarks... to see what we need to focus on in helping our students in making advances in their scores. SPED teachers also send out progress reports on progression of student IEP goals twice per year to the parents.

**Basis for Determination of Performance Levels**

**D1.2. Indicator:** The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

**D1.2. Prompt:** *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*



Findings	Supporting Evidence
<p>AHS school leadership allows each department to develop its own grading policies. Teachers are expected to follow all agreements for grading from their department as reflected in the syllabus and in terms of the observed practice throughout the school year. Some departments use a common rubric in the grading of their common assessments. The English and math departments have 3 district assessments spread throughout the school year. The teachers in that department collaborate to determine student progress and performance across grade levels.</p> <p>In the 2018-2019 school year, all content areas began utilizing the ACES rubric and writing techniques in their classes. ACES is a technique to help students focus on what is being asked and supporting their claims. There is a common rubric with slight differences between the different content areas.</p> <p>During professional development for professional learning communities, AHS has provided support to grade norming and calibration for free response items through AUSD’s TOSAs and Jeff Garrett Consultants hired for their expertise and guiding both quantitative and qualitative protocols. This is particularly important as departments are creating common assessments and using the data from the assessments to drive instruction.</p> <p>AHS administration does an informal review of “D-F” rates for classes at the end of each semester, particularly in English, math, and social science, to see if there are patterns to be discerned. Courses or individual teachers with rates that appear outside the norm are discussed during admin meetings. The administrator who is liaison to that area commonly will reach out to teachers of that course or an individual teacher to discuss the findings and offer support to improve the students’ progress in that area.</p>	<ul style="list-style-type: none"> <li>• PLC documents</li> <li>• Common Rubrics</li> <li>• ACES Rubric</li> </ul>

**Monitoring of Student Growth**

**D1.3. Indicator:** The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

**D1.3. Prompt:** *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*



Findings	Supporting Evidence
<p>Student progress toward meeting academic standards is monitored through the regular administration of district assessments, common formative assessments and other various forms of assessment. The results of the various assessments provide data teachers need to aid in monitoring student progress and to make instructional modifications as needed. Teachers use a variety of strategies to differentiate instruction or reteach concepts, including Saturday School Academy, after school tutoring, and classroom instruction time.</p> <p>School wide, student progress is monitored through the following:</p> <ul style="list-style-type: none"> <li>• Structured PLC groups</li> <li>• Counselors monitor student progress toward meeting graduation and college entrance requirements</li> <li>• Athletes must maintain minimum grades to participate in sports</li> <li>• Teachers and counselors of specialized programs regularly monitor student progress toward program requirements</li> <li>• SAT Preparation</li> <li>• Khan Academy student training from counselors based on PSAT scores</li> <li>• Counselors meet with students to review PSAT and/or SAT scores to encourage students to link their College Board accounts with Khan Academy for additional academic support.</li> </ul> <p>Statewide testing is done utilizing the Smarter Balanced Assessment Consortium (SBAC). Student performance data on these tests are used to assist placement into the ERWC course which is a pathway to college readiness.</p>	<ul style="list-style-type: none"> <li>• PLC group documents</li> <li>• Common Formative and Summative Assessment</li> <li>• Illuminate Online Assessment System</li> <li>• AERIES Online grade system</li> <li>• Google Classroom and AP Portal</li> <li>• Department Course Pathways</li> <li>• Weekly grade check probationary student athletes</li> <li>• Specialized program requirements (AVID, IB, AP, etc.)</li> <li>• Industry certification test (NAF/Precision/PLTW)</li> <li>• Transition plans on IEP</li> <li>• SBAC Saturday Academy Days, ICA English and Math</li> <li>• Grade level wide PSAT/SAT test days</li> </ul>

**D1.3. Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

*Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

*Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.*

Findings	Supporting Evidence
<p>Students complete online work as a part of regular instruction.</p>	<ul style="list-style-type: none"> <li>• APEX</li> </ul>



<p>Students who are credit deficient complete online work for credit recovery through the APEX program which is staffed by AHS teachers and counselors.</p> <p>Counselors determine which students may enroll in online courses for credit recovery or grade improvement to meet A-G requirements. Student progress is monitored by the course teacher and the counselors to determine which students may continue a course online or need to be assigned to take the course(s) within their regular schedule.</p> <p>APEX teachers meet once per semester to edit their contracts and discuss how to ensure students complete assignments on time.</p>	
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**Assessment of Program Areas**

**D1.4. Indicator:** The partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

**D1.4. Prompt:** *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
<p>AHS School Leadership periodically assesses programs and expectations towards a challenging, coherent, and relevant curriculum</p> <p>Using data from the Spring and Fall LCAP reports, as well as data from the Counseling staff, school leadership monitors and analyzes graduation rate information which is shared with the school staff and district administration based on the enrolled cohort at the school.</p> <p>AHS admin looks at trends about courses or specific instructors as it relates to obstacles to on-time graduation. This information is used to inform teacher assignments as well as areas of the professional support of the coming year.</p> <p>Within departments, multiple PLC teams to discuss and align essential standards and vertical alignment with courses, develop common formative and summative assessments.</p> <p>Specialized programs meet on a monthly/bi-monthly meeting to discuss program eligibility requirements, special events (field trips, guest speakers, etc.)</p>	<ul style="list-style-type: none"> <li>• PLC documents</li> <li>• AUSD AAA minutes from monthly meetings</li> <li>• Counselor meeting with individual students</li> </ul>



**Schoolwide Modifications Based on Assessment Results**

**D1.5. Indicator:** The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

**D1.5. Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Analysis a few years ago indicated that teachers did not know the expectations of PLCs to use data, how to use digital resources to upload critical data, and they had not received any specific training in protocols to analyze data. This directly influenced two professional development experiences for our teachers; the PLC conference in San Diego as well as Jeff Garrett Consulting which continues to shape protocol for data.</p> <p>Several departments have completed full PLC cycles in which shared data has resulted in changes to delivery, instructional techniques, or even content. Math Integrated 1, 2, 3 have all frequently used PLC cycles to change instruction for the next chapter, unit, or even the next day’s “Do Now.” English regularly assesses current data and adjusts the curriculum to meet student needs - assessing, reteaching, evaluating and making the next steps. Science teachers give multiple checks for understanding throughout lessons as well as formative assessments before the summative assessment. Using formative assessment data, we adjust teaching strategies and give additional activities for students to master the concepts. As a SPED team we look at assessments given in preparation for IEPs, state assessments, district assessments, classwork in making decisions about student placement in classes. SPED teachers recommend courses for incoming students at transition meetings. Cluster recommendations for SPED students may benefit teaching and learning for the incoming school year.</p> <p>SBAC ICA for Math and English has resulted in conversations on how all departments can better prepare students to approach SBAC. The ACES initiative was created to support students on the SBAC exam. There was an indication from the test scores that students were struggling with analyzing the questions being presented to them as well as justifying their claims. All of these are targets of ACES and can be incorporated into every department to support our students.</p>	<ul style="list-style-type: none"> <li>• PLC documents</li> <li>• ACES rubric</li> <li>• CAASPP results</li> <li>• ICA results</li> </ul>



<p>AHS admin started creating a student-centered master schedule in the 2018-2019 school year. This allows the master schedule to reflect courses that the students want/need to take to be A-G compliant or reach their individual goals.</p>	
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**D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

**Indicators with Prompts**

**Assessment Strategies to Measure Student Achievement**

**D2.1. Indicator:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

**D2.1. Prompt:** Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Teachers employ a variety of formative and summative assessments to measure student progress and guide classroom instruction. The results of these assessments are reported to students and parents in writing during each of the 6 grading periods. They can be communicated in person to parents at our fall report card events, or by appointment. They can be accessed electronically 24/7 through the student or parent Aeries portal.</p> <p>Professional development for teachers to increase data analysis skills and a PLC schedule is maintained for staff to monitor and discuss student outcomes for formative and summative assessments. Time is provided on some early release Wednesdays for teachers to work on and complete the PLC cycle.</p> <p>The math and English departments complete multiple types of assessments throughout the school year. One example is that they give benchmark assessments through Illuminate three times per year. The teachers examine the data across the district to verify the student achievement of the standards.</p> <p>The math department also utilizes common summative assessments for every chapter throughout the textbook as well as finals at the end of the semester. In addition, the teachers have students' complete group and individual quizzes.</p>	<ul style="list-style-type: none"> <li>• District assessment</li> <li>• AERIES Online grades</li> <li>• PLC Documents</li> <li>• Illuminate Online</li> <li>• AP, SAT, PSAT, ACT, ELPAC Results</li> <li>• CAASPP results</li> <li>• Workability testing for vocational skills</li> </ul>



