



**AZUSA HIGH SCHOOL
MID-CYCLE PROGRESS REPORT**

240 N. Cerritos Ave.

Azusa, CA 91702

Azusa Unified School District

February 5th-7th, 2017

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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CHAPTER I: SCHOOL AND COMMUNITY PROFILE

Demographic Data

1. Community Summary

The City of Azusa is located twenty-four miles northeast of Los Angeles in the San Gabriel Valley at the entrance to the San Gabriel Canyon. Azusa is one of the oldest incorporated cities (1898) in the San Gabriel Valley and was the site of the state's first union school, Citrus Union High School, founded in 1891. The city and school district enjoy a close relationship with Azusa Pacific University and Citrus Community College, both located within a few blocks from Azusa High School.

Azusa is categorized as a low-income community. Non-professional/non-office industry comprises over 48% of the jobs available in the city. Twenty-four percent of the population works in manufacturing and retail occupations, while an additional 23% works in education, health, and social services. The school district is the city's largest employer.

Table 1 City of Azusa, Selected Population Data (2010 Census)	
Total Population	46,361
Population by Ethnicity	
Hispanic or Latino	68%
Non-Hispanic or Latino	32%
Population by Race	
White	58%
African American	3%
Asian	9%
American Indian and Alaskan Native	1%
Native Hawaiian and Pacific Islander	1%
Other	23%
Identified as two or more races	5%
Households with children under 18 years old	47%
Households below poverty-level	19%
Married couples	27%
Single parents	13%
Female-headed, below poverty level	35%
Spanish as primary home language	52%
No high school diploma, parents of AHS students, CBEDS	40%
Baccalaureate degree, parents of AHS students, CBEDS	4%

Based on the 2010 US Census, the population of 46,361 has risen slightly, although it has remained relatively stable after significant growth in the 1970s and 1980s. A 2015 population estimate indicates a 7.2% growth in population, to 49,690 residents. In spite of its low-income

status, housing in Azusa has increased in price with the rest of Southern California: the median price of owned homes is \$393,100. The county median price is \$521,900 (2010). Forty-seven percent of Azusa's residents rent housing.

Many students at Azusa High School face challenges to learning that are beyond their control: 74% of students are classified as socioeconomically disadvantaged. Members of one-parent families, non-traditional families, families having a primary home language other than English, and low parental education levels are also notable. Forty-seven percent of the city's households have children under 18 years old, and 18.5% of these families live below the poverty level. Only 27% of the households with children have married couples at their heads; single parents account for 13%, and 35% of families are female-headed, single-parent households living below the poverty level. Thirty-six percent of students' parents have no high school diploma or equivalency, and 8% have a college degree.

The Azusa Unified School District includes all of the city of Azusa and parts of Covina, Irwindale, and Glendora. The District serves approximately 8,900 (2016) students, down from the district's peak enrollment of 12,258 students in 2001. The district is comprised of two comprehensive high schools, three middle schools, twelve elementary schools and an alternative education center. The latter includes an adult education center, a continuation high school, and an independent study program.

Built in 1956 and modernized in 2005, Azusa High School serves 1,289 (2016) students on its 39.4-acre campus. Facilities span 1,855,650 square feet and include a library, cafeteria, fifty-two permanent classrooms, eight portable classrooms, four general-use computer labs, two classroom computer labs, a gymnasium, eight tennis courts, two baseball diamonds, three football fields, a track field, and two softball fields.

Azusa High operates on a traditional 180-day school year from August to June. The majority of students are enrolled in six classes per day. Classes are fifty-eight minutes in length, Monday through Friday. The traditional school day begins at 8:00 A.M. and ends at 2:50 P.M. Students have the option of taking a 0 period, with 7th period sports, band, and ROP classes also available. Beginning in the 2014-2015 school year, every Wednesday has been designated as Early Release, to allow a rotation of department meetings, Professional Learning Communities (PLC), and staff meetings to be held. On Early Release days, school ends for students at 2:00 P.M. The school schedules minimum days before long breaks, such as Thanksgiving, Winter, and Spring break, and classes end at 12:35 P.M., with the option to stay on campus for lunch until 1:05 P.M. For purposes of WASC, a portion of each faculty meeting, department meeting, and selected professional development days have been devoted to collecting and analyzing data as well as preparing information to be utilized in the written report. The district staffs Azusa High School on a 21.3:1 ratio, with teachers teaching a five-period day.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with district goals, as well as to establish school activities that are beneficial to students. These committees include:

- School Site Council(SSC)

- English Language Advisory Council (ELAC)
- District English Language Advisory Council (DELAC)
- District Parent Advisory Committee Plus (PAC+)

Additionally, parents are involved with:

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- | | |
|--|---|
| <ul style="list-style-type: none"> ●<i>Positive Behavior Interventions and Supports (PBIS)</i> ●<i>Parent and Community Center Classes</i> ●<i>Band Boosters</i> ●<i>Wrestling Boosters</i> ●<i>Café Azteca</i> | <ul style="list-style-type: none"> ● <i>It Takes a Community (ITAC)</i> ● <i>Drama Boosters</i> ● <i>Cheer Boosters</i> ● <i>Football Boosters</i> ● <i>Softball Boosters</i> ● <i>Classes of the 60s</i> |
|--|---|
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The School Site Council, consisting of school staff, students, and parents, is a major governing body that meets monthly to address school programs and activities. The SSC discusses 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.

Multiple efforts are made to involve both English and Spanish-speaking parents in school operations. Following the school’s last WASC visit in 2013, the campus established the Parent and Community Center, fronted by a bilingual community liaison. Cafe Azteca, a weekly meeting held every Thursday in the Parent and Community Center, offers parents the opportunity to become involved on campus, as well as listen to guest speakers. Over the past few years, these speakers have included: campus administration, the campus resource officer, various employees from the district, and representatives from Azusa Pacific University. Parents without access to computers at home can seek assistance in accessing the online AERIES portal, which details their child’s grades, missing assignments, and attendance. The Parent and Community Center holds a Zumba class every Tuesday, and parents may also stop by throughout the week to ask questions or perform volunteer services. An average of 25 parents volunteered on campus through the Parent and Community Center in the 2015-2016 school year; around 20 parents are serving as volunteers in the present school year.

Another means by which Azusa High School includes bilingual or Spanish-only parents is through the English Learners Advisory Committee (ELAC). This group has been successful at Azusa High School due to a strong tradition of communication established through efforts of bilingual teachers and administrators, as well as the bilingual community liaison. ELAC meets four times per year. Meetings include, but are not limited to, discussion of graduation requirements, summer school, information on school clubs and sports, college preparedness, and interaction between parents and campus administration and counselors. Meetings may also include speakers from the community and opportunities for parents of EL students to ask questions and give input into their children’s education.

Azusa High School enjoys many partnerships in the community, listed on the school website, which provide the school with valuable resources and generous donations, including incentives

for the Renaissance program. Other partnerships include the Northrop Grumman High School Involvement Partnership (HIP) Program, which exposes science and math students to engineering fields. The school also has an agreement with Azusa Pacific University to provide counseling services to students by interns in their Psychology and Counselling programs, as well as to help fund after school tutoring for mathematics and English. 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. Numerous other local businesses contribute services and goods to support individual programs on campus. Additionally, many of these same businesses host a Job Shadow for students in the spring.

As a direct result of WASC visitation and recommendations in 2007, the Curriculum Council assumed the responsibility of being the Leadership Team. In the fall of 2013, the Curriculum Council voted to change their name to the Aztec Leadership Team (ALT) to more accurately reflect the group's responsibilities and oversight. The members of the ALT consist of school administrators, department chairs (Home Group Leaders), AVID Coordinator, IB Coordinator, ASB Advisor, a counselor representative, and Career Center Coordinator, along with Focus Group Leaders and the WASC Self-Study Coordinator. Responsibilities include monitoring student achievement and advisement on curricular and school-wide issues. Additionally, the ALT monitors the WASC Action Plan. The action plan is a regular agenda item and performance and data dialogues are conducted with all stakeholders in order to ensure accountability for monitoring of the action plan. Professional Learning Communities (PLCs), Aztec Leadership Team meetings, School Site Council, and ASB meetings are often the vehicle used to facilitate these discussions. The leadership team, in conjunction with school administration, assumes responsibility for progress on the action plan.

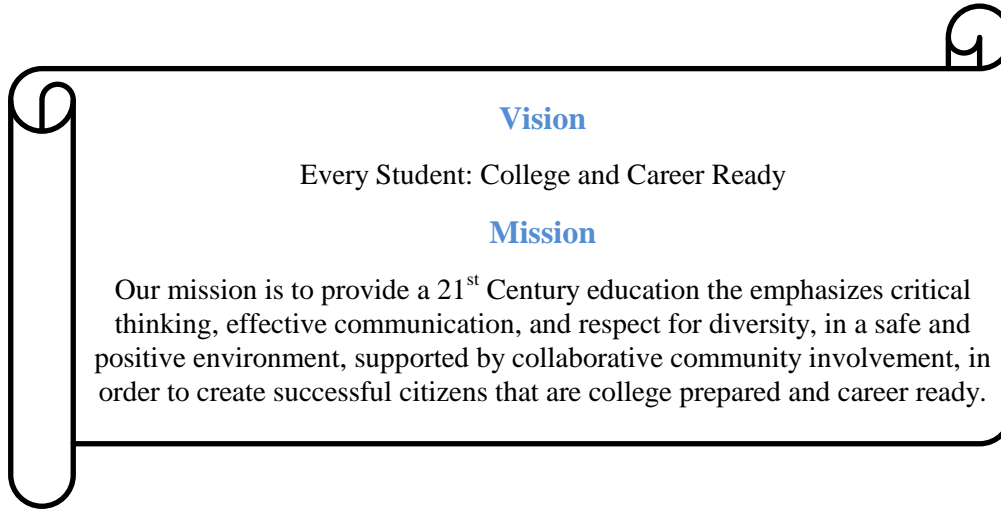
2. WASC Accreditation History

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. In addition to 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 four 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 and English, with training for all teachers assigned to these content areas.

3. School Purpose and ESLRs

The staff of Azusa High School commits to offering students rigorous courses of Common Core-based instruction, administered by a 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 prepared for the high-paced expectations of the 21st century world.



3a. ESLRs

Azusa High School's current ESLRs were developed in the fall of 2006 and reevaluated and affirmed by the ALT in 2013 in accordance with the new district vision. The ESLRs represent the characteristics a successful graduate of Azusa High School will exhibit in preparation for his or her post-secondary pursuits. Focus on the ESLRs has been made a priority following the school's last WASC visit; however, integration of the ESLRs into the school culture and daily practice has been identified by the leadership team as an area of growth. As a result, they have been incorporated into the school's action plan.

ESLRs

Expected Schoolwide Learning Results

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 District 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

4. Status of the School

Azusa High School is a Title I school, beginning in the 2013-14 school year. Eligibility was determined on the basis of free and reduced lunch percentages. District policy mandates that any school which has 70% or higher of its student population enrolled in the Free and Reduced Lunch Program automatically receives funding allotted from the district's Title I funds; 74% of Azusa High School students receive free and reduced lunch. Azusa High School is not currently in program improvement.

5. Enrollment Data

5a. General Population Enrollment

Over three years, Azusa High School has seen a slight decline in enrollment. Each class has enrollment as listed below. The breakdown of male to female is roughly equal.

Table 3 Breakdown of Student Population by grade/gender								
Year	Population	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Ungraded Secondary*	Female	Male
2013-14	1,399	345	349	332	290	83	695	704
2014-15	1,393	341	362	318	372	--	678	715
2015-16	1,289	338	331	300	307	13	612	677

*Students returning to AHS for a fifth year

Azusa High School's racial and ethnic breakdown indicates that the majority of students are Hispanic. The second largest population is white, at 4%. The racial and ethnic breakdown of the school has remained consistent over the past three years.