<p>Students in the ELD ILIT English support classes have data collection built into their curriculum online program. Students get immediate feedback and can track their own progress. The program has several feedback tools that allow students to check for errors, edit and submit their best work.</p> <p>Since all NAF and PLTW courses are aligned to all national standards, all assessments are made accordingly and are analyzed to see student outcomes. Assessments, both formative and summative, are given online or in the classic setting.</p> <p>In World Languages, Daily monitoring takes place via Aeries, Google classroom, e-textbook portal, AP portal, and individual teacher observation. Multiple common formative and summative assessments are administered in AP/IB Spanish Language.</p> <p>Science is using online assessments (Albert.IO) to monitor data related to standards for summative assessments. Teachers provide formative assessments throughout lessons to ensure students are mastering concepts and providing immediate feedback for students are not mastering concepts. Teachers scaffold content for students who are not mastering concepts.</p>	
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**D2.1. Additional Online Instruction Prompts:** *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students who are placed in APEX courses submit work to the designated teacher assigned to the class section. All work and assessments for all APEX course are aligned with CCSS.	<ul style="list-style-type: none"> <li>• APEX</li> </ul>

**Demonstration of Student Achievement**

**D2.2. Indicator:** Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

**D2.2. Prompt:** *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
Teachers continue to develop formative and summative assessments as new curriculum is introduced. Some assessments are developed independently, others in collaboration depending upon content area.	<ul style="list-style-type: none"> <li>• Formative and Summative assessments</li> </ul>



<p>Professional development allows teachers to increase data analysis skills. A PLC schedule is maintained for staff to monitor and discuss student outcomes on formative and summative assessments.</p> <p>Since all NAF and PLTW courses are aligned to all national standards, all assessments are made accordingly and are analyzed to see student outcomes.</p> <p>Azusa High teachers use online assessments to monitor data related to standards for summative assessments. Teachers provide formative assessments throughout lessons to ensure students are mastering concepts and provide immediate feedback for students are not mastering concepts. Teachers scaffold content for students to master concepts</p> <p>The science department has common labs in addition to other assessments. Also, Science has a department-wide "science skills" test given both early and late in the year to gauge student growth. Many teachers in English also use common planning periods to meet once a week to review data and plan their upcoming instruction.</p> <p>PLC time and common preps have allowed the IB/AP Spanish PLC to meet regularly and create multiple formative and summative assessments and use data to make continual changes and improvements to the curriculum.</p>	<ul style="list-style-type: none"> <li>• Benchmarks and semester finals on illuminate</li> <li>• SBAC results</li> <li>• ICA results</li> <li>• Daily monitoring takes place via Aeries, Google classroom, e-textbook portal, AP portal, and individual teacher observation.</li> </ul>
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**Teacher and Student Feedback**

**D2.3. Indicator:** Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

**D2.3. Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>Mainly, individual teachers try to keep feedback updated on Aeries on a regular basis. Teachers are available for appointments or have open door lunchtime set aside for students to ask for individual feedback.</p>	<ul style="list-style-type: none"> <li>• Aeries</li> <li>• AVID focus notes</li> <li>• AP Exams</li> <li>• Faculty meetings</li> <li>• CAASPP results</li> <li>• Student friendly rubrics</li> </ul>



<p>AP/IB Spanish uses student friendly rubrics so that students can peer and self-evaluate and really understand expectations based on standards and rubrics.</p> <p>For college readiness, teachers use Summer AP/IB training as well as feedback from National tests (College Board AP Exams) to plan new strategies from year to year, or feedback from the new College Board Checkpoints to re-teach or adjust mid-semester.</p> <p>Feedback and training from AVID and ACES teams help teachers refine their craft/delivery/lessons and instruction. These teams also provide differentiated instruction ideas to help students achieve mastery in standards in all subjects.</p> <p>In the 2018-2019 AUSD student survey, 72% of the students felt that they received high quality instruction. 73% of the students felt that they will be successful in the workforce after graduation. 74% of the students felt that they are prepared with the skills needed for college.</p>	<ul style="list-style-type: none"> <li>• <a href="#">2018-2019 AUSD student survey results</a></li> </ul>
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### **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school’s ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

**Summary (including comments about the preliminary identified major student learner needs)**

Azusa High School works in conjunction with AUSD to implement a variety of assessment strategies and monitoring systems to evaluate student progress, monitor and revise curriculum and instruction and establish schoolwide goals. We use the systems and technology available to provide information about student assessments to all our stakeholders in a timely fashion. Teachers collaborate and come to a consensus regarding end of unit common assessments and administer tri-annual district assessment in English and math. We are in the implementation stages of data protocols, including broad course of study subjects, which are setting the foundation of gathering data to drive standards-based instruction that meets the needs of all students. For Azusa High School students to meet College and Career Readiness Standards, there is a need to further increase student achievement in literacy and math through rigorous instruction with proficiency demonstrated by assessments. The processes used to analyze student data must become routine and directly related to content standards in each area.

**Prioritize the strengths and areas for growth for Category D.****Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength**

- Use of online grading system, AERIES, to keep students and parents informed
- Use of AUSD data system, Illuminate, for assessments
- Strong AUSD support in the form of TOSAs regarding assessment, administration, and data protocols
- Single Plan for Student Achievement reflects student needs determined by assessment results
- Variety of assessments including summative, formative, and performance-based
- Assessment results are used by some departments to revise curriculum and instruction, as well as plan interventions
- TOSAs support the instructional improvements for staff.
- APEX teachers are discussing how to improve the APEX contract to ensure that students are working and advancing at a timely pace to complete APEX courses.

**Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth**

- Continued improvement with CAASPP results to identify student needs within essential standards
- Increase implementation of Common Assessments in all departments, using rigor and items types similar to CAASPP
- Consistently disaggregate data for SPED and EL students to determine their unique areas of strength as well as unique support needs as identified by assessments
- Continue to provide and deepen teacher management of data protocols using AUSD TOSAs or appropriate consultants in order to better inform instruction
- Expand access to technology on campus for the purpose of enhancing instructional delivery across the curriculum and assessing student academic progress
- Focused EL strategies integrated into all contents to improve success of all English Learners
- Increase support and intervention for struggling students in English and Math classes
- Not all departments analyzing and discussing data from assessments to develop next steps.



Category E:  
School  
Culture and  
Support for  
Student  
Personal and  
Academic  
Growth





## E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

### Indicators with Prompts

#### Parent Engagement

**E1.1. Indicator:** The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

**E1.1. Prompt:** *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>Azusa High School utilizes a variety of strategies and processes to involve parents and the community in the teaching and learning process. There are Parent Center calendars to inform parents of monthly activities and in 2017-18 the Parent Center created a Passport that is signed for every activity that parents attend at AHS.</p> <p>AHS hosts a parent conference night during the fall semester, where parents are invited to come and discuss student progress with their teacher in an informal setting.</p> <p>When there is a curriculum adoption, teachers and AUSD go through a five-day process of researching the textbooks and curriculum that will best fit the needs of our students. Math, English, and social science departments work closely with the AUSD’s TOSAs in order to ensure the curriculum and strategies used in the classroom are researched based and best practices. Special Ed. utilizes current platforms and new curriculum. Math department uses the research-based curriculum CPM. The PE department utilizes FITT (Frequency Intensity, Time, Type of exercise) in creating lessons for students.</p> <p>All AHS teachers utilize the AUSD online grading system, AERIES, in an effort to better communicate student progress with families as well as other teachers and administrators. The system is used to inform parents of student progress, behavior and other school announcements and deadlines. Parents are encouraged to use the parent portal and set up their own account and communicate with any of the teacher or school staff necessary. Messages can be sent through email or text, whichever is most convenient for parents.</p>	<ul style="list-style-type: none"> <li>• Parent class visits notes</li> <li>• Report Card Night</li> <li>• Textbook adoption</li> <li>• Aeries</li> <li>• Cafe Azteca</li> <li>• Back to School Night</li> <li>• Monthly Parent Center calendar</li> <li>• Parent Participation Passport</li> </ul>



Social media has begun to be a huge influencer with parents and students. Events are posted on our Instagram, Facebook, and Twitter pages. It helps keeps students and parents involved in what is happening at school with academics and extracurricular activities too.