Table 4 AHS Racial/Ethnic Survey			
Ethnicity	2013-14	2014-15	2015-16
Latino	1,263 (90.3%)	1,256 (90.1%)	1,179 (91.5%)
White (Non- Hispanic)	69 (4.9%)	68 (4.9%)	45 (3.5%)
Filipino	25 (1.8%)	32 (2.3%)	21 (1.6%)

African American	17 (1.3%)	14 (1%)	18 (1.4%)
Asian	18 (1.3%)	17 (1.2%)	16 (1.2%)
Two or More Races, Not Hispanic	4 (0.2%)	3 (0.2%)	5 (0.4%)
American Indian/Alaska Native	3 (0.2%)	3 (0.2%)	5 (0.4%)

5b. Enrollment of English Language Learners

Since 2013, the percentage of English-language learners at Azusa High School has been stable. Of the English-language learners at the school, the majority are Spanish-speaking. This is consistent with data from the 2013 WASC self-study. The predominance of Spanish-speaking students reflects a larger trend throughout the district; ninety-nine percent 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. Since 2008, Azusa High School has been the designated ELD high school for the district and currently receives all high school ELD students in the district.

Table 5
Breakdown of EL Population

	Total EL Population (% of Total Pop.)	Spanish-Speaking ELs	ELs Speaking Other Languages	LTEs	Total FEP	Spanish-Speaking FEP
2013-14	261 (18.6%)	251	10	214	620	597
2014-15	293 (21%)	281	12	233	577	561
2015-16	245 (19%)	233	12	147	568	552

Noticeably, the percentage of Long-Term English-Learners (LTE) has decreased from 81.9% of the English Learner population in 2013-2014, down to 60% in 2015-2016. LTE students are those who have been in American schools more than six years without re-designating. The high percentage of LTEs was noted within the previous WASC report, and in an effort to assist these

students, the school has adopted the English 3D curriculum. This curriculum is mandatory for all LTELs as part of an ELD/LTEL class taken in addition to their regular English course. Students in special education receive this curriculum as part of their Reading Essentials coursework.

Re-designation Process for English Language Learners

Azusa High School recommends students for re-designation in the Fall and Spring of each school year. The designated site EL Contact evaluates student assessments, such as: CELDT scores, teacher evaluations, CAASPP, LAS LINKS, STAR Accelerated Reading, and locally available assessment results (e.g. District Benchmarks), to determine eligibility. An eligible student must score at the Advanced or Early Advanced level on the CELDT exam with no individual subscore lower than Intermediate level. CAASPP assessment results must be at level 2 or higher with the midpoint threshold scores for level 2 at a minimum score of 2516 for grade 8, 2527 for grade 9 and 2538 for grade 12. Locally available assessment results may include LAS LINKS, STAR AR or District Benchmarks indicating that academic performance measures have been met at a level comparable to the native English speaking population. An acceptable LAS LINKS score for Reading or Writing is Level 3 or higher. An acceptable STAR AR score is AR Level 3 or a lexile score of 650. An acceptable score on a District Benchmark is a score of 40% or higher. The designated EL Contact will submit a reclassification form with attached assessment results for each student recommended for reclassification from EL to RFEP. The Director of English Learner Services will review and approve the recommendations for student records to be updated.

Support and Class Placement for English Learners

In order to ensure proper placement of English Learners (ELs), multiple measures are taken into account. These measures include teacher recommendations, grades, site diagnostic and summative test results as well as standardized test results. There are two major comprehensive tests that are presently taken into consideration in the placement of ELs: the California English Language Development Test (CELDT) and the California Assessment of Student Performance and Progress (CAASPP). School counselors use data from these tests in scheduling students.

A starting point for placement of ELs at Azusa High is the overall results of the CELDT. The counselor reviews the results of the CELDT to place students appropriately. Students scoring Advanced or Early Advanced on the reading and writing sections of CELDT are placed in mainstream classes because they are functioning at a level which would allow them to compete and succeed in them. This assessment of placement is further validated with CAASPP scores of nearly proficient. These scores indicate that a student has reached a literacy level on par with peers in a mainstream environment. School counselors use the various data and measurements given by these assessments to ensure that students' needs are met.

Students who score Intermediate on the reading and writing sections of CELDT may be placed in SDAIE or mainstream classes based on CAASPP and or teacher recommendations. Students who are identified as "long-term" English Learners are placed in a regular grade level English Language Arts course and an additional targeted ELD course. Students who are newcomers to the US (within the last 3 years) are placed in an intensive 2 period ELD course according to their placement on the CELDT.

In the 2016-17 school year SDAIE courses include: English I, English II, English III, Integrated Math I, Integrated Math II, Earth Science, Biology, World History, U.S. History, Government and Economics.

5c. Mobility/Transient Rate

The Mobility/Transient Rates have been fairly consistent, ranging from 13% to 14% over the past three years.

Table 6 Mobility Rate		
2013-14	2014-15	2015-16
13.80%	14.81%	13.20%

5d. Advanced Placement

Azusa High School offers 15 different AP courses. Of the total population in 2016, 276 (21%) students were enrolled in one or more AP courses.

Table 7 AP Enrollment by Course						
	2013-2014		2014-2015		2015-2016	
Name of Course	# of AP Sections	Enrollment in AP Classes	# of AP Sections	Enrollment in AP Classes	# of AP Sections	Enrollment in AP Classes
AP Psychology	1	28	2	47	2	49
AP Human Geography	1	14	--	--	1	14
AP World History	1	27	1	23	1	18
AP U.S. History	1	26	1	30	1	35
AP Government	1	16	1	29	1	26
AP English Language	2	51	2	32	1	32
AP English Literature	1	35	1	22	1	35
AP Calculus	1	28	1	16	1	20
AP Statistics	1	30	1	27	1	28
AP Biology	1	25	1	27	1	22
AP Physics	--	--	1	29	1	19

AP Spanish Language	2	72	2	65	3	90
AP Spanish Literature	1	30	2	43	1	18
AP French	1	3	--	--	1	3
AP Studio Art	--	--	--	--	1	6

5e. Students in Special Education

In the current 2016-2017 school year, 169 students are 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.

**Table 8
Special Education Population by Program**

	2014-15	2015-16	2016-17
RSP	97	81	99
SDC	46	42	40
Life Skills	34	36	30
Total (% of Pop.):	177 (12.7%)	159 (12.3%)	169 (15%)

**Table 9
Special Education Population by Grade-Level**

	2014-15	2015-16	2016-17
9th	58	40	57
10th	34	53	36
11th	40	26	51
12th	45	40	25

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.

In compliance with Special Education law, students in the Special Education program at AHS are assigned to courses based on their individual needs through various services. These services range from students being completely mainstreamed into the general education classroom with consult by case carrier, to five full periods within a self-contained classroom receiving Specialized Academic Instruction (SAI). Student placement is decided by the IEP team in what is determined to be the Least Restrictive Environment (LRE). 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 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 consult by their case carrier. They continue to receive 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 the majority 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. The majority of their school day (70-100%) is spent within the Life Skills class, but some may be mainstreamed for an elective course within the general education setting, following determination by the IEP team with input from parents or guardians. Students in Life Skills may participate in the Best Buddies Club, where they are paired with students in the general education population to partake in various campus activities and field trips. Additional contact with mainstream students occurs regularly through school events and rallies, and during their lunch period.

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. Beginning at age fourteen, all students on an IEP must have an Individualized Transition Plan (ITP), which is updated annually in collaboration with the IEP team, including student, parents/guardians, case carrier, and campus Transition Specialist. The ITP focuses on creating a post-secondary plan for the student's education, career, and independent living. Students may also receive short-term work experience through the Workability program to further help them establish post-secondary goals. When students in special education exhibit repetitive behavioral challenges that impede their learning or the learning of their peers, a Behavior Intervention Plan (BIP) is developed by the case carrier in conjunction with the school psychologist and IEP team. Instances of behavioral challenges resulting from a significant emotional concern may result in a referral for the student to receive

Educationally-Related Mental Health Services (ERMHS) through his or her IEP, as determined by the IEP team.

Graduation outcomes for special education students include graduation with a diploma or a certificate of completion, based on the path selected within their IEP. In some instances, if the student is unable to complete graduation requirements within four years or the IEP team determines another reasonable benefit, the student may enroll as a fifth-year student at AHS. Special Education students who are unable to graduate in four years may also attend an adult transition school program on the Sierra High School campus, where they will work with an Education Specialist to complete the credits needed to receive a diploma. The selection of which path is right for the student is decided through an IEP meeting wherein factors such as student attendance, accommodations and modifications, and specific credits needed for a diploma are considered. Students who graduate with a certificate of completion have the option of going onto further education through the Special Education Local Plan Area Transition Services (SELPA).

5f. Students on 504 Plans

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, student, general education teachers, an 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.

Table 10 Students on 504 Plans			
	2014-2015	2015-2016	2016-2017
# of Students (% of Pop.)	24 (1.7%)	18 (1.4%)	22 (1.9%)

5g. Gifted and Talented Students (GATE)

GATE screening first occurs at the second-grade level; students may be tested for GATE upon the request of a teacher, parent, or the students themselves. GATE students are offered honors programs and special event field trips. Activities for these students include weekly meetings and field trips. Additionally, counselors and teachers encourage participation in Honors and AP classes for all students enrolled in GATE. Though it appears that there has been a slight decrease in the percentage of GATE students enrolled at Azusa High School in the past three years, this is an increase from ten years ago, when the GATE population was at a low of 6%.

	2014-15	2015-16	2016-17
9th	35	23	28
10th	18	31	21
11th	40	16	31
12th	38	39	17
Total:	131 (9.4%)	109 (8.4%)	97 (8.5%)

5h. Advancement Via Individual Determination (AVID)

Over the past three years, Azusa High School's AVID site team has grown to include representatives from all departments and students in AVID now have more opportunities to visit colleges and universities across California. There are currently 190 AVID students on the campus. Specific details of the program by grade-level are described below.

9th and 10th grade

Prerequisite: Selection process, 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 and reading (WICR) 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.

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 (12th grade)

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.

Table 12
AVID Students by Grade

	2014-15	2015-16	2016-17
9th	55	59	42
10th	57	52	39
11th	51	56	61
12th	43	51	48
Total:	206 (14.8%)	218 (16.9%)	190 (16.7%)

5i. International Baccalaureate Program (IB)

Beginning in the 2016-2017 school year, students have the opportunity to work toward an IB diploma. 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. As this is Azusa High School's first year as an IB school, there currently no seniors in IB. Sixty-one freshmen and forty-four sophomores are in pre-IB. Twenty-five juniors are enrolled in IB.

Table 13
IB Course Enrollment

Course Title	# of IB Sections	9th	10th	11th
IB Music	1	31	8	7
IB/AP Visual Arts	1	--	--	6
IB/AP Spanish Language	3	--	19	45
IB/AP French Language	1	--	--	1

IB/AP English	1	--	--	26
IB Mathematics	1	--	--	14
IB Math Study	1	--	--	11
IB/TOK AVID II	1	--	--	32
IB/AP Biology	1	--	--	12
IB Physics	1	--	--	13
IB/AP U.S. History	1	--	--	25
IB Economics	1	--	--	15

5j. Project Lead the Way/ NAF

Since the 2014-2015 school year, Azusa High School has partnered with Project Lead the Way and NAF, which offer curriculum and pathways toward future careers in engineering and design for students. This program is currently in its initial stages, with plans for growth within the next few years. Two courses are offered in three different sections: Engineering Design and Computer Science Principles. This is part of a sequential three to four year program, which students ideally begin their freshman year. The culmination of this program is a paid internship and /or involvement in other outside engineering projects offered to students. The two teachers currently in charge of this program attend ongoing planning meeting with teachers from other high schools, as well as with industry leaders. Through this project, the school has received funding for new computers, 3D printers, and other industry-standard hardware and software to support student achievement.