AHS addresses bilingual services in many ways. We have a full-time bilingual community liaison who provides translation for parent-teacher conference nights, SST and IEP meetings, parent-counselor conferences, and is used as a SART meeting translator. AUSD provides a translator to offer Spanish translations for IEP and Triannual reports. The community liaison also helps communicate with parents when teachers need the support to let the parents know the students' progress in their classes. Our liaison also provides support to our ELAC committee DELAC representatives to better serve the Spanish speaking community members.

Our Cafe Azteca meets every Thursday to discuss school matters such as safety, testing, student social media use, college information, upcoming events, curricular info, TOSA's create parent lessons and provide access to homework and practice problems. It is important for parents to realize they are an important piece in the education process. There is a Chat with the Principal on the last Thursday of every month.

In the 2018-2019 school year, AHS began having parents be a part of classroom visits. Each month, parents go to each class in a specific department with our administration team. Parents can see processes and strategies that are being utilized in the classrooms. After the visit, the parents leave feedback for the teachers and comment on the things they observed. This allows parents to be involved in their student's day and see what they are doing in their classes.

In the 2017-2018 school year, we had a total of 399 parents attend a variety of events throughout the year. In 2018-2019, there were 843 parents that attended events.

This school year, we received a grant to increase our community involvement. We were able to hire two new positions to support our parents and community from LACOE.



## E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

### Indicators with Prompts

#### Safe, Clean, and Orderly Environment

**E2.1. Indicator:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

**E2.1. Prompt:** *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
<p>Azusa High School strives to provide a safe and nurturing environment for all students. Upon entering AHS all incoming freshmen are invited to Link Crew orientation where they are paired with a trained junior or senior who acts as their mentor throughout the school year.</p> <p>Physically our campus is “closed” meaning that access is highly regulated. All visitors are required to enter through the main office as well as students returning or leaving campus. The procedure for allowing visitors on campus requires check-in at the main office, signature on a sign in sheet, and a visitor badge while on campus.</p> <p>The school schedules regular emergency drills including fire, earthquake, and lockdown drills. We conduct these drills at different times throughout the school year, so students and staff are familiar with where to go depending on their location on campus. Every teacher has an emergency bucket and emergency folder in their classroom. AHS is also equipped with a portable AED device located in the main office, girls PE office, athletic trainer office, and the sports locker room office if needed.</p> <p>We have a school resource officer on site four days a week in order to address issues of safety and order. AUSD installed security cameras in 2015 to help deter incidences of theft. These are monitored at the district office. They also installed a more effective perimeter fence as part of a Measure K bond that was passed that helps secure the campus.</p> <p>We began the Positive Behavior Instructional Support (PBIS) program in 2015-2016, which aims to reinforce positive behavior. Students can earn Aztec Bucks from a staff member</p>	<ul style="list-style-type: none"> <li>• Annual AUSD survey</li> <li>• Link Crew</li> <li>• School Resource Officer</li> <li>• Security cameras</li> <li>• Perimeter fence</li> <li>• Emergency Drill Schedule</li> <li>• PBIS lessons/schedule</li> <li>• Cafe Azteca</li> <li>• Faculty Meeting Agenda</li> <li>• Custodians</li> </ul>



for displaying positive behavior, making good choices, or helping others. They can then turn in the Aztec Bucks for weekly or monthly drawings. Once a month we use an extended second period to teach positive behavior lessons to all students to promote our PBIS matrix. In addition to the PBIS matrix, there is also a lesson on internet safety. As part of our PBIS program, the ALICE training has also been implemented beginning in the 2018-2019 school year. ALICE training is used as a method against an active intruder situation on campus. The teachers have gone through multiple online lessons as well as a simulation this past August. The students have also completed a PBIS lesson last year on what they should do.

Teachers are responsible for cleaning/organizing their own rooms. The seating in all classes is conducive to the subject, where many classrooms utilize group seating to promote collaboration in their classrooms. The Science department has undertaken a new set of lab safety and procedures to be implemented district wide. The implementation of these clean, safe and orderly procedures is necessary for the success of our students. With SPED students, having a clean and uncluttered environment in the classroom is necessary to keep visual and spatial distractions at a minimum. As for safety, spatiality is also a positive factor in keeping low occurrences for injury.

Custodians are on campus in two shifts throughout the day and evening. Day custodians help with lunch cleanup, trash cans, and landscaping. Night custodians empty trash cans in classrooms as well as vacuum every other day.

In the AUSD survey issued to the staff, parents, and students, 63.2% of students said they are safe at school, 81.2% of teachers said students are safe at school, and 68.6% of parents said students are safe at school. All three were an increase in safety perception from the previous year.

**High Expectations/Concern for Students**

**E2.2. Indicator:** The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

**E2.2. Prompt:** *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*



Findings	Supporting Evidence
<p>Azusa High School promotes high expectations and a focus on continuous school improvement for all students and staff. PBIS lessons foster open communication about being safe, respectful and responsible in and outside of school. The implementation of these clean, safe and orderly procedures are necessary for the success of our students. With SPED students, having a clean and uncluttered environment in the classroom is necessary to keep visual and spatial distractions at a minimum. As for safety, spatiality is also a positive factor in keeping low occurrences for injury.</p> <p>Each year our club option increases for students to participate in with a wide range of topics for the students to choose between. The Mecha club hosts a Day of the Dead celebration every year for the past four years. Students and staff are encouraged to bring pictures of loved ones that have passed and include them in the memorial.</p> <p>Our Principal strives to maintain an orderly environment by having an "open door" policy; scheduling bi-weekly or weekly meetings with the teams; keeping lines of communication open for everyone. Utilizing best practices and continuous improvement the admin team strives to ensure a safe, clean and orderly environment for all students and staff.</p> <p>Students here at Azusa High School are recognized in various ways for their effort and academic success. Teachers set high expectations for all students. AHS is an environment which values individual differences and encourages learning by having programs such as AVID, ELD, ROP, ACE, AP classes, IB classes, Special Education classes, honor roll, NHS, CSF etc.</p> <p>Schoolwide Learner Outcomes (SLOs) are posted in all classrooms and prepare its graduates to be academic learners who engage in critical thinking. The staff at AHS encourages good behavior along with academic excellence, but specific programs on campus also facilitate good behavior, academics, and school spirit. The Associated Student Body (ASB) promotes student achievement and school spirit.</p> <p>Students are also recognized by AHS on a monthly basis for their achievement, citizenship and academics. Students and parents have been presented with a Student of the Month award by specific departments. Teachers and offices may</p>	<ul style="list-style-type: none"><li>• Club List</li><li>• College Fair</li><li>• College Kick-Off roster</li><li>• PBIS schedule</li><li>• Student of the Month</li><li>• Aztec Awards Night once per semester</li></ul>



<p>nominate for Student of the Month status. The awards take place at 6:30-7:30 a.m. on the last Friday of the month. This has been very popular with parents who were previously sometimes unable to make afternoon awards. AHS students are also recognized at our two Renaissance Rallies and Aztec Academic Awards night. We also host a senior awards night yearly to present scholarships and department awards.</p> <p>Teachers are also a good example of demonstrating concern and caring for students. Many teachers provide supplies and other materials essential for student learning. Furthermore, many rooms open at lunch for tutoring and personal help/emotional support.</p> <p>AHS promotes a college-going campus and has shared hosting responsibilities with Gladstone High for a district-wide college night. Counselors have hosted college nights and financial aid workshops to assist with the college application process. This school year we also hosted our first annual college kick-off week. Counselors worked with every A-G senior to help them apply for college. Out of 135 eligible seniors, 110 have completed and submitted applications.</p>	
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**Atmosphere of Trust, Respect, and Professionalism**

**E2.3. Indicator:** The entire school community has an atmosphere of trust, respect, and professionalism.

**E2.3. Prompt:** *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders.*

Findings	Supporting Evidence
<p>Azusa High School works hard to promote trust, respect, school pride, and professionalism. Students are greeted at the door, making the students feel that teachers and administration generally care for them. All teachers stress the importance of class expectations and norms as a means of showing stability and respect. Many teachers and staff across disciplines support the various activities, shows, competitions, and other extra-curricular activities students are involved in as a means to support student achievement and success and build an atmosphere of respect and trust.</p> <p>AHS has an open-door policy between management and staff. School Site Council furthers to enhance communication among staff members. Once a month, the ALT team meets to discuss issues so that decisions can be made in a democratic manner for the school. The administration values feedback from staff and takes it into consideration when making decisions.</p>	<ul style="list-style-type: none"> <li>• ALT documents</li> <li>• SSC minutes/agenda</li> <li>• AP/IB training</li> <li>• Student of the Month</li> <li>• Crystal Apple award</li> <li>• Teacher of the Year</li> <li>• Updates email from the principal</li> </ul>



Administration and AEA Union Site Reps also meet to discuss and collaborate on issues and concerns with the staff.

AHS Staff demonstrates a positive working relationship with mutual respect amongst each other. All teachers collaborate within their departments and come together for all-staff development days for meetings and trainings. The AHS staff has participated in several workshops and staff development classes to remain current with educational research and instructional strategies. AHS certificated and administration staff has been educated about Professional Learning Communities (PLC's) for the past three years. Currently many teachers are continuing their professional development by attending trainings and workshops in English, math, AP, IB, and Common Core. Teachers are taught new strategies, methods, and skills during trainings that they can take back into their classroom. New staff members participate in the LACOE induction program and are provided with a mentor who can assist them in improving numerous classroom strategies.

We have employee recognition programs such as Teacher of the Year, Classified Staff Member of the Year, and the Crystal Apple Award (which is passed out monthly). There are several Teacher Appreciation activities throughout the year such as a back to school lunch, a Christmas lunch, and a teacher appreciation lunch in May to demonstrate our thanks to all faculty and staff for their hard work and dedication to students.

There is also a counselor appreciation lunch and classified appreciation lunch. In addition, ASB students anonymously recognize teachers throughout the school year and reveal who they are in May at the Teacher Appreciation Lunch.

The staff, SSC, ALT, and ELAC committees are all part of providing feedback for the SPSA. Data is reviewed in the fall of each year to evaluate where progress has been made and to provide input into the year's plan for improvement. Also, the principal meets with ASB and other student representatives once a semester and the Assistant Principal meets with them monthly to get feedback from the student perspective about current concerns and issues.



### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

#### Indicators with Prompts

##### Equitable Academic Support

**E3.1. Indicator:** Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

**E3.1. Prompt:** *Evaluate the school’s effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>Azusa High School has implemented a student-centered master schedule method team to place students in classes that they are requesting as much as possible. The team is made up of teachers across disciplines, meeting off campus for multiple days to ensure the classes are placed in the most beneficial position/place for the students. The counselors then come in over the summer to ensure that classes are correct for students after summer school grades have been posted to transcripts. Counselors balance classes once the school year begins (summer school grades, enrollment changes, teacher moves or teacher training).</p> <p>AHS has also eliminated exams for students to be in an honors or AP class. In math, students get tested before being placed in a higher math to ensure the prior knowledge needed has already been acquired by the student. This has allowed more students to be enrolled and gives them the choice to take the class if they are up to the challenge. AUSD pays a significant amount of AP exams in order to not deter any students from rigorous courses due to financial barriers. Students on free and reduced lunch are only required to pay \$5 for each AP exam and AUSD pays the difference.</p> <p>In addition, AUSD pays for all students in grades 9-11 to take the PSAT each October and March. In March 2019, we had all 11th graders participate in SAT day, where AUSD covers the full cost of the exam.</p> <p>AUSD provides summer school courses each year for remediation. Courses are provided on a student need basis.</p>	<ul style="list-style-type: none"> <li>• Master Schedule Team</li> <li>• PSAT roster</li> <li>• SAT roster</li> <li>• On-track, Off-track document</li> <li>• AP fee waivers</li> </ul>



**Multi-Tiered Support Strategies for Students**

**E3.2. Indicator:** School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

**E3.2 Prompt:** Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.

Findings	Supporting Evidence
<p>AHS has implemented a school-wide focus on student engagement structures, promoting student learning through collaborative practices and critical thinking. This allows students to engage further in their classes and promote deeper thinking and analysis.</p> <p>Teachers have undergone Google Classroom, Illuminate, Red Dot Recordings and various other application-based trainings in order to implement the use of technology in the classroom to provide support for student learning and success. These programs allow students to access the curriculum in different ways, promoting greater understanding and increasing student engagement.</p> <p>Teachers have also participated in training for Restorative Justice Community Circles in order to promote student emotional well-being and positive and inclusive classroom environments.</p> <p>AHS has developed the ACES school-wide writing initiative in order to strengthen student writing across all departments. This provides students with a resource that can be transferred to all their classes, which promotes greater understanding and academic success.</p> <p>There is a focus on creativity, communication, collaboration, and critical thinking in lesson plans. This transfers into more engaging activities for students, which promotes long-term understanding and investment in their studies.</p> <p>Training is given to teachers on Professional Learning Communities so that teachers create common assessments and discuss common assessments data. This allows teachers to work together to develop successful classroom practices that are reflective of the needs of their students. The data also drives instruction in the course.</p> <p>Lessons are standards based. Strategies are used to promote academic discourse, such as Complex-Think Pair Share before</p>	<ul style="list-style-type: none"> <li>• ALT (Aztec Leadership Team)</li> <li>• Admin models student engagement structures at meetings</li> <li>• Professional Development Meetings</li> <li>• Professional Development meeting feedback and reflective forms</li> <li>• Library: access to resources</li> <li>• ELL Coordinator</li> <li>• Math Tutoring</li> <li>• Think Together</li> <li>• Upward Bound</li> <li>• Honors, AP, &amp; IB Courses</li> <li>• Technology Training (Google Classroom, Illuminate, etc.)</li> </ul>



having class discussions, the Red Dot App, Socratic Seminar and Fishbowl Discussion activities, etc. Research has shown that academic discourse is able to deepen student understanding.

The English teachers have implemented district success drivers of Cognitive Rigor, Academic Discourse, and Collaborative Practices. All of these are research-based strategies that increase student success and engagement.

Students are encouraged to enter an Engineering or Computer Science Pathway, as well as to participate in honors, AP, and IB courses, every year, starting their freshman year. Students are also encouraged to attend school events, participate in the various clubs and organizations, and expand their horizons both academically and in other ways.

Alternative approaches are embedded in the curriculum Project Lead the Way. The Amazon Edhesive program is utilized to support student learning. This program is all online and offers multiple support systems to our students and teachers.

The math department offers tutoring every Tuesday, Wednesday, and Thursday after school. The Think Together program offers academic support for students in need of tutoring. The Upward Bound Program provides homework assistance, as well as support in guiding students to apply to and become successful in college. In addition, APU offers tutors through Azusa Calculates to attend campus two times per week. The tutors work directly in the classrooms to provide support to the teachers and work with students are struggling.

Counselors meet with students regularly to support student completion of the A-G requirements and ensuring that they are on track for graduation. Counselors have posted “on-track versus off-track” posters, started a college application Kick Off week to encourage students to apply for college, and implemented a graduation ticket incentive for filling out the FAFSA and applying to two- or four-year colleges.

Teachers organize parent phone calls and parent meetings as needed to work as a team to support student success.