Table 14
PLTW/NAF Enrollment by Grade

	9th	10th	11th	12th
Comp. Sci./ Engineering	--	--	4	22
Introduction to Design	28	7	9	4

5k. Migrant Education Program/PASS

Migrant students who attend AHS have additional guidance and support through an Individual Learning Plan (ILP), developed by their counselor, which ensures they are making adequate progress and are placed within the correct classes each year. Parents of migrant students are informed of progress through yearly academic reviews. Services may include the opportunity to make up credits after school through the PASS program (Portable Assisted Study Sequence). Classes may be taken in English with SDAIE or ELD support. Other services include outside referral that may cover counseling, dental, and eye services. Azusa High School no longer has a part-time counselor assigned to migrant students; instead, students are assigned to counselors by grade-level, just like the general student population. The number of migrant students has remained steady over the past four years, ranging from 0.26% to 0.30% of the student population. There are currently thirty-five students on campus in the Migrant Program. The school does not have an Indian Education program.

Table 15
Migrant Education Enrollment

	2013-2014	2014-2015	2015-2016	2016-2017
Number of Migrant Students (% of Pop.)	37 (0.26%)	36 (0.25%)	36 (0.27%)	35(0.30%)

5I. Homeless and Foster Youth

The Azusa Unified School District aligns support for its foster and 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. Students in the foster program have the opportunity to modify their credits and be eligible for a diploma with fewer than the required 220. The population of foster and homeless youth has increased steadily over the past three years.

Table 16
Foster Youth Enrollment

	2014-2015	2015-2016	2016-2017
Number of Foster Youth (% of Pop.)	1(<0.1%)	5 (0.3%)	8 (0.7%)

Table 17
Homeless Youth Enrollment

	2014-2015	2015-2016	2016-2017
Number of Foster Youth (% of Pop.)	131 (9.4%)	164 (12.7%)	198 (17.5%)

6. Intervention and Support Programs

6a. Integrated Math I Support Program for 9th and 10th Grade

This program was designed to assist incoming 9th grade Integrated Math I students who were determined to be at risk based on their 8th grade math grades, as well as 10th grade students who failed Integrated Math I in the 9th grade. All students in need of support are enrolled in an Integrated Math I class with a linked math support class, which is not double-blocked, e.g. not offered for two consecutive periods. Support for 10th grade began in the fall of 2008 and support for 9th grade began in fall of 2012; the program has transitioned from Algebra support to Integrated Math I support.

6b. English Support Program

Previously, Azusa High School offered an alternate-core support program for incoming at-risk 9th grade students based on their previous English grade, and 10th grade students who failed English I. This course was double-blocked, and used the EDGE intervention curriculum. However, the English department found that double-block intervention proved ineffective in improving the grades and overall reading and writing abilities of at-risk students. There is not presently an English Support Program; the English department is currently collaborating to adopt a new intervention program, which will effectively address the diverse needs of struggling students.

6c. English 3D- ELD/LTEL and Reading Essentials

To support Azusa High School's high population of English Language Learners, particularly Long-Term English Language Learners, the school adopted English 3D curriculum in the 2013-2014 school year. This program focuses on increasing ELLs proficiency in academic vocabulary, speaking listening, and writing skills. Students identified as ELs are assigned to an ELD English or ELD/LTEL class based on their English proficiency level. Beginning in the 2016-2017, this course is now offered specifically to ELLs who are in the special education program, as part of their Reading Essentials course.

6d. Tutoring

Tutoring is offered in all subjects before school, at lunch, or after school on a teacher-by-teacher basis. The school partners with Azusa Pacific University's program, Azusa Calculates, to provide

students with tutoring in mathematics instruction, offered four days a week for one hour after school in the library. Azusa High School currently has plans to extend its partnership with APU to include tutoring in English as well. Additionally, administration is presently working with teachers to establish a Saturday School program that will offer targeted instruction in ELA and mathematics, as well as opportunities for focused PBIS lessons.

6e. 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 they 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.

7. Language Proficiency

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 2013-14, 63.8% of students increased their CELDT scores by one or more level; in 2014-15, 63.0% of students increased by one or more level.

Year	English Only	English Language Learners	Re-designated FEP	Fluent English Proficient
2013-14	490 (35%)	261 (18.7%)	28 (10.7%)	620 (44.3%)
2014-15	503(36.1%)	293 (21.0%)	20 (7.7%)	577 (41.4%)
2015-16	476 (36.9%)	245 (19%)	62 (21.2%)	568 (44.1%)

8. Attendance

The average daily attendance (ADA) rate has been steadily increasing over the past three years. In 2015-16, is at the highest it has been in six years, at 96.40%. While this percentage is considered acceptable among comprehensive high schools, Azusa High School is looking at ways to continue to improve this 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. Improved attendance will result in improved learning.

Year	2013-14	2014-15	2015-16
Percentage	94.95%	95.97%	96.40%

9. Discipline

Azusa High School's suspension incidents by ed. code violation have declined greatly since the last WASC visit. This decline in suspensions can be attributed to a push toward offering behavior interventions prior to writing office discipline referrals and making suspensions. 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 students socio-emotional support through APU intern counseling and, for students in special education, ERMHS counseling.

Table 20
Suspensions and Expulsions (School Data), 2013-2016

Year	No. of Suspensions	Suspension Rate	No. of Expulsions
2013-14	12	0.6	1 (<1%)
2014-15	1	0.1	0
2015-16	3	0.2	0

Table 21
Suspensions by Ed Code Violation

Code Section	Violation	2013-14	2014-15	2015-16
§48900(c)	Related to drugs/alcohol/intoxicants	3		
§48900(f)	Damage to school/private property	3		
§48900(h)	Related to tobacco	1		
§48900(i)	Obscene activity/habitual profanity/vulgarity	1	1	
§48900(k)	Disrupted school activity/defied school authority	1		
§48900.2	Sexual harassment—possible expulsion	1		1
§48900.7	Terrorist threats against school officials or property—possible expulsion			1
§48915(a)(2)	Possession of a Knife or Dangerous Object	1		
§48915(a)(5)	PDS—Assault/battery on school employee	1		
§48915(c) (3)	Sale of a Controlled Substance			1
	Total per Year	12	1	3

9a. Positive Behavior Interventions and Supports

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. In the 2014-2015 school year, a PBIS team was developed to include stakeholders such as an administrator, general and special education teachers, classified staff, a counselor, 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.

10. Socioeconomic Status/Parent Education

AHS serves its socio-economically disadvantaged students through the federal Free and Reduced Lunch program. From 2011 to 2015, the percentage of students served has dropped by nearly 5%. This slight drop may be correlated with improved employment rates nationwide.

Table 22				
Socio-Economic Status -% of students who are Socio-Economically Disadvantaged				
2011-12	2012-13	2013-14	2014-15	2015-16
80.0%	80.7%	82.1%	74.2%	74.9%

The parent education level at Azusa High School has remained consistent over the past three years. The majority of parents are not high school graduates; parents with college degrees or postgraduate degrees are in the minority.

Table 23				
Parent Education Level				
	2013-14	2014-15	2015-16	2016-17
Declined to State/ Unknown	1%	1%	2%	1%
Not a High School Graduate	36%	35%	35%	36%
High School Graduate	29%	30%	29%	30%
Some College	21%	21%	22%	21%
College Graduate	9%	8%	8%	8%
Graduate School/ Post Grad	4%	4%	4%	4%

11. Safety Conditions

11a. 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. Every adult on campus helps to assure that the school is a safe and pleasant place to be. Safety issues are addressed via the monthly safety committee meetings, curriculum council, School Site Council, English Language Advisory Committee (ELAC), as well as on-going administration meetings.

11b. 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 in annually, then reviewed with school staff and approved by the School Site Council. Azusa High School's Safe School Plan was last updated October 2016.

11c. 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 2016–2017 school year, the District budgeted a total of \$450,079 for the deferred maintenance program.

12. Staff

Azusa High School has a well-trained, enthusiastic, and involved staff. Of the sixty-one full time and four part time teachers, all are highly-qualified in the subjects they teach; there are two intern teachers currently completing credential requirements. All highly-qualified teachers are also EL authorized with CLAD credentials. Sixty-seven percent of the school's teaching staff holds Master's Degrees. Additionally, all administrators and counselors hold Master's degrees. The current allocation of counselors includes four full time counselors, who counsel their caseload in academic and personal areas. Paraprofessionals currently work in the areas of special education and EL student support. In the 2016-17 school year, eleven certificated staff members were graduates of Azusa High School.

Staff	2014-2015		2015-2016		2016-2017	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Administrators	4	--	4	--	4	--
Counselors	4	--	4	--	4	--
Migrant Counselor	--	--	--	--	--	--
Classroom Teachers	62	2	61	4	60	4

Paraprofessionals	6	17	6	17	6	17
Clerical	12	--	12	--	12	
Supervision	2	2	2	2	2	2
Custodians	5	--	5	--	5	--
Groundskeeper	1	--	1	--	1	--

Table 25
Certificated Education Level

Degree (#)	2014-15	2015-16	2016-17
Doctorate	0	0	0
Master's Degree + 30 units	47	46	42
Master's Degree (<30 units)	1	--	--
Bachelor's Degree + 30 units	15	17	18
Bachelor's Degree Only	4	5	7
CLAD Credentials	64	66	66
National Board Certified	0	0	0

Table 26
Years of Experience – Certificated Staff

Experience	2014-2015		2015-2016		2016-2017	
	At AHS	Total Teaching	At AHS	Total Teaching	At AHS	Total Teaching
0-3 years	19	11	20	10	16	10
4-6 years	4	6	3	6	6	6
7-10 years	11	8	6	5	6	7
11-15 years	11	11	16	13	18	14
15+ years	21	31	22	33	18	28

Table 27
Gender and Ethnicity of Teachers

	2014-15	2015-16	2016-17
Female	34	36	35
Male	30	29	29
Hispanic	31	28	27
Caucasian	29	32	31
Asian	2	2	3
African American	2	3	3

12a. 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, out of 23 teachers in the district who are enrolled in the LACOE program, 3 are teachers at Azusa High School. Many of the district's substitute teachers are former certificated staff and all others meet district human resources standards for teaching.

12b. Classified Staff

For the 2016-2017 school year, there are 66 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.

13. Professional Development Programs and Content of staff development

Two days are set aside each year for professional development and all teachers on staff attend. Departments have collaborated on benchmark assessments, consistency of standards, and pacing of course work to assure all students are receiving a comprehensive, high quality education across the curriculum. Staff has received training on Common Core State Standards, Document-Based Questions, and Common Formative Assessments. Two district-wide professional development days this year will be focused on Professional Learning Communities (PLC).

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

- Common Core Curriculum training for ELA and Math teachers
- Common Core overview for classified staff, students, and parents
- Common Core training for other certificated staff
- Carol Jago training for ELA teachers
- English 3D Training for all teachers with one or more sections of ELD-LTEL or Reading Essentials (SAI)
- Four-day Expository Reading and Writing Course (ERWC) Training for all English teachers and special education teachers with one or more section of Reading Essentials
- Document-Based Questions (DBQ) training for all stakeholders
- DBQ coaches training and meetings
- CAVI training for Science and Mathematics
- CPM training for Mathematics
- IB Training: Twenty-hours of workshops attended by all teachers of an IB course
- 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.
- Professional Learning Communities
- Sheltered Instruction Observation Protocol (SIOP)

14. Student Participation in Co-curricular/Extra-Curricular Activities Extra-/Co-Curricular Activities

14a. 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.

Table 28 Extra/Co-Curricular Activities	
Auto Tech	HERO
AVID Club	Interact Club
Aztec Band/ Pageantry	Leadership
Aztec Singers/Choir	Math Club
Best Buddies	MEChA
Cross Trainers	National Honor Society
CSF	JROTC
Cheer/ Pep Squad	Turoquoi
Drama Club	Class of 2020
FBLA	Class of 2019
GATE	Class of 2018
GSA (Gay-Straight Alliance)	Class of 2017

Table 29 2016–2017 Teams		
Fall Sports	Winter Sports	Spring Sports
Football	Boys’ Basketball	Softball
Volleyball	Boys’ Soccer	Baseball
Cross Country	Girls’ Soccer	Boys’ Golf
Girls’ Tennis	Wrestling	Boys’ Tennis

Girls' Golf		Badminton
		Track and Field

15. District Policies/School Financial Support

The AUSD governing board establishes and communicates its vision, mission, goals, and priorities to all school sites. AUSD realizes that in order to achieve its goals and meet needs and priorities, appropriate responsibility and support must be given to school sites. The district has a clear strategic plan to guide the schools. 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. The district is actively engaged in the WASC process. All school site plans are reviewed each year and new goals are set.

15a. District Finances

Revenue

In addition to general fund state funding, the 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 2016-2017 school year, the district budgeted \$13,005 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 one section of English Language Development (ELD) and one section of Math Support. Title I funds are also allocated to the following sources: one cart of Chrome Books (40 in total), a portion of the salary for the school's Community Liaison, and pay for any additional hours required of the Community Liaison or instructional aides. Title I funding over the past four years is listed below. Azusa High School is not in Program Improvement and has not been in the past three years.

Table 30 Title I Funding			
2013-2014	2014-2015	2015-2016	2016-2017
\$119,413.00	\$119,757.00	\$208,971.00	\$143,152.00

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. In 2016, 45% of all eleventh grade students met the standard in English. In mathematics, only 21% met the standard, while 42% did not meet it.

Table 31 SBAC Results				
	2015		2016	
	ELA	MA	ELA	MA
Standard Exceeded: Level 4	15%	6%	17%	7%
Standard Met: Level 3	32%	14%	45%	21%
Standard Nearly Met: Level 2	35%	25%	20%	29%
Standard Not Met: Level 1	19%	55%	18%	42%
# of students enrolled	308		292	
# tested	296		292	
# with scores	295		285	

2. CELDT – California English Language Development Test

Because the ELD student population is continually changing, tracking individual student progress is important. In October 2015, of 225 students took the CELDT, the highest percentages were in Intermediate and Early Advanced stages of English Language Development for the past three years. Azusa High School continues to advance students to the Intermediate and Early Advanced stages at comparable levels or in excess of California state averages. Of note, many ELs increased their CELDT scores by one or more levels since the last WASC self-study. In 2013-2014, 63.8% of students increased their CELDT level by one or more; 63% increased in 2014-

2015. Unofficial data notes that 35% of students increased their overall CELDT levels by one or more in 2015-2016, but this data has not yet been released to the CDE.

	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
2015-16	27 (12%)	73 (32%)	72 (32%)	21 (9%)	32 (14%)
2014-15	42 (15%)	106 (39%)	76 (28%)	27 (10%)	22 (8%)
2013-14	33 (14%)	94 (39%)	81 (34%)	25 (10%)	8 (3%)

3. Advanced Placement Data

In 1997, Azusa High administered 23 Advanced Placement (AP) tests; in 2015 the number was 433. 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.

Year	US History		Statistics		Biology		Eng. Lang		Eng. Lit.		French Lang.		Govt. Pol US	
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass
2015	31	39	26	38	27	44	34	39	18	44	1	0	29	44
2014	24	50	26	50	20	75	48	27	31	32	3	100	16	69
2013	29	10	15	60	--	--	51	24	25	16	1	0	17	59
2012	23	39	19	63	15	60	28	21	32	34	5	0	25	80
	Spanish Lang		Spanish Lit		Calculus AB		Calculus BC		Physics B		World History		Psychology	
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass
2015	67	96	38	68	16	31	2	100	--	--	22	5	48	69
2014	70	97	28	71	18	61	6	66	--	--	27	18	21	38
2013	62	89	20	90	17	41	3	100	21	14	29	14	26	31
2012	65	75	36	78	16	50	3	100	--	--	23	13	31	45
	Art History		Human Geography		Physics C: Mechanics		Physics I							
	# Test	% Pass	# Test	% Pass	# Test	% Pass	# Test	% Pass						
2015	1	100	42	14	29	21	2	0						
2014	--	--	9	0	--	--	--	--						

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 participate in the SAT and ACT. To encourage and prepare students for the SAT, the PSAT is administered to every eleventh grade student, with the exception of students in SDC and Life Skills. Students in all other grades also have the option of taking the PSAT on campus at the same time as eleventh grade students. Composite SAT scores have remained fairly consistent in all areas tested over the past three years; the 2013-14 school year saw a high in reading, math, and writing.

Table 34 SAT Average Scores					
	Grade 12 Enrollment	Number Tested	Average Reading Score	Average Math Score	Average Writing Score
2013-2014	290	134 (46%)	443	461	437
2014-2015	372	159 (42%)	440	445	431
2015-2016	307	122 (40%)	443	451	424

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 three years, scores on the ACT have remained consistent across all subjects for Azusa High School students.

Table 35 ACT Average Scores						
	Grade 12 Enrollment	Number Tested	Average Reading Score	Average English Score	Average Math Score	Average Science Score
2013-2014	290	66 (23%)	19	17	20	19
2014-2015	372	115 (31%)	20	18	20	18
2015-2016	307	44 (14%)	19	18	20	19

5. Discontinued Assessments- CAHSEE and CST

5a. California Standards Tests

The CST was last fully administered in 2013. The last administration saw English proficiency rates increase by 15%, math proficiency rates increase by 13%, overall social science proficiency

increase by 7.5%, and overall science proficiency increase by 11.5%. Scores from the final full administration are listed below.

CST Percent Proficient Trend Data – 5 Years

Table 36 English					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	15	12	7	6	4
BB%	21	16	15	11	10
Basic%	32	35	36	36	39
Proficient%	21	26	28	33	34
Advanced%	11	12	15	14	14
% Prof or Adv	32	38	43	47	48
Total St.	1235	1068	970	901	919

Table 37 Algebra					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	25	19	18	17	16
BB%	44	49	43	39	40
Basic%	27	26	28	27	29
Proficient%	4	5	10	14	13
Advanced%	0	0	2	3	2
% Prof or Adv	4	5	12	17	15
Total St.	467	317	401	379	377

Table 38 Geometry					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	14	10	7	8	9
BB%	52	48	41	44	47
Basic%	22	37	37	39	33
Proficient%	10	6	14	9	11
Advanced%	1	0	1	0	0
% Prof or Adv	11	6	15	9	11
Total St.	345	275	246	225	264

Table 39 Algebra II					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	12	8	12	4	9
BB%	43	30	21	22	24
Basic%	32	45	40	40	43
Proficient%	12	13	24	28	21
Advanced%	2	4	4	7	4
% Prof or Adv	14	17	28	35	25
Total St.	200	208	202	204	164

Table 40 Summative Math					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	2	8	0	1	2
BB%	34	30	21	14	18
Basic%	37	45	35	40	36
Proficient%	21	13	33	36	34
Advanced%	7	4	11	10	11
% Prof or Adv	28	17	44	46	45
Total St.	117	111	102	80	104

Table 41 World History					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	36	31	32	27	21
BB%	17	13	21	13	15
Basic%	26	26	29	36	34
Proficient%	14	18	13	19	20
Advanced%	7	12	5	5	8
% Prof or Adv	21	30	18	24	28
Total St.	428	395	352	356	386

Table 42 U.S. History					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	29	23	18	14	16
BB%	16	14	13	11	11
Basic%	26	26	24	36	34
Proficient%	19	22	30	25	26
Advanced%	9	15	15	15	12
% Prof or Adv	28	37	45	40	38
Total St.	376	325	323	270	280

Table 43 Earth Science					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	20	24	17	22	19
BB%	23	28	14	19	16
Basic%	48	33	40	36	44
Proficient%	9	14	23	19	18
Advanced%	1	1	5	3	2
% Prof or Adv	3	15	28	22	20
Total St.	326	330	336	302	318

Table 44 Biology					
Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	16	11	15	9	8
BB%	23	19	15	12	15

Basic%	35	35	33	38	42
Proficient%	17	20	23	23	25
Advanced%	9	14	15	18	10
% Prof or Adv	26	34	38	41	35
Total St.	488	401	374	347	316

Table 45
Chemistry

Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	12	12	7	10	5
BB%	21	25	28	17	14
Basic%	50	46	49	46	52
Proficient%	16	14	12	22	24
Advanced%	2	3	6	7	4
% Prof or Adv	18	17	18	29	28
Total St.	196	213	168	159	184

Table 46
Physics

Year	2008-09	2009-10	2010-11	2011-12	2012-13
FBB%	4	0	0	0	3
BB%	8	5	0	7	0
Basic%	56	36	48	57	35
Proficient%	24	44	39	33	42
Advanced%	8	15	12	3	19
% Prof or Adv	32	59	51	36	61
Total St.	25	39	34	30	31

5b. California High School Exit Exam – CAHSEE

The last administration of the CAHSEE was given May 2015, per state suspension of the exam. Prior to this decision, Azusa High School's staff prepared students for the exam through multiple means. Sophomore English classes engaged in a five-week CAHSEE Bootcamp during the triad leading up to CAHSEE testing. Honors classes received accelerated CAHSEE instruction to support them in scoring 380 and above. CAHSEE Bootcamp materials, CAHSEE Do-Nows (warm-up activities at the beginning of class) and CAHSEE Homework were given to sophomores in all mathematics courses. Students in Special Education were given CAHSEE Prep classes to offer additional support needed in passing the exam. The last available CAHSEE scores for Azusa High School are listed below.

Table 47 CAHSEE Census Pass Rates by Year		
Year	% Passed ELA	% Passed Math
2015	81	86
2014	77	78
2013	81	83

6. Academic Performance Index (API) and Adequate Yearly Progress (AYP)

Since 2013, API has not been a standard of measurement for student performance. In the last year that API was measured, the school received a score of 727. This was a growth from the previous two years; in 2011, the score was 710 and in 2012, it was 724. Previous API scores by categories are listed below.

Table 48 API Scores			
Year	2011	2012	2013
School-wide	710	724	727
Filipino	779	761	771
African-American	753	-----	-----
Hispanic	701	725	726
White	770	696	695
Special Ed.	438	424	473
ELL	633	640	627
SED	698	722	719

Table 49 Similar School Ranking		
2010-2011	2011-2012	2012-2013
5	5	6

AYP is no longer a measurement used in the state of California. Last available AYP data is listed below.

Table 50 AMAO Data				
	2009-2010	2010-11	2011-12	2012-13
% ELA Participation	98	99	100	98
% Math Participation	98	99	100	98
ELA AMAO % Proficient	42.4	51.2	49.8	52
Math AMAO % Proficient	50.0	46.3	53.0	54.4
Graduation % Rate	96.99	87.61	88.69	93.07

7. 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 course. 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. Data indicates the amount of students completing A-G requirements has remained steady over the past three years, with a high of 27% completion rate for graduates in the 2015-2016 school year.

Table 51 UC/CSU Course Enrollment			
	2013-14	2014-15	2015-16
# of seniors enrolled in A-G classes	66 (23%)	83 (22%)	83 (27%)
# of grads who completed A-G classes	66	63	83

7a. 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. In the 2016-2017 school year, fifty-one class offered on campus meet A-G requirements for University of California. Two A-G courses were added in 2015-2016, AP Studio Art and Latino Studies. For 2016-2016, nine IB courses meeting A-G requirements were added.

8. Number of Students in Integrated Math I by Grade Level

Students in the Azusa Unified School District are required to complete thirty credits of math in order to graduate, including Integrated Math I, which was previously Algebra I. To support the lowest achieving students, beginning in the 2012-13 school year, Azusa High School implemented a support class of Math Intervention for all 9th grade students who failed middle school Algebra. Beginning in the 2010 school year, AHS has implemented a Math Intervention class for all 10th grade students who failed Integrated Math I as freshmen. The data indicates these strategies to be extremely helpful for the lowest achieving students: none of Azusa High School's students fail to graduate solely due to the need to complete the district math requirement.