**E3.2. Additional Online Instruction Prompt:** *Provide evidence that the processes and strategies are effective for incoming students regarding orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*



Findings	Supporting Evidence
<p>Students in need of credit recovery are placed in APEX. Although online and in a different setting, students are still assigned to a teacher who monitors their progress and provides assessments. All courses are Common Core aligned and A-G approved</p>	<ul style="list-style-type: none"> <li>• APEX</li> <li>• Counselors</li> </ul>

**Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being**

**E3.3. Indicator:** The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

**E3.3. Prompt:** Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.

Findings	Supporting Evidence
<p>Teachers are invited to participate in SSTs, IEPs, 504 meetings and other student-centered learning constructs to provide the least restrictive environment for individual learners. RSP teachers routinely provide classroom teachers who have students with disabilities with a list of accommodations and recommendations for their caseload. Students are supported both by caseload teachers and classroom aides. Additionally, all teachers at AHS are CLAD certificated.</p> <p>The Career Center is available to students for career counseling, college speakers, and military personnel advisement opportunities. The Career Center is available to students before school, after school, and during lunch. Bi-monthly meetings with the community college advisor are also available in the career center. The Career Center hosts colleges/speakers per year in addition to the College Fair.</p> <p>AUSD hired a full-time PBIS TOSA in the fall of 2018. AUSD has moved away from LACOE’s sponsored PBIS and are working to make PBIS fit more specifically with what each site needs in AUSD. Discipline is still given to students in addition to exploring other options to better support our students. On campus, we have a PBIS team comprised of multiple stakeholders. This teams meets once per month to analyze current data trends, create PBIS lessons to be delivered, and discuss different student incentives that can be offered.</p> <p>In the 2018-2019 school year, we began having Aztec Saturday Academy. This time allows students to get extra</p>	<ul style="list-style-type: none"> <li>• Aztec Saturday Academy</li> <li>• IEP, 504, SST meetings</li> <li>• Career Center</li> <li>• PBIS TFI</li> <li>• APU Upward Bound</li> <li>• Think Together</li> <li>• AERIES Discipline</li> <li>• ODR</li> </ul>



<p>tutoring from teachers in addition to retake exams or making up assignments.</p> <p>AHS has support from APU Upward Bound of 60 students which includes tutoring, mentoring, and college visits. Also, AHS has tutoring support before school and after school from Think Together.</p>	
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**E3.3. Additional Online Instruction Prompt:** *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence
<p>Students have access to learning technology in several forms during and after school. Wi-Fi is available throughout the campus, including outside areas if a student is using a school computer. There is a computer lab available in the library before, during, and after school for student use. Teachers may also reserve the library or any of our three labs during class periods to provide student access. Teachers can also check out a Chromebook cart for use in their classrooms. In addition, many teachers have their own Chromebook cart for use in all their classes.</p> <p>Tablets with the internet were provided to some of our newcomers to take home and support their vocabulary building and to complete their homework.</p>	<ul style="list-style-type: none"> <li>• Computer Labs</li> <li>• Chromebook carts</li> <li>• Library</li> <li>• Schoolwide Wi-Fi</li> </ul>

**Co-Curricular Activities**

**E3.4. Indicator:** The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

**E3.4. Prompt:** *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>Students have open access to a large variety of sports and clubs offered on campus. Students who are involved in clubs and sports are actively involved. Many sports players are consistently eligible to play sports. Football has implemented mandatory tutorials and that change marked the first year in three years that no students were academically ineligible to play.</p>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• APEX</li> <li>• Agendas: Cafe Azteca</li> <li>• School Site Council</li> <li>• Parent Orientation</li> <li>• Report Card Nights</li> <li>• ASB</li> </ul>



Even though our school has suffered from declining enrollment, the following are awards that our sports teams have won over the past six years:

2014 - 2015

Football: League Champions

Boys Cross Country: League Champions

2015 - 2016

Badminton: League Champions

2016 - 2017

Boys Cross Country: League Champions

2017 - 2018

Badminton: Undefeated, League Champions

Boys Cross Country: League Champions

Boys Tennis: League Champions

Boys Track: League Champions

Girls Soccer: CIF Runner-Up

Wrestling: Two Individual League Champions

2018 - 2019

Boys Cross Country: League Champions

Boys Soccer: League Champions

Boys Tennis: League Champions

2019 - 2020

Boys Cross Country: League Champions

Girls Cross Country: League Champions

Volleyball: League Champions

As part of the CIF Southern Section, they were awarded Champions for Character. This award honors the ideals associated with a commitment to leadership in upholding the CIF pillars of character, sportsmanship, integrity, positive relations and respect for diversity of all people, sportsmanship and fair play over victory. These recipients were honored for



demonstrating the positive characteristics of Educational-Based Athletics. Azusa High has been honored over the past six years to have won this award for multiple individuals at our school. In addition to individuals, our entire school won this award in 2016. The individual awards were for the following:

- 2014 - Patricia Dorsey, Coach
- 2014 - Sandy Gahring, Athletics Director
- 2015 - Ramiro Rubalcaba, Principal
- 2015 - Destiny Tellez, Student-Athlete
- 2016 - Azusa High, whole school
- 2017 - Aaron Pena, Student-Athlete
- 2018 - Andres Moran, Student-Athlete
- 2019 - Reymundo Orresquieta, Coach

The music program is to be celebrated at our school. Students have many options in music performance opportunities and educational experiences: Concert Band, Wind Ensemble, Jazz band, Marching Band, Color Guard, Concert Choir, Aztec Singers, Beginning Orchestra, Intermediate Orchestra, and Advanced Orchestra.

Our Band program has performed and/or received the following awards and recognition:

- The marching band won 2A Morning Sweepstakes at Baldwin Park High School competition in 2019
- In 2019 the band received Superior and Excellent ratings at the SCSBOA Band Festivals
- In 2018, the band received the Bronze Medal for 2A Division at the SCSBOA Band Festival.
- In 2019, at the WGASC, Winterguard was a Bronze Medal winner

Our Choirs performs for various city events and special functions in Los Angeles County:

- Los Angeles Master Chorale's High School Choral Festival - 2017, 2018, and 2019 - at the Walt Disney Concert Hall
- City of Azusa Golden Days in 2018 & 2019
- APU Homecoming Football Game
- Azusa Leaders for Learning (ALL) Foundation Fundraiser Event
- AUSD Choral Concert - annual event



<ul style="list-style-type: none"> <li>• All AUSD Concert at the Felix Event Center/APU - annual event</li> <li>• City of Azusa Senior Center Volunteer Appreciation Breakfast</li> <li>• City of Azusa Christmas Lighting Ceremony</li> </ul> <p>Our Orchestra Program includes Azusa High School students as well as 3rd- through 12-grade students from the entire AUSD. The program was moved to Azusa High School in 2018.</p> <ul style="list-style-type: none"> <li>• City of Azusa Golden Days in 2018 &amp; 2019</li> <li>• Azusa Leaders for Learning (ALL) Foundation Fundraiser Event</li> <li>• All AUSD Concert at the Felix Event Center/APU - 2019</li> </ul> <p>Our Link Crew is a group of upperclassmen students who support freshmen students throughout the year. Link Leaders offer academic and social support throughout each semester.</p> <p>ASB works in their Leadership class in the development of event planning, time management, advertising, job interviews, group collaboration, and mentoring younger students. Most of ASB consists of elected officers that represent the student body. The Principal, Assistant Principal of Activities and Athletics, ASB Advisor and Class Advisors maintain open lines of communication with these student representatives regarding events and services on campus.</p> <p>Credit recovery through APEX, allows students to recover credit in several disciplines and satisfy A-G requirements. Students are identified by the counseling staff and placed in the program.</p>	
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**E3.4. Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Students enrolled in online instruction are also enrolled in our campus classes and have full access to the same clubs and extracurricular activities as all other students.	<ul style="list-style-type: none"> <li>• APEX courses</li> </ul>



## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

### Summary (including comments about the preliminary identified major student learner needs)

Azusa High School elicits the involvement of families and community in a variety of ways. We have community resources and local businesses to engage our students in an ongoing manner which enriches our students' academic experiences. Through the use of Safe and Civil Schools, Azusa High School uses Positive Behavior Interventions and Support to foster nurturing and a safe learning environment for our students. Faculty and staff have focused their efforts on positive adult-student and student-student interactions.

**Prioritize the strengths and areas for growth for Category E.**

### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Development of Parent Participation Passport and Monthly Parent Center Calendar has increased parent participation.
- Online AERIES grades keep parents and students up to date on student grades and completed or missing assignments.
- AHS has created Instagram, Twitter, and Facebook pages along with updated their website page.
- Two LACOE grant funded positions have increased our parent and community outreach
- Counseling office implemented Academic Awards Night for students with GPAs of 3.25 and higher.
- Use of technology has improved in most classes with Google Classroom, Red Dot recording, Illuminate, etc.
- AHS has implemented student support from APU Upward Bound, Think Together tutoring, and Aztec Saturday Academy.
- Improved Wi-Fi school wide.
- Tablets for newcomer students to take home with internet access.

### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- Entrance to the campus because of various push gates is a safety issue.
- Improve alignment of Special Education support classes with core classes
- Continue to expand EL training to teachers of all content areas to increase success for ELs



## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories

- Within PLCs, utilize more focused CFAs to improve collaboration and allow the data to drive the instruction to improve student performance.
- Continue improvement while also increasing more effective support and intervention for struggling students in English and math.
- Integrate more focused strategies into all content areas to support more success for our EL students.
- Provide opportunities for students to become college and career ready by increasing the number of students meeting A-G requirements upon graduation and increasing the AP passage rate.



# Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

# Overview

An analysis of the data presented in the Student/Community profile began in May 2018 after the faculty/staff began to reflect on our Special Visit in February 2018. The faculty came together to ideate general changes that needed to happen after the latest round of critical needs were identified. The process used to identify, collect, and analyze student performance data at Azusa High School is regular and ongoing with the faculty and staff members. The presentation and discussion of student data is a routine occurrence in PLC meetings, some staff meetings, some Aztec Leadership Team meetings, collaboration meetings, and monthly parent meetings. Subsequently, all staff members, including student and parent representatives of SSC, ELAC, PTA, and WASC committees have had a chance to review the data used in the School Profile. During the Focus Group meetings, stakeholders were encouraged to share observations about trends in the data. More importantly, they were asked to discuss how findings might inform department goals and guide curriculum and instruction.

## Data/Implications

CAASPP	<p>2019 CAASPP Administration:</p> <ul style="list-style-type: none"> <li>• 52% Total met or exceeded the standards in ELA             <ul style="list-style-type: none"> <li>• EL - 13% Met/exceeded</li> </ul> </li> <li>• 31% Total met or exceeded the standards in Mathematics             <ul style="list-style-type: none"> <li>• EL - 4% Met/exceeded</li> </ul> </li> </ul>
Enrollment	1092 students as of 1/24/2020
Ethnicity	<p>93.2% - Latino/Hispanic            2.9% - White            1.4% - Asian            0.9% - Filipino            0.8% - African American            0.4% - Two or more races            0.3% - American Indian/Alaska Native</p>
Student Attendance	97.1%
College and Career Indicator Percentage	36.6%

AHS English Learners account for 20% of our population and Special Education students account for 14% of our total population.

### Critical Learner Needs

As a result of the assessment of our entire schoolwide program, Azusa High School has focused its resources to address four identified critical learner needs.



**Critical Learner Need #1: Increase achievement in English and mathematics and narrow the achievement gaps for all significant subgroups.**

For Azusa High School to meet the Common Core Standards, there is a need to increase student achievement in all our students through the use of engaging and rigorous instruction. We need to be able to provide interventions to address students’ academic needs.

Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li>❖ Common Core has been fully implemented for English and math with new curriculum.</li> <li>❖ Both subjects have TOSA’s available to support instruction.</li> <li>❖ Have integrated ACES into most of our classes to help with understanding prompts and best ways to respond.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Integrate the curriculum more in our classes so that more standards are being mastered by students.</li> <li>❖ Every class needs to utilize ACES.</li> <li>❖ Incorporate writing, speaking, and reading into all core classes.</li> </ul>

**Rationale**

Since our last full WASC visit, the STAR test was replaced with the SBAC exam and Common Core standards have been fully implemented in our school. All core classes have adopted a new curriculum over the past few years to match the shift in Common Core in our District. All disciplines are encouraged to incorporate writing, speaking skills, and reading into all content. One indicator of students being ready for college is mastering standards in English and math. It is crucial that we continue to narrow achievement gaps and focus on an increase in the number of students that are mastering those standards. We expect to reach our ELA Met/Exceeded goal of 60% on SBAC and 40% Met/Exceeded goal for Math.

**Correlated Schoolwide Learner Outcomes**

- SLO #1: Academic Critical Thinkers
- SLO #2: Highly Effective Communicators

**Critical Learner Need #2: Increase achievement with our English Learner population.**

In order for Azusa High School to meet the Common Core Standards and College and Career Readiness Standards, there is a need to increase student achievement with our English Learner population through engaging and rigorous standards-based instruction and by providing interventions to address students’ academic needs as measured by a 20% increase in students who redesignate and become RFEP’s.

Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li>❖ Have specialized courses for our English Learner population.</li> <li>❖ Our ELD students receive two hours per day with their English teachers to improve their language.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Increase the rigor in our courses to match the increased rigor with the new ELPAC assessment.</li> <li>❖ Every class needs to utilize ACES.</li> </ul>



<ul style="list-style-type: none"> <li>❖ Have integrated ACES into most of our classes to help with understanding prompts and best ways to respond.</li> <li>❖ Speaking assignments are being used in math courses to improve English and practice academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Incorporate writing, speaking, and reading into all core classes.</li> <li>❖ Provide more support to fill in gaps in knowledge that some students may be experiencing.</li> </ul>
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**Rationale**

Since our previous WASC visit, there has been a shift in the EL Assessment. CELDT has been replaced with the ELPAC, which has significantly increased the rigor required to obtain proficiency in all areas of Language. With the adoption of the new curriculum in English, math, and social science to align with Common Core, all disciplines are encouraged and expected to incorporate reading, writing, listening, and speaking skills into their content. Also, with the adoption of the new ELD standards, English learners are expected to receive both designated and integrated aspects of language into their learning day. Designated ELD courses are for those students who have not yet met reclassification requirements and are given an extra elective period in their day, which is taught in conjunction with their ELD course by the same instructor to improve their skills. With the implementation of the new ELPAC test comes the need for all teachers to be familiar with the skills and concepts necessary in order to be successful and redesignate into an RFEP. Teachers from all disciplines are trained in the administration of this exam in order to better support integrating ELD standards into their curriculum and share the responsibility of an improved redesignation rate. In addition to their grade level English course, those students identified as LTEL’s are enrolled in a language arts support course to accelerate their language development.

**Correlated Schoolwide Learner Outcomes**

- SLO #1: Academic Critical Thinkers
- SLO #2: Highly Effective Communicators
- SLO #3: Successful Citizens

**Critical Learner Need #3: Increase all students’ college and career readiness.**

In order to create successful citizens, Azusa High School needs to focus on increasing the number of students that are ready for college and career after graduating.

Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li>❖ This year we saw a huge increase of students that are A-G eligible.</li> <li>❖ College Kick-Off week was a huge success with many students applying for colleges</li> <li>❖ Our IB program is growing</li> <li>❖ Our CTE department is offering classes in auto, computer programming, and engineering.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Need to be consistent with the students being A-G eligible every year.</li> <li>❖ Increase the number of students in our IB program.</li> <li>❖ Recruit more students for our CTE program to help them get internships</li> <li>❖ Have a higher passage rate on our AP exams.</li> </ul>



	<ul style="list-style-type: none"> <li>❖ Use more real-life examples in our courses so that more students are prepared for life after high school.</li> </ul>
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**Rationale**

With the shift in Common Core, there has also been a shift in what is expected of students after graduation. The students should be ready to go to college or go into a career or trade school. There are multiple factors that go into measuring a school’s college and career readiness that it provides to its students. It is important to continually increase the number of students that are college and career ready. In the past few years, Azusa High has adopted multiple programs to encourage this increase and plans to continue with the career programs as well as the A-G courses to promote being ready for college.

**Correlated Schoolwide Learner Outcomes**

SLO #1: Academic Critical Thinkers

SLO #3: Successful Citizens

**Critical Learner Need #4: Increase the consistency of data-driven discussion and instruction.**

With the shift of Common Core, most departments are now working together and creating common assessments while other departments are agreeing to a common performance task, and other departments are agreeing on a common rubric to grade different assignments. The next move is to utilize the data to drive instruction and make sure that students are mastering standards in all departments.

Areas of Strength	Areas of Growth
<ul style="list-style-type: none"> <li>❖ Most departments are achieving at least one common formative assessment per semester</li> <li>❖ Some departments have completed an entire PLC including data discussion.</li> <li>❖ Have an organized drive with information from each department to monitor their progress on common assessments and what discussions are taking place during PLC time.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Every department needs to be utilizing common assessments in their courses.</li> <li>❖ Data discussions need to take place more often than once per semester in order to better drive instruction and ensure students are learning the material being taught.</li> <li>❖</li> </ul>

**Rationale**

ELA and math departments are in their fourth year of formal data protocols when analyzing district assessments, other departments are utilizing common formative assessments and having dialogue focused on what data means for our daily practice. In addition, departments have been meeting in their PLC groups to collaborate around data that they’ve collected. We recognize the need for this to be ongoing.



### **Correlated Schoolwide Learner Outcomes**

SLO #1: Academic Critical Thinkers

SLO #2: Highly Effective Communicators

SLO #3: Successful Citizens

### **Questions Raised**

- What additional strategies and structures need to be put in place in order to increase EL students' academic performance and progress on both ELPAC and CAASPP and in turn increase our redesignation rate?
- How can we provide more effective additional support for our struggling students during the school day?
- What needs to be put in place in order to create more meaningful common assessments?
- How can we organize our department/PLC/ Professional Development time to focus on ways that better serve student needs?

Azusa High School faculty, staff, students, and community are proud of our ability to persevere and of our unwavering commitment to our mission, vision, and students. We are aware of our critical areas of need, areas of strength and areas of growth. During the WASC Accreditation process, we have affirmed our belief in our students and in the structures that we have put in place to support their academic success. We have seen an increase in ongoing professional collaboration over the past few years. We are proud of the iterations, the changes, and the adjustments that we have made to our instruction and our student support and we are committed to developing specific plans for students to continue their education beyond high school.



# Chapter 5:

## Schoolwide Action Plan





## Azusa High School Action Plan

### Action Plan Item #1: Increase achievement in English and mathematics and narrow the achievement gaps for all significant subgroups.

#### **Critical Need:**

In order for Azusa High School to meet the Common Core Standards, there is a need to increase student achievement in all of our students through the use of engaging and rigorous instruction. We need to be able to provide interventions to address students' academic needs.

#### **Rationale:**

Since our last full WASC visit, the STAR test was replaced with the SBAC exam and Common Core standards have been fully implemented in our school. All core classes have adopted a new curriculum over the past few years to match the shift in Common Core in our District. All disciplines are encouraged to incorporate writing, speaking skills, and reading into all content. One indicator of students being ready for college is mastering standards in English and math. It is crucial that we continue to narrow achievement gaps and focus on an increase in the number of students that are mastering those standards.

#### **Growth Targets:**

The number of students that will meet or exceed expectations on the SBAC ELA Exam will increase to 65%. The number of students that will meet or exceed expectations on the SBAC Math Exam will increase to 40%.

#### **Alignment to School LCAP Goals:**

LCAP Goal #1 Increase student success on Common Core and narrow achievement gaps.

#### **AHS Steps to Reach Action Plan Item #1:**

Steps	Person(s) Responsible	Resources Needed/ Funding	Timeline	Reporting
Utilizing common department writing rubric (ACES)	-All teachers -AUSD -Administrators -ACES Team		Ongoing	-Teacher assignments -Meeting Agendas -ACES rubric
Continued Training on CCSS	-All teachers -AUSD -Administrators -TOSAs	-LCFF	Ongoing	-Meeting Agendas -CFAs



Professional development, conferences, and peer observations on structured student engagement around complex questions	-All teachers -AUSD -Administrators -TOSAs		Ongoing	-CFAs -Meeting Agendas
Professional development, conferences, and peer observations on Focus Note Strategies	-All teachers -AUSD -Administrators -AVID Team			
Parent Support on CCSS and understanding of materials	-All teachers -AUSD -Administrators -TOSAs	-Title I -LCFF	Ongoing	-Parent sign-in sheets -AERIES
After School Tutoring	-All Department teachers -Think Together Staff -Math and ELA Tutoring	-Title I	Ongoing	-Tutor sign-in sheets
ICA Exams in ELA and Math to prepare for SBAC	-All teachers -Administrators	-Title I	ELA in Nov. Math in Jan.	-ICA scores from CAASPP -Teacher PLC notes
Aztec Saturday Academy to support regular day instruction and focus on SBAC	-All Saturday Academy teachers -Administrators	-Title I	One to two times per month	-Student Attendance Sheets -SBAC scores
Google Classroom Training for AHS teachers by AHS Teachers	-All teachers -AUSD -Administrators		Ongoing	-Training Sign-In Sheets
Co-teaching course offerings will continue and expand for Special Education student populations.	-All teachers -Administrators	-Collaboration time	Ongoing	-Class rosters

**Action Plan Item #2: Increase achievement with our English Learner population.**

**Critical Need:**

In order for Azusa High School to meet the Common Core Standards and College and Career Readiness Standards, there is a need to increase student achievement with our English Learner population through engaging and rigorous standards-based instruction and by providing interventions to address students’ academic needs as measured by a 10% increase in students who redesignate and become RFEPs.



**Rationale:**

Since our previous WASC visit, there has been a shift in the EL Assessment exam. CELDT has been replaced with the ELPAC, which has significantly increased the rigor required to obtain proficiency in all areas of Language. With the adoption of the new curriculum in English, math, and social science to align with Common Core, all disciplines are encouraged and expected to incorporate reading, writing, listening, and speaking skills into their content. Also, with the adoption of the new ELD standards, English learners are expected to receive both designated and integrated aspects of language into their learning day. Designated ELD courses are for those students who have not yet met reclassification requirements and are given an extra elective period in their day, which is taught in conjunction with their ELD course by the same instructor to improve their skills. With the implementation of the new ELPAC test comes the need for all teachers to be familiar with the skills and concepts necessary in order to be successful and redesignate into an RFEP. Teachers from all disciplines need to be trained in the administration of this exam in order to better support integrating ELD standards into their curriculum and share the responsibility of an improved redesignation rate.

**Growth Targets:**

The reclassification rate will increase to 20%.

**Alignment to School LCAP Goals:**

LCAP Goal #2 Improve the achievement of English Learners

**AHS Steps to Reach Action Plan Item #2:**

Steps	Person(s) Responsible	Resources Needed/ Funding	Timeline	Reporting
Teacher training on ELPAC	-All department teachers -EL administrator	-Title I -Title II -Assessment training	-2019 - 2020: 2 PD -2020 - 2021: 3 PD	-ELPAC scores -Illuminate -CA Dashboard -CFAs -Meeting Agendas
Provide Designated EL Class Sections	-ELA teachers -ELA TOSA -Administration	-Title I -Title II -LCAP -PLC days -PD days	-Ongoing	-ELPAC scores -ELA District assessments -SBAC results -PSAT scores -CA dashboard reports -Illuminate reports
Parent Engagement	-ELAC -DELAC	-Title I -Title II	-Ongoing	-Annual District survey



	-SSC			
Provide Bilingual Instructional Aides to support EL students	-Administration	-LCFF	-Ongoing	-Staff list
iLit & Edge Curriculum Training	-ELA teachers -ELA TOSA -Administration	-Title I -Title II -LCAP -PD days	-2018 - 2020: 4 PD	-Monthly PLCs
Instructional Support (tablets, printer, ELD tutoring)	School Site Council		- Ongoing	-Library Personnel -PLCs - Monthly ELD Team Meeting
ELPAC (English Language Proficiency Assessments for California) Professional Development Teacher Training	- Educational Services Department - Administration		- December PD - January PD - Testing Feb-Mar	- Administration
Parent Support on CCSS and understanding of materials	-All teachers -AUSD -Administrators -TOSAs	-Title I -LCFF	Ongoing	-Parent sign-in sheets -AERIES
After School Tutoring offered through specific teachers as well as Think Together	-Department teachers -Think Together Staff	-Title I	Ongoing	-Tutor sign-in sheets
Aztec Saturday Academy to support regular day instruction and focus on English Development and ELPAC	-All Saturday Academy teachers -Administrators	-Title I	One to two times per month	-Student Attendance Sheets -SBAC scores
Utilize ACES to support how to break down prompts more efficiently	-All teachers		Ongoing	-Writing samples -ACES rubric

**Action Plan Item #3: Increase the number of students who will be prepared to be college and career ready upon graduation.**

**Critical Need:**

In order to create successful citizens, Azusa High School needs to focus on increasing the number of students that are ready for college and career after graduating.