Table 52 Number of Students in Integrated Math I by Grade Level				
	2013-14	2014-15	2015-16	Current
9 th	231	193	220	240
10 th	160	70	47	25
11 th	42	10	1	0
12 th	5	3	3	1

9. Student Grades

Above-average performance is crucial for our students in meeting district graduation requirements and being competitive in meeting college admission requirements. While the percentage of students earning C and above is not as high as the school's target, data indicates that the overall percentage of students earning a C and above is increasing, while percentage of students receiving 1 or more F's is decreasing.

Table 53 Percent of the Student Population Passing All Classes with C and Above		
2013-14	2014-15	2015-16
29%	36%	39%

Table 54 Percent of the Student Population Receiving 1 or More F's		
2013-14	2014-15	2015-16
71%	64%	61%

Measures taken to improve the percentage of students receiving C and above and to decrease the number of students receiving F's include the following:

- Intensive support classes of Math Intervention for at-risk students
- ELD support classes for all ELD/LTEL students
- Content-area SDAIE classes for ELD students
- After school tutoring
- Guidance 4-year plan meetings
- Student Success Team (SST) Meetings for at-risk students with counselors

10. Completion, Graduation, and Post-Enrollment Data

According to CDE data, Azusa High School's graduation rates decreased from 2013-14 to 2014-15, but have since increased to 90.3. There are several mitigating factors and possible explanations for this decrease. District-wide, there was an increase in dropouts in 2009-2010, a trend which seems to coincide with the economic recession. These changes may have disproportionately affected the community compared to county and state statistics because lower middle-class families were particularly affected by this recession, and the housing market in Azusa dropped significantly.

10a. Graduation Rates

The stakeholders--- parents, guidance counselors, and teachers--- make a great deal of effort to ensure that seniors graduate. 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.

Table 55 Graduation Rates			
	2013-14	2014-15	2015-16
Azusa High School	92.3 (272)	89.5 (282)	90.3 (309)
Comparable School	93.0 (271)	95.0 (303)	96.8 (271)

10b. 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 are able to 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 participate to provide information to students and parents.

Beginning in 2014-2015, students have the opportunity to 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.

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).

Table 56 Senior Outcomes			
	2014	2015	2016
% of Responses	71.4%	98%	91%
Four-Year University	63 (30.4%)	61 (16.7%)	81 (28.8%)
Community College	137 (66.2%)	194 (51.2%)	167 (59.4%)
Military Service	10 (5%)	21 (5.8%)	14 (5%)

Vocational School/Workforce	12 (5.8%)	17 (4.7%)	17 (6%)
Undecided	25 (12%)	72 (20%)	2 (0.7%)

Notably, the majority of graduates of Azusa High School have chosen to attend a community college directly after high school in past three years. This high percentage may be due to the city of Azusa's status as a low-income community, or Azusa High School's 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 factors other than grades or lack of A-G completion.

Neviance data for 2015-2016 includes responses from students accepted to a four-year university who chose to attend community college instead. Of the responses provided, the majority of students indicated they intend to transfer to a four-year university upon completion of general education requirements and/or receiving an Associate of Arts degree. The next highest response was from seniors who chose community college due to financial reasons.

Table 57 Student Reasons for Attending Community College Over Four-Year University	
Class of 2016	
Transfer Program	47 (46%)
Financial Decision	33 (32%)
Career Path Doesn't Require University	8 (7.8%)
Family Obligation	7 (6.8%)
Other	8 (7.8%)

CHAPTER II. SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS

Student Demographics

- Over the past three years, ethnic makeup for students at Azusa High School has remained steady; the population is consistently 92% Latino with White (non-Hispanic) students remaining the second largest group, at 4%. However, the school has seen a slight decline in enrollment. In 2013, enrollment was at 1,400--- a slight increase over the two years before. Data available for 2016 indicated that enrollment was down at 1,289 students.
- Although the percentage of English Language Learners has remained similar over three years, the amount of students who are being re-designated to Fluent English Proficient has risen considerably. In 2013, only 28 students (10.7%) were re-designated. In 2016, 62 English Language Learners (21.2%) were re-designated as FEP.
- The amount of students who are suspended and expelled reduced greatly. The last WASC self-study reported 125 students suspended and three students expelled in the 2012-13 school year. However, the next year saw a significant decrease in suspensions and expulsions; twelve students were suspended in 2013-14 and only one student expelled in 2014-15. In the 2015-16 school year, three students were suspended and zero students were expelled.
- Data indicates that the amount of students passing all classes with a grade of C and above is steadily increasing over the past three years, while the amount of students receiving one or more failing grade is decreasing. In 2013-14, only 29% of students were passing all classes with a C or better; this number rose to 39% of students in 2015-16. Similarly, in 2013-14, 71% of students were failing one or more classes, but this number decreased to 61% in 2015-16.
- The amount of students who are socio-economically disadvantaged has decreased by over 10% since the last WASC self-study. During the 2013-14 school year, 82% of the student body was socio-economically disadvantaged. In 2015-16, this number dropped to 74% of students.

Governance

- The governance of both Azusa High School and the Azusa Unified School District has undergone notable changes in the last three years.
 - At the start of the 2014-2015 school year, a third Assistant Principal was added to the Azusa High School campus, in charge of Activities. This position was filled by a former teacher of Azusa High School, who worked at the school for 12 years and worked within the district for 21 years.
 - In September 2015, the Assistant Principal of Activities left Azusa High School to accept a position a position as principal at a middle school within the district. Her

position was filled by a former administrator from the Los Angeles Unified School District.

- Effective July 2016, the principal of Azusa High School left the school after three years. He remained in the district, accepting a position as Assistant Superintendent in charge of Human Resources after the former Assistant Superintendent retired. Additionally, the newly hired Assistant Principal of Activities accepted a position as Data Director at the Azusa Unified District Office.
- Beginning in the 2016-2017 school year, Azusa High School's position for principal was filled by the Assistant Principal who had previously left in September 2015. Azusa High School's remaining Assistant Principal position was filled by Gladstone High School's former Assistant Principal.

Personnel

- Over the past three years, Azusa High School has experienced change in teachers for various reasons.
 - Of note, the Visual and Performing Arts department has seen significant changes. At the end of the 2013-2014 school year, both the Art and Ceramics teachers left the school due to an administrative change and retirement. After the 2015-2016 school year, the Choir teacher retired and the Band Director left the district. Of the five teachers within this department, only one has been at Azusa for more than three years.
 - The Special Education department has had a high turnover rate, with seven new hires in three years. This is significant, as the department consists of only ten teachers. One full-time position was reduced to a part-time position beginning in the 2015-2016 school year, per district decision.
 - Azusa High School has not had any teachers on Emergency Permits since the last WASC visit in 2013. However, there are now two new teachers who are working with Internship credentials, in the Science and Special Education (Life Skills) departments.
 - For each of the past three years, Azusa High School continues to have 100% of core classes taught by teachers who are Highly-Qualified in the subject areas of which they teach.
 - Azusa High School has added one student counselor since the last self-study; counselors are now assigned to students by grade-level rather than alphabetically, with each counselor following the same cohort for all four years of high school.
 - There is no longer a part-time Migrant counselor. The Migrant program is still in place, but students receive services from their grade-level counselor. The afterschool Migrant homework hour is still in place and is run by the former Migrant counselor.

- The district has added two new positions for Teacher on Special Assignment (TOSA) to provide high school teachers with support in the areas of English and mathematics, respectively. The English TOSA is a former Azusa High School teacher.

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. The adoption process is ongoing, with new curriculum expected to be adopted for all English Language Arts and ELD courses in the 2017-2018 school year. Throughout the past three years, significant changes include:
 - The mathematics department adopted College Preparatory Mathematics (CPM) curriculum for all stakeholders, including Special Education. 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, while the teacher offers support and guidance as needed.
 - Beginning in 2014, just after the last WASC visit, the English department has introduced Expository Reading and Writing Course (ERWC) materials into the classroom, as well as introducing an ERWC class for seniors. This college-preparatory course is aimed at improving academic literacy in students by way of rhetorical and analytical reading and writing based lessons. All members of the English department, as well as Special Education teachers with one or more section of Reading Essentials courses, have attended Professional Development and become certified in teaching ERWC.
 - Document-Based Questions (DBQs) were being used by the History Department during the 2013 WASC visit, but have now grown to include the English Department. All teachers within these departments have attended Professional Development on utilizing DBQs in the classroom.
 - The Spanish and French foreign language classes have adopted new curriculum and textbooks aligned with the Common Core.
- Beginning in 2014-2015, the school began partnerships with Project Lead the Way and NAF, which offers students curriculum and pathways toward future careers in Engineering Design.
- Since the 2015-2016 school year, the Special Education department has begun to use a Co-Teaching/ Collaborative Teaching model for multiple sections of mathematics. Currently, two sections of Integrated Math I and one section of Survey of Math are using a Co-Teaching model. While still in its beginning stages, the intent of the Special Education

department is to establish further Co-Teaching classes over the next few years, throughout core courses.

- In the 2015-2016 school year, a new section of AP Studio Art has opened for students interested in receiving college credit within the art field. Latino Studies was also added as an elective that meets A-G requirements.
- With training and preparation taking place over the last two years, Azusa High School is now an International Baccalaureate (IB) school, beginning with the 2016-2017 school year. IB now offers courses in Mathematics, World Languages, English Language Arts, History/ Social Science, Sciences, and Fine Arts. The program is looking to add a Music course for next year. All IB courses meet A-G requirements.

Assessment

- Each department administers common quarterly benchmark assessments. At district-wide Professional Development, these benchmarks are created with input from staff, and then reviewed and revised by staff at subsequent PD. All benchmark assessments are aligned with CCSS.
- In addition to benchmark exams, Azusa High School's teachers have worked together to develop common formative and summative assessments within departments. Some departments work to create uniformity for all assessments, while other departments may choose to have teachers create their own assessments for some areas, based on student need. Formative and summative assessments are discussed during PLCs, professional development, and department meetings.
- The Smarter Balance Assessment Consortium (SBAC) has been administered to all 11th grade students at Azusa High School for the past two years, with the first year being a trial-run. Eleventh grade students test with their mathematics and English classes within one of the campus computer labs.

Technology

- Since 2013, Azusa High School has used the AERIES grade reporting system. The past three years have seen a noted effort amongst administration and staff to ensure all students and parents have access to the AERIES system and are able to check on student grades regularly. All teacher emails are linked through AERIES so that parents are able to contact teachers when needed.
- The school purchased three rolling carts, each containing 40 Chrome Books, to keep in the library, which are available for check-out by campus teachers.
- Within the Science, English, History and Mathematics department, many teachers have reported greater usage of technology in the classroom over the past three years, by use of campus Chrome Books, as well as by allowing students to utilize their phones for academic purposes. For instance, the Remind App has become a popular method of

teacher-student communication. Through this app, teachers are able to send reminders regarding tests, quizzes, and homework directly to all students' phones while phone numbers remain private. Additionally, many teachers are allowing students to use Quizlet in the classroom; on this app, students make online flashcards for vocabulary words and other purposes, which can then be stored on their phones.

- Within the last three years, classrooms that requested an LCD projector were provided with one, either mounted from the ceiling or on a cart. Additionally, all teachers who have requested a Document Camera or ELMO have received one.
- For the past two years, Azusa High School has used the Naviance program, which is designed to assist students in becoming college and career ready by planning their post-secondary goals through an online program. All students, beginning freshman year, work with their counselors to create a roadmap for their post-secondary future utilizing the various supports offered through this program.
- Two classrooms working with Project Lead the Way and NAF are equipped with 3D printers for engineering courses.
- Both the Auto Technology and Business classrooms have Smart Boards installed for interactive lessons in the classroom. Additionally, the Auto Technology classroom has received new computers to allow students to complete computer assignments.

School Culture

- After the 2013-2014 school year, Azusa High School voted as a staff to discontinue the Aztecs Creating Excellent (ACE) program, which allowed students with a certain GPA and no Ds or Fs to receive twenty extra minutes for lunch, while those who did not meet these requirements remained in the classroom on a rotating schedule. During meetings, many of the staff expressed that this program was confusing due to the rotating schedule, and that twenty minutes was not long enough to implement an effective intervention for struggling students. Additionally, data did not support that this was a successful intervention program. At present time, an alternative intervention program has not been put into place; interventions such as morning homeroom following a cohort model have been discussed, but the staff has not reached a consensus on implementation.
- Since 2013, ASB/Leadership Club has worked together to improve campus culture. Each year in the spring, Azusa High School celebrates "Kindness Week". Students place kind notes about peers, staff, or the school on the wall of the Main Office to promote positivity and appreciation. Students also pass out kind notes to each other and members of the staff.
- ASB buddies began in 2015, and each student is assigned a teacher to send notes, handmade gifts, treats, or other signs of appreciation. The ASB buddy remains a secret until the end of the year, where they reveal their identity at the Teacher Appreciation

Luncheon. Last year, many teachers reciprocated with gifts for their buddies once their identities were revealed.

- Administration has made efforts to turn Student of the Month into a celebration for students, families, and staff. Each month, a ceremony is held in the Senior Lounge in the morning, with coffee and pastries served. Teachers in attendance give a short speech about the student they selected that month, and students receive a certificate and pin. Pictures are taken each month for the school website.
- Azusa High School has spent the last three years becoming a PBIS school. This has resulted in many changes to the school culture:
 - A PBIS team has been created to include multiple stakeholders, including certificated and classified staff, as well as administration, parents, and students. This team works together to manage PBIS on the campus and communicate data analysis, as well as PBIS progress on campus, to the staff.
 - Students receive school-wide lessons throughout the school year focusing on various areas of positive behavior. At the beginning of each year, students review the Azusa High School School-wide Behavior Expectations, based on the various areas of the school's behavior matrix. This matrix was created by the PBIS team, with input from both students and staff.
 - The PBIS behavior matrix has been printed in poster size to be displayed in each classroom on campus.
 - Blue tickets called "Aztec Bucks" have been introduced to the campus as a positive behavior incentive. Students receive Aztec Bucks from campus teachers and staff for exhibiting positive behavior, as outlined by the school's behavior matrix. Students turn in their Aztec Bucks to be entered into a monthly drawing. Previous prizes have included Aztec gear, headphones, wireless speakers, theme park tickets, and a guitar.

Campus Facilities

- At the 2016 summer recess, the district installed new fencing around the campus. During this same time, air conditioning was added to the gymnasium, as well as security cameras at all entrances.

Other

- Beginning in 2015, Azusa High School's Athletic Director has overseen the newly-formed Athletic Council. This council is made up of two members from each of the athletic teams on campus, who serve on the council until graduation. These students were chosen by their coaches because of their leadership, sportsmanship, and integrity. The council meets once per month to discuss anything that may be going on in athletics, and also chooses the "Athletes of the Month", as well as "Athlete of the Year" and "Coach of the Year". Around ten female students from the Athletic Council attend the Foothill/Citrus

Athletic Director's "Girls Got Game" conference every year. Additionally, each member of the council receives a patch for their letterman's jacket representing their sport.

CHAPTER III. ONGOING SCHOOL IMPROVEMENT

Since the most recent WASC visit, the staff of Azusa High School has continued its dedication to optimizing the academic achievement of all students. A main component of achieving this goal has been analyzing student grades, statewide testing data, and benchmark results as a whole staff during monthly faculty meetings, as well as during Aztec Leadership Team (ALT) meetings, monthly operations meetings, and PLC and department meetings. This information is utilized to make data-driven decisions benefiting all students, particularly those at-risk. Staff, in collaboration with administration, has identified areas of need, such as increase in course rigor in alignment with the Common Core and improved support for Special Needs students and English Learners. These areas have been the focus of continued improvement efforts on the campus and have resulted in the introduction on the IB Program, adoption of new curriculum, efforts to grow AVID, and increased professional development in Common Core, ERWC, CAVI, SIOP, English 3D, and APEX Credit Recovery.

Following the visiting committee's recommendations in 2013, the Azusa High School principal and WASC Coordinator during this time shared these results with the entire staff during staff meetings, with opportunities for stakeholders to ask questions and provide input. Additionally, all members of the staff were provided with a digital copy of the visiting committee's recommendations and the refined Action Plan. Administration continued to update the staff each subsequent year on relevant data, but proper data collection and data analysis had not taken place on a regular basis following the last WASC visit. Consequently, much data collection and analysis was required in anticipation of the mid-cycle visit.

In preparation for this year's self-study, the new principal and WASC coordinator worked together to seek information from the staff regarding the school's advancements and areas of growth over the past three years. Beginning at the monthly Aztec Leadership Team (ALT) meetings, administration and the WASC coordinator updated stakeholders on the progress of data collection, while noting relevant suggestions or analysis of this information. A plan to involve all campus staff, including administration, certificated, and classified in the WASC process was set forth at ALT meetings with opportunities for suggestions in this effort.

Following suggestions made at the ALT meeting, a short-answer survey was sent to all staff seeking information related to the school's Areas of Critical Need noted during the 2013 WASC visit. Subsequently, the staff of Azusa High School collaborated, departmentally and within PLCs, to focus on the multiple measures taken by all teachers and staff to meet the goals of the school's Action Plan. Each department and/or PLC returned bulleted lists and/or short-answers to the WASC coordinator regarding specific ways in which the campus has advanced on its Action Plan, as well as continued areas of growth. This information was then utilized within the WASC report.

The WASC coordinator also shared each section of the WASC report subsequent to its completion, first at ALT meetings and then with the entire staff, soliciting feedback and input to make the report a fully collaborative effort. Prior to the finalization of the WASC report, the Self-Study Coordinator provided sections of the WASC report to all certificated staff during a Staff Development Meeting. Working together in groups, staff discussed the report and provided

written feedback regarding changes to be made and additional information to include. All information provided was reviewed and included within this report.

Additionally, the WASC coordinator and school principal sought to include classified employees into the creation of this report. A survey was created and presented to all classified staff at the monthly Classified Meeting. This survey was similar to the survey given to certificated staff, but included questions of greater relevance to classified employees. This survey sought information regarding changes throughout the past three years, as well as the impact these changes had on classified staff, as well as an overall satisfaction rating. Classified staff was also included on all emails related to WASC sent to staff, offering them multiple opportunities to provide input. Some classified employees facilitated in the data collection process as well.

CHAPTER IV. PROGRESS ON CRITICAL AREAS FOR FOLLOW-UP/ SCHOOL-WIDE ACTION PLAN

Following the 2013 WASC visit, Azusa High School was given the following School-wide Critical Areas for Follow-up:

1. Development and articulation of one plan that aligns the goals of the SPSA, WASC Action Plan, district initiatives/ professional development, principal's goals, with measureable implementation targets
2. Continue differentiated professional development opportunities for faculty and staff to support transition to CCSS based instruction
3. Continue to connect students, parents, and staff to the school and community
4. 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

Azusa High School used PLC time, department meetings, and in-service days to prepare for the mid-cycle report and upcoming visit. The staff reviewed the Critical Areas for Follow-up made by the 2013 visiting committee as well as the School-wide Action Plan. This information was analyzed by staff, with focus on the aspects of these goals that had been accomplished, as well as the improvements still needed. The data created in this process is listed below.

#1- Development and articulation of one plan that aligns the goals of the SPSA, WASC Action Plan, district initiatives/ professional development, principal's goals, with measureable implementation targets.

All staff found Azusa High School has spent the past three years working to unify multiple goals through improved communication and collaboration across disciplines. This is supported by the following changes:

- The calendar and meeting schedule have been modified to facilitate opportunities for discussion, reflection, and synthesis of various plans and data. Every Wednesday is an Early Release day, and all certificated staff has made a commitment to meeting in Professional Learning Communities (PLCs) a minimum of once per month during this student-free hour.
- In addition to meeting as a school, Azusa High School has met with all schools in the district as a part of two PD days called #AUSDCollaborates. Groups collaborated with their content and grade-level colleagues to plan instruction for the year and ensure all AUSD students are receiving engaging and rigorous instruction that is aligned throughout the district.
- Following #AUSDCollaborates, several documents based around instruction were created and shared district-wide, in the AUSD EdServices folder, as well as folders shared by subject-matter. This has helped maintain commonality of instruction, not only within content areas, but throughout AUSD.
- The school continues to meet monthly as part of the Aztec Leadership Committee (ALT) to discuss various campus concerns and maintain a clear, unified vision for Azusa High School. Topics of discussion have included but are not limited to SPSA, the WASC

Action Plan, various PD offered throughout the district, aligning academic content and assessments, district benchmarks and other initiatives, as well as maintaining communication across disciplines.

Areas of Growth:

- The campus has circulated a formal plan amongst staff, parents, and students.

#2- Continue differentiated professional development opportunities for faculty and staff to support transition to CCSS based instruction.

The majority of stakeholders agreed that Azusa High School has made significant progress in ensuring faculty and staff is receiving quality professional development in CCSS instruction.

Departments noted the following means by which this plan was met:

- All certificated staff teaching core academic subjects received Professional Development on the Common Core. Certificated staff teaching non-core subjects (Fine Arts, Physical Education, and Foreign Language) received some training to familiarize them with CCSS.
- All teachers in the Science Department received training in critical reading strategies aligned with the Common Core.
- Both the Mathematics and Science departments have received training in utilizing CAVI strategies in the classroom.
- The mathematics department adopted College Preparatory Mathematics (CPM) and significant Professional Development was given to all stakeholders, both in the year prior to introduction of CPM into the classroom and throughout the first year of implementation. The Mathematics Department noted all teachers, including those teaching Special Education math, had been thoroughly trained in the new curriculum and Common Core practices.
- Use of Document Based Questions (DBQs) expanded to include the English Department. Professional Development was attended by all teachers using DBQs.
- The English Department noted that DBQ coaches have been designated on campus to assist teachers in successful implementation of DBQs in the classroom. All DBQ coaches have received training to qualify in assisting other teachers.
- Professional Development in ERWC was provided for all English teachers, as well Special Education teachers with one or more sections of Reading Essentials.
- Carol Jago training was offered for all English teachers.
- For the English and Mathematics departments, support from Teachers on Special Assignment (TOSAs) was made available, such as direct coaching in the classroom on the implementation of CCSS, collaboration on CCSS strategies in the classroom, and continued clarification for questions regarding CCSS and how to effectively utilize new curriculum.
- New curriculum for French and Spanish Foreign Language classes was adopted in the 2016-2017 school year, which is aligned with the Common Core.
- IB classes/diplomas are now offered, as well as training for IB teachers in creating an effective IB curriculum for all courses.
- An updated Whiteboard Configuration was implemented across campus, focusing on clearly linking classroom lessons to CCSS. This Whiteboard Configuration includes

CCSS posted, student-friendly objective, an agenda of activities, proving behavior, and homework.

- There have been multiple opportunities for parents, students, and the community to preview and review new Common Core curriculum before and while it is being implemented in the classroom. The CPM curriculum offered various previews, both during the summer and the school year. This same process is underway for the ELA curriculum currently in the adoption process.
- Information regarding the Common Core and implementation of CCSS in the classroom has been made available to parents and the community on the AUSD website.
- Advancements were made in classroom technology to create lessons that are both engaging and rigorous. Technology includes use of Chrome Books, Smart Boards in Business and Auto classes, overhead projectors in all classes who have requested them, increased use of ELMOs and document cameras, 3D printers installed for Engineering courses, and use of Google Classroom, YouTube videos, NewsELA, quizlet, and other online sources within the classroom.
- Both English and Mathematics have begun utilizing online benchmarks to help prepare students for the SBAC.
- Many of the outdated computers in the campus computer labs have been replaced with newer models. This is an on-going campus process, with updates being made as funding allows.