**Rationale:**

With the shift in Common Core, there has also been a shift in what is expected of students after graduation. Students should be ready to go to college or go into a career. There are multiple



factors that go into measuring a school’s college and career readiness that it provides to its students. It is important to continually increase the number of students that are college and career ready. In the past few years, Azusa High has adopted multiple programs to encourage this increase and plans to continue with the career programs as well as the A-G courses to promote being ready for college.

**Growth Targets:**

To increase the college and career indicator to 45% from 36.6% and the graduation rate to 95% from 92%.

**Alignment to School LCAP Goals:**

LCAP Goal #3 Increase all students’ college and career readiness.

**AHS Steps to Reach Action Plan Item #3:**

Steps	Person(s) Responsible	Resources Needed/ Funding	Timeline	Reporting
Have teachers & counselors assist students with A-G requirements and AP courses	-All department teachers -Administration -Counselors	-LCFF	-Ongoing	-On-track/off-track document
Counselors meet with students to monitor college and career plans	-Counselors -Administration	-LCFF	-Biannually	-On-track/off-track document
Improve the number of students with A - G requirements and graduating by having them in the correct classes and APEX classes by creating an “on-track vs off-track” document	-Counselors -Administrators	-LCFF	-Ongoing	-On-track/off-track document
Increase the number of students in our Engineering Pathway	-Administration -CTE teachers	-LCFF	-Ongoing	-List of students enrolled in the program
Increase the number of students in our International Baccalaureate Program	-Administration -IB coordinator -Counselors	-LCFF	-Ongoing	-List of students enrolled in the program
After school tutoring with teachers. Think Together offers before and after school tutoring.	-Math Teachers -Think Together Staff	-LCFF -Title I	-Ongoing	-Tutor sign-in sheets
ICA’s for math and English to practice and provide student data before the CAASPP exam.	-Administration -English teachers -Math Teachers	-LFCC	-Ongoing	Yearly



Aztec Saturday Academy to support APEX classes, exam retakes, and extra credit in some courses	-All Saturday Academy teachers -Administrators	-Title I	One to two times per month	-Student Attendance Sheets -APEX pass rates
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**Action Plan Item #4: Increase the consistency of utilizing the PLC model using data-driven decision making to support student learner outcomes and build a collaborative teaching and learning environment.**

**Critical Need:**

With the shift of Common Core, departments are now working together and creating common formative assessments. The next move is to utilize the data to drive instruction and make sure that students are mastering standards and achieving the student learner outcomes.

**Rationale:**

ELA and math departments are in their fourth year of formal data protocols when analyzing district assessments, other departments are utilizing common formative assessments and having dialogue focused on what data means for our daily practice. In addition, departments have been meeting in their PLC groups to collaborate around data that they’ve collected. We recognize the need for this to be ongoing.

**Growth Targets:**

Each content area will administer two different CFAs and conduct a data protocol around one of those CFAs each semester.

**Alignment to School LCAP Goals:**

- LCAP Goal #5 Improve the learning environment and school climate.
- LCAP Goal #1 Increase student success on Common Core and narrow achievement gaps.
- LCAP Goal #3 Increase students’ college and career readiness.

**AHS Steps to Reach Action Plan Item #4:**

Steps	Person(s) Responsible	Resources Needed/ Funding	Timeline	Reporting
Common Formative Assessment Creation for Content and/or Skills-Based	-All certificated teachers -ELA/math TOSA -Administration	-Illuminate training	-April 2020 -October 2020 -April 2021 -October 2021 -April 2022	-CAASPP scores/reports -District Assessment scores -ELPAC scores/reports



			-October 2022	-Increase in redesignation rate -Illuminate reports -PLC attendance -Google Drive for departments
Data Analysis Implementation	-All teachers -Administrators	-Data protocol training	-May 2020 -November 2020 -May 2021 -November 2021 -May 2022 -November 2022	-Agenda minutes -Meeting attendance -Google Drive for departments
Observations: 1. Lesson Study 2. Peer Observation 3. Administer Scheduled and Unscheduled Observations 4. Parent Class Visits feedback	-District TOSAs -All teachers -Administrators -Parents	-Structured time to develop and collaborate around Lesson Study and results -Peer observation forms -HR observation forms -Parent comment forms	-Ongoing	-CFA data -PLC agenda -Observation form dialogue -Pre/Post Observation dialogue -ALT meeting agenda -Cafe Azteca -Parent survey results
Analysis of ICA scores	-Teachers -Administration -District		-yearly	-State assessment results -PLC data reflection -Google Drive for departments
Utilizing ACES in all courses to utilize results from common rubrics	-ACES team -All Teachers			-staff meeting agenda and minutes
Creation and tracking of yearly Department SMARTE Goals and PLC Collaboration Commitment documents	-All teachers -Administrators			-SMARTE Goals
Analysis of AP and IB scores	-AP and IB teachers -Administrators		-yearly	-Assessment results -Meeting agendas and minutes
Common rubrics and data analysis in PLCs	-All teachers		-ongoing	-Google Drive folders -PLC notes



Use of Google classroom and MyAP portal	-Select teachers			-Google classroom training participants -Google Classroom -MyAP portal
District Assessments	-Select departments		-3 times per year	-Department meeting minutes -Assessment results
Analysis of ELPAC scores	-Administrators -ELAC members -All teachers			-ELAC meeting minutes -ELPAC scores -Faculty Meeting
-CAASPP scores presented by the administration	-Administrators		-yearly	-Staff meeting minutes
-AERIES	-all staff		-ongoing	-AERIES
-ACT and SAT score analysis	-Counselors		-yearly	
-Analysis of LCAP data	-Administrators -All teachers		-yearly	

# Appendices

- A. Local Control and Accountability Plan (LCAP)
  - a. [2019-20 LCAP Summary](#)
  - b. [Full LCAP Document](#)
- B. [Results of student questionnaire/interviews](#)
- C. Results of parent/community questionnaire/interviews
  - a. [Parent Responses](#)
  - b. [Staff Responses](#)
- D. [The most recent California Healthy Kids Survey](#)
- E. [AHS Master Schedule](#)
- F. [Approved AP course list:](#)
- G. [UC A–G approved course list:](#)
- H. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
  - a. [ALICE](#)
  - b. [AVID](#)
  - c. [IB](#)
  - d. [NAF](#)
  - e. [PLTW](#)
  - f. [PBIS](#)
- I. [California School Dashboard performance indicators](#)
- J. [School accountability report card \(SARC\)](#)
- K. [CBEDS school information form](#)
- L. [Graduation requirements](#)
- M. Any pertinent additional data (or have on exhibit during the visit)
  - a. [PLC Documents](#)
  - b. [AVID recommended 4-year course list](#)
  - c. [ACES Rubric](#)
  - d. [ACES Poster](#)
  - e. [Sample A-G On and Off Tracker](#)
  - f. [Facebook Page](#)
  - g. [Instagram Profile](#)
  - h. [Twitter Account](#)
- N. [Budgetary information](#)
- O. Glossary of terms unique to the school.
  - AAA - Academic Articulation and Advisory
  - ACES - Writing initiative used as a technique in how to approach different prompts
  - AEA - Azusa Educators Association - Certificated Union
  - AHS - Azusa High School
  - ALICE - Alert, Lockdown, Inform, Counter, Evacuate - Training program to prepare for active intruder situation.
  - ALT - Aztec Leadership Team
  - AP - Advanced Placement
  - APU - Azusa Pacific University
  - AVID - Advancement Via Individual Determination
  - AUSD - Azusa Unified School District



**CALLI - California Language and Learning Innovation Collaborators**  
**CFA - Common Formative Assessment**  
**CPM - College Preparatory Mathematics**  
**CSEA - California School Employees Association - Classified Union**  
**CSF - College Scholastic Federation**  
**IB - International Baccalaureate**  
**JROTC - Junior Reserve Officers' Training Corps**  
**LACOE - Los Angeles County of Education**  
**NAF - National Academy Foundation**  
**NHS - National Honor Society**  
**PLC - Professional Learning Community**  
**PLTW - Project Lead the Way**  
**SMARTe - Process used to set a specific goal. S-Specific, M-Measurable, A-Acceptable, R-Realistic, T-Within appropriate timeframe, E-Extending**  
**SSC - School Site Council**  
**TOSA - Teacher of Special Assignment**