Areas of Growth:

- Fine Arts/ Performing Arts, Foreign Language, and Physical Education noted that they had received training which provided an overview of the Common Core, but did not receive full Professional Development days on CCSS. The Foreign Language chair that stated that her department uses many Common Core strategies in the classroom, but they do not feel comfortable with the Common Core curriculum. The ALT suggested collaboration with departments that have received multiple CCSS trainings, such as English, may provide more clarity on Common Core for all stakeholders.

#3-Continue to connect students, parents, and staff to the school and community

All staff agreed that Azusa High School has created an environment where parents feel welcomed and connected with the school. Some examples noted by staff are:

- Establishment of the Parent and Community Center, which has engendered a greater amount of parent volunteers and parent presence on the campus. The bilingual community liaison reaches out to parents to participate on campus or discover further information about academics and campus events.
- Weekly parent meetings in the Parent and Community Center, which invite speakers such as administrators, counselors, district office representatives, campus staff, Azusa Pacific University counselors, and members of the community.
- The creation of an application process for parent volunteers. This has led to 20-25 parents volunteering on campus per year since the Parent and Community Center opened in the 2013-2014 school year.

- The introduction of the Principal’s Bulletin, which is sent out every month and provided to all staff, parents, and students who are interested.
- Use of digital platforms to communicate student grades and homework deadlines, such as AERIES attendance/grading system and the Remind App.
- Introduction of new school events, such as Parent Information Night, which offers teachers the opportunity to invite parents of struggling or at-risk students in for scheduled conferences, as well as a chance for all parents to drop-in and speak with their children’s teachers about grades, curriculum, or other concerns.
- Development of the annual Aztec Expo, a night when Azusa High School invites the next year’s incoming freshmen and their parents to visit the campus. All certificated staff is in attendance and sets up information tables for their departments. Many departments include demonstrations, videos, student work samples, and elaborate displays at their tables. Current students often attend, at the request of teachers, to speak to incoming students about life as a student of AHS. Various clubs and groups on campus sell food and provide information to future students.
- The continuation of Back-to-School Night, ELAC, and Cafe Azteca.
- Parent inclusion on the PBIS team; the team has had two different parent representatives over the past three years, who each attended PBIS trainings, monthly meetings, and provided input on the implementation of PBIS on the campus.
- Student of the Month events held in the Senior Lounge, with parents and families invited to celebrate student progress.

Areas of Growth:

- Though Azusa High School has successfully created the Parent and Community Center and organized weekly meetings and parent volunteer work, parent surveys and evaluations by semester have not been established.
- The Parent and Community Center often works with Azusa Pacific University, but has not organized partnerships with the community or offered community service opportunities for all stakeholders.

#4-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.

The majority of staff found that Azusa High School has increased efforts to advance the achievement of English Language Learners and students in Special Education. Staff noted improved efforts in academic rigor and use of best instructional practices to advance the outcomes of all students, such as:

- Rigor has increased across subjects due to the shift to Common Core. Teachers are now using new curriculum and materials aligned with CCSS. Students in Special Education are able to 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 periods of ELD/LTEL support.

- During PLCs and Professional Development, Math and ELA have created Common Summative Assessments (CSA) that are aligned and revised with CCSS. CSAs are administered a minimum of three times per year. Campus efforts to allow more time for collaboration amongst certificated staff, as well as PD days designated to allow collaboration for same-subjects across the district, has created more opportunity for creation of CSA. Additional core subjects are now creating and administering CSAs, including History and Science.
- The passing rate of all students has increased, from 29% of all students receiving a C or higher in all classes in 2013-14, to 39% in 2015-16. This is due to a push to establish a culture of data-driven decision making; teachers have been given the opportunity to review their pass/fail rate during staff meetings as well as increased time designated to discussing strategies and greater student support during PLCs. Additionally, after school tutoring for Math and English has allowed students more time for step-by-step instruction and review.
- Training to meet students' diverse needs has increased in the past three years. SIOP, CAVI, and 3D English training has been offered to all teachers of core subjects, which has allowed certificated staff greater opportunity to ensure the curriculum is accessible for all.
- Efforts have been made by the Special Education department to provide a copy of all students' IEP at-a-glance to their classroom teachers. There has also been an increase in communication between students' case carriers and general education teachers by way of progress reports, addendum meetings, and emails, ensuring all accommodations and modifications are being offered within the general education classroom and students are making progress toward their annual academic goals.
- Azusa High School has increased the amount of SDAIE classes offered to include sections of SDAIE Math, English, History, and Science. Additionally, the school has begun offering mandatory ELD/LTEL support classes for all LTEL students.
- Students in Life Skills classes are often mainstreamed for elective courses, such as Choir, Ceramics, or Art.
- Special Education and General Education teachers are now co-teaching in three sections of math (Integrated Math I for two periods and Survey of Math for one period), with plans to expand co-teaching within the next two years.

Areas of Growth:

- Some staff members noted that further training is needed to meet the diverse needs of students. CAVI, SIOP, SDAIE, and English 3D training have been offered to help meet the needs of ELLs, but there has not been similar training offered to general education teachers in meeting the needs of students in special education.

CHAPTER V. SCHOOL-WIDE ACTION PLAN REFINEMENTS

The WASC School-Wide Action Plan written for the 2013 self-study was sent out to all teachers and staff and reviewed at subsequent staff meetings. Since this time, all areas of critical need have been addressed through multiple measures on the Azusa High School campus. Revisions to the Action Plan have been made to acknowledge the areas which have been achieved, as well as to continue focus on areas of growth. Prior to refining the school's Action Plan, all certificated staff collaborated in PLCs to discuss the school's successes on the previous Action Plan and note improvements yet to be made. This process ensured that staff had adequate opportunity to be included in the revision of the WASC Action Plan. Additionally, the Aztec Leadership Team (ALT) has reviewed the Action Plan and worked to refine the details to create a clear vision for the school's continued progress.

In reviewing progress made over the past three years, Azusa High School's staff found that the four critical areas of need noted in the WASC Action Plan were addressed and resolved, with only minor areas for improvement. As related to the first critical area of need, developing one plan to align multiple school goals, staff found that there has been a great improvement in aligning the goals of the school through opportunities for collaboration, such as PLC time, department meetings, and district-wide professional development. The Action Plan was refined accordingly; however, staff noted a need for distributing an aligned plan to faculty, parents, and students, to ensure that all areas of the plan are implemented with fidelity. Additionally, a greater amount of time needs to be dedicated, within ALT meetings, PLCs, or staff meetings, to reviewing and revising school-wide plans to guarantee the current needs of the school are consistently reflected.

Another critical area of need noted on the last WASC Action Plan is to provide greater professional development opportunities for faculty and staff to support transition to Common Core based instruction. The school has taken strides to ensure Common Core is implemented with fidelity across all content areas, including adoption of new curriculum and professional development for all stakeholders. As such, staff determined a need for continued adoption of up-to-date curriculum as well as follow-up professional development over the next few years to ensure best practice. The Action Plan also noted a need for increased emphasis on inter-departmental PLC time explicitly devoted to core-subjects working with departments such as Fine Arts, Foreign Language, and Music to collaborate on implementation of CCSS in these classrooms.

Creating a connection between Azusa High School's staff, students, parents, and community has been another focus of the school since the last WASC visit. With the introduction of the Parent and Community Center, parents have a voice on the campus now more than ever. However, when revising the Action Plan, staff noted the number of parent volunteers has plateaued, reaching only a high of twenty-five parents over the past three years. The new goal of Azusa High School is to increase this number to at least thirty, with an increase of no fewer than three new volunteers each subsequent year. To reach this number, the Action Plan has been refined to include greater efforts campus-wide in encouraging parent volunteerism. The Parent and Community Center should have a representative present at Back-to-School Night, as well as the Aztec Expo, and all

teachers should be provided with parent volunteer applications to made available in their classrooms to provide to parents at these events.

Additionally, the staff of Azusa High School found during its last self-study that a need for increased rigor and implementation of first, best instructional practices to advance student achievement. In particular, advancing the achievement of English Learners and students in special education was emphasized. The revised Action Plan sets a goal of raising the amount of ELs whose CELDT scores increase by one or more level to at least 40% each year to ensure there is a continued effort to assist LTELs in re-designating. Additionally, the revised Action Plan calls for further identification of LTELs in special education, on 504 Plans, or who are otherwise at-risk to ensure they are receiving the supports and interventions needed. This assistance may be provided in the form of further training in supporting the diverse needs of students; as such, the Action Plan calls for additional trainings and professional development offered, particularly in the area of working with students with special needs.

To guarantee that Azusa High School's Action Plan is fully implemented, the school will undoubtedly need time, resources, and opportunities for collaboration and reflection. All staff, within departments and PLCs, will need to maintain an open dialogue to ensure progress is being made on the school's Action Plan, and that appropriate revisions and additions are continually addressed. Azusa High School's certificated staff and administration must also reach out to classified employees, students, and parents to create an environment of on-going collaboration and communication in order to ensure new goals are met. All stakeholders in this process will be included in fully implementing the Action Plan, making it a truly collaborative effort and therefore facilitating improved student outcomes.

ACTION PLAN #1- Consistently Integrate, Review and Revise a Unified Plan That Aligns the Goals of the SPSA, WASC Action Plan, District and Site Initiatives and Professional Development into the School Culture and Daily Practice

Rationale: This recommendation by the WASC visiting committee will allow Azusa High School to focus and align its goals and resources in order to improve teaching and student learning, through the implementation of measureable targets.

ESLR's: Academic Critical Thinkers, Highly Effective Communicators, Successful Citizens

This will facilitate efforts as the school continues to implement Common Core curriculum and directly support all three of ESLRs to prepare students to be college and career ready in a global society.

Growth Targets 2016-2017

- Distribute single plan to all stakeholders to ensure integration into the school culture and daily practice
- Review and revise single plan that aligns SPSA, WASC Action Plan, district and site initiatives, and professional development plans on a consistent basis

ACTION PLAN #1- Consistently integrate, review, and revise a single plan that aligns the goals of the SPSA, WASC Action Plan, District and Site Initiatives and Professional Development, with measureable implementation targets.

ITEM #1 GROWTH NEED	ACTION PLAN ITEM #1 SPECIFIC STEPS	TIMELINE	RESPONSIBLE PERSONS	RESOURCES	EVIDENCE	MEANS TO REPORT PROGRESS
Review and revise the single plan including SPSA, WASC Action Plan, district and site initiatives and professional development plans on a consistent basis	Distribute single plan to all stakeholders	Year 1 (16-17)	Administration ALT	General Fund	Alignment of Plans	ALT SSC ELAC Faculty/staff meetings Department meetings PLCs
	Ensure various plans are united through collaborative efforts, such as staff meetings and PLCs	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	Administration ALT Teachers	General Fund Categorical Fund	Alignment of Plans Agendas Sign-in Sheets Minutes	ALT SSC ELAC Faculty/staff meetings Department meetings PLCs
	Arrange calendar and meeting schedule each year to facilitate opportunities for discussion, reflection and synthesis of various plans and data	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	Administration ALT Teachers	General Fund Categorical Fund	Agendas Sign-in Sheets Minutes Calendar Meeting Schedule	ALT SSC ELAC Faculty/ staff meetings Department meetings

ACTION PLAN #2- Continue to Support All Stakeholders in Implementing Common Core Based Instruction

Rationale: California has adopted the Common Core Standards. It is imperative that Azusa High School provide all stakeholders continual Professional Development to ensure effective implementation of Common Core instruction and assessment.

ESLR's: Academic Critical Thinkers, Highly Effective Communicators, Successful Citizens

- Common Core focuses on developing highly critical thinkers.
- Students will be asked to demonstrate learning through communicating their thought process through citing evidence and working collaboratively with their peers.
- One of the goals of Common Core is to help students become learners in a global society through a deeper understanding of how their learning applies to real-world situations

Growth Targets 2016-2017

- All certificated staff will receive continual training to ensure implementation of CCSS is up-to-date, effective, best practice
- PLC time or other opportunities for collaboration will be offered to ensure non-core subjects are familiar with the Common Core
- Parents, students, and classified staff will be continually informed of new curriculum and/or updates and changes to implementation of CCSS
- The school will continue to invest in technology that will facilitate student preparation for the Smarter Balance Assessment (SBAC)

ACTION PLAN #2- Continue to Support All Stakeholders in Implementing Common Core Based Instruction.						
ITEM #2 GROWTH NEED	ACTION PLAN ITEM #2 SPECIFIC STEPS	TIMELINE	RESPONSIBLE PERSONS	RESOURCES	EVIDENCE	MEANS TO REPORT PROGRESS
Certificated staff previously trained will receive follow-up Common Core Professional Development to ensure use of up-to-date, evidence-based, best practice	Continued training for all certificated staff in changes and/or advancements to CCSS instruction relevant to their subject-matter provided by the district office.	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	District office Administration Department Chairs	District Funding General Fund Categorical Fund	Sign-in Sheets, Agendas, Flyers	ALT SSC ELAC Website Faculty/staff meetings Department meetings
	All math teachers will continue to receive training in the new CPM curriculum, with opportunities to observe colleagues' implementation of the curriculum, as well as receive guidance from district math TOSA.	Year 1(16-17) Year 2 (17-18)	District office Administration Department Chairs	District Funding General Fund Categorical Fund	Sign-in Sheets, Agendas, Flyers, Informal Observation	ALT SSC ELAC Website Faculty/staff meetings Department meetings
	All English teachers will receive training in new ELA curriculum introduced in the 2017-2018 school year.	Year 2 (17-18) Year 3 (18-19)	District office Administration Department Chairs	District Funding General Fund Categorical Fund	Sign-in Sheets, Agendas, Flyers	ALT SSC ELAC Website Faculty/staff meetings Department meetings
	Continued implementation of CCSS units of study	Year 1(16-17) Year 2 (17-18) Year 3 (18-19)	District office Administration Department Chairs	District Funding General Fund Categorical Fund	Classroom observations, Student work	ALT PLCs Website Faculty/staff meetings Department meetings
Teachers for non-core subjects, such as Fine Arts, Physical Education, and Foreign Language will receive further guidance on	Provide continued opportunities for deeper understanding of Common Core for all certificated staff	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	District office Administration Department Chairs	District Funding General Fund Categorical Fund	Sign-in sheets, Calendars, Agendas	ALT Faculty meetings Department meetings PLCs Professional Development

<p>utilizing Common Core strategies and content in the classroom</p>	<p>Offer opportunities for teachers in non-core departments to observe and/or work with ELA, mathematics, science, and history departments to discuss CCSS</p>	<p>Year 1 (16-17) Year 2 (17-18)</p>	<p>District office Administration Department Chairs</p>	<p>District Funding General Fund Categorical Fund</p>	<p>Agendas PLC/ meeting minutes Observations</p>	<p>ALT Faculty meetings Department meetings PLCs Professional Development</p>
<p>Parents, students, and classified staff will be continually informed of new curriculum and/or updates or changes to implementation of CCSS</p>	<p>As new curriculum is adopted, AHS will continue to invite parents and students to review and discuss new curriculum during meetings and school events Curriculum will be made readily available at school events such as Back-to-School Night, Parent Info Night, and the Aztec Expo</p>	<p>Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)</p>	<p>Administration Department Chairs ALT</p>	<p>General Fund Categorical Fund</p>	<p>Presentation Resource Materials, Sign-In Sheets, Agendas</p>	<p>ALT SSC ELAC Website Faculty/staff meetings Department meetings</p>
	<p>Utilize various vehicles such as meetings and professional development to disseminate the CCSS information to classified staff</p>	<p>Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)</p>	<p>Administration Department Chairs ALT</p>	<p>General Fund Categorical Fund</p>	<p>Sign-In Sheets, Agendas</p>	<p>ALT SSC ELAC Website Faculty/staff meetings Department meetings Professional Development PLCs</p>
	<p>Post CCSS resources on school website</p>	<p>Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)</p>	<p>Administration Department Chairs ALT</p>	<p>General Fund Categorical Fund</p>	<p>Website</p>	<p>ALT SSC ELAC Website Faculty/staff meetings Department meetings</p>

Continue to update campus and classroom technology that will facilitate student preparation for the Smarter Balanced Assessment (SBAC)	Identify funds in order to acquire technology; continue to replace outdated technology with newer resources	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	Administration SSC	General Fund Categorical Fund	Purchase Orders, School Budget, School Infrastructure	ALT SSC ELAC Website Faculty/staff meetings Department meetings
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ACTION PLAN #3- Continue to Connect Students, Parents, Staff and Community to School

Rationale:Based on Epstein’s research (1997), increased connectedness between students, parents, staff, and community results in increased student achievement and improved school climate.

ESLR’s: Academic Critical Thinkers, Highly Effective Communicators, Successful Citizens

- Students need to be able to reflect how their connectedness to school and community will enhance their learning
- Students need to be able to communicate in a formal, academic manner with all stakeholders
- Students are encouraged to provide community service in order to be successful citizens

Growth Targets 2016-2017

- Increase parent volunteers to a minimum of 35, serving a minimum of 24 hours in a school year
- Increase volunteers by a minimum of 10% in subsequent years
- Continue to hold parent meetings every Thursday, increasing parent participation by 5% per meeting
- Continue to invite speakers and hold parent classes based on parent input
- Implement annual parent survey
- Have a minimum of one school-wide community based project
- Increase the number of projects by one each subsequent year

ACTION PLAN #3- Continue to Connect Students, Parents, Staff and Community to School and Community						
ITEM #3 GROWTH NEED	ACTION PLAN ITEM #3 SPECIFIC STEPS	TIMELINE	RESPONSIBLE PERSONS	RESOURCES	EVIDENCE	MEANS TO REPORT PROGRESS
Connect all stakeholders to school in order to increase parent and community engagement	<p>Raise awareness of the AHS Parent and Community Center through flyers, promotion at meetings, Back-to-School Night, and Aztec Expo; provide up-to-date information for parents on the school website and through school Facebook page</p> <p>Have a table for Parent & Community Center at Aztec Expo</p> <p>Provide teachers with volunteer applications to provide to parents</p> <p>Continue to include parents in the decision making and governance of the school (SSC and ELAC)</p>	<p>Year 1 (16-17) Year 2 (17-18)</p>	<p>Site Admin Parent Liaison SSC</p>	<p>General fund Categorical</p>	<p>Increased parent and community participation in meetings, workshops, and volunteering; Parent Surveys; Parent sign-in sheets, Flyers, Website information</p>	<p>ALT SSC ELAC Website Faculty/staff meetings Department meetings</p>
	<p>Increase number of parent volunteers by 10%, by way of introducing a greater number of parents to the application process via the school website and school events</p>	<p>Year 1 (16-17)</p>	<p>Site Admin Parent Liaison</p>	<p>Categorical fund General fund</p>	<p>Increased parent and community participation in meetings, workshops, and volunteering; Agendas; Parent volunteer applications</p>	<p>ALT SSC ELAC Website Faculty/staff meetings Department meetings</p>

	Create partnerships with Community Based Organizations to offer classes. This will be accomplished by meeting with community based organizations for both funding and contracting purposes.	Year 1 (16-17)	Site Admin Parent Liaison	Categorical fund General fund	Increased parent and community participation in meetings, workshops, and volunteering Parent Sign-In Sheets and Agendas	ALT SSC ELAC Website Faculty/staff meetings Department meetings
	Establish surveys by year and eventually by semester	Year 1 (16-17) Year 2 (17-18)	Site Admin	Categorical fund General fund	Fall and Spring Surveys	ALT SSC ELAC Website Faculty/ staff meetings Department meetings
	Incorporate stakeholders (students, parents, classified and certificated staff) into campus tours and pre-arranged classroom visits	Year 1(16-17)	Site Admin ALT	General fund	Increased number of stakeholders participating in campus visits, Sign-in sheets	ALT SSC ELAC Website Faculty/staff meetings Department meetings

ACTION PLAN #4- Continue to Advance Achievement for All Students including English Language Learners and Students with Disabilities

Rationale: Azusa High School's vision is that all students will be college and career ready. All staff members, teachers, and parents' involvement in analyzing data, providing support, and communicating are key components to the achievement of all students.

ESLR's: Academic Critical Thinkers, Highly Effective Communicators, Successful Citizens

- As the school continues to implement common core, students will be evaluated in a way that requires critical thinking.
- As the school continues to implement common core, students must be able to communicate effectively by citing textual evidence.
- As the school continues to implement common core, students are encouraged apply learning to real-world situations.

Growth Targets 2016-2017

- All core subjects will develop and administer a minimum of three CSAs per year
- Revise and refine CSAs in PLCs each year
- A minimum of 40 percent of EL students' CELDT scores will increase one level each year
- Improve passing rate by an additional 10% in all courses
- Improve A-G completion rate by 10%

ACTION PLAN #4- Continue to Advance Achievement for All Students including English Language Learners and Students with Disabilities						
ITEM #4 GROWTH NEED	ACTION PLAN ITEM #4 SPECIFIC STEPS	TIMELINE	RESPONSIBLE PERSONS	RESOURCES	EVIDENCE	MEANS TO REPORT PROGRESS
All departments teaching core academic subjects (Math, ELA, Science, History) will develop and administer a minimum of three CSAs aligned and revised with the CCSS	Reserve time during department meetings and/or PLCs to work together in developing CSAs	Year 1 (16-17)	District Office Administration Department Chairs Teachers	General Fund Categorical Fund PLCs	CSAs Sign-In Sheets Agenda and minutes of meetings	ALT SSC ELAC Website Faculty/staff meetings Department meetings PLCs
Review and revise CSAs each year to ensure they reflect best practice	Allocate resources so that teachers can come together to work	Year 2 (17-18) Year 3 (18-19)	District Office Administration Department Chairs Teachers	General Fund Categorical Fund PLCs	CSAs Sign-In Sheets Agenda and minutes of meetings	ALT SSC ELAC Website Faculty/staff meetings Department meetings
Forty percent of EL students' CELDT scores will increase by one level	Continued implementation of CELDT boot camp Identify students in special education who are EL, and LTELs who are academically at-risk Continued professional development on how to meet students' diverse needs (e.g. special education and ELs)	Year 1 (13-14) Year 2 (14-15) Year 3 (15-16)	Administration Department Chairs Teachers	General Fund Categorical Fund PLCs	CELDT scores Sign-in Sheets	ALT SSC ELAC Website Faculty/staff meetings Department meetings

Improve passing rate by an additional 10% in all courses	Continue to encourage a data-driven decision-making culture, where teachers examine and reflect on the pass/fail rate for each teacher during PLCs or dept. meetings	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	Administration Teachers Department Chairs	ALT PLCs Department and Faculty Meetings	Improved pass rate Meeting agendas	ALT SSC ELAC Faculty/staff meetings Department meetings
Improve A-G completion rate by 10%	Continue to review and change course offerings in order to increase student A-G opportunities Continue to create 4 year plans that target increasing students A-G eligibility Continue offering workshops, presentations, and trainings for stakeholders to raise awareness of A-G requirements	Year 1 (16-17) Year 2 (17-18) Year 3 (18-19)	Administration Teachers Department Chairs Students Parents Counselors College and Career Advisor	General Fund Fund Categorical Faculty Meetings ALT PLCs	Revised course offerings Four-year plans Sign-In Sheets Agendas SBAC scores	ALT SSC ELAC Faculty/staff meetings Department meetings PLCs