

Azusa High School

Community School Assets and Needs Assessment Survey Report

February 2024



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Introduction

Purpose:

The goal of conducting a survey as part of Azusa High School's Assets and Needs Assessment (ANA) is to collaborate with students, staff and families to engage them in the development of a transformational, shared vision for our school and community. The survey responses are key for the Community Schools Advisory Council to be able to see and understand the system from the perspective of our interest holders when developing the Implementation Plan. The results will be used, in addition to other data sources, to create a shared understanding about the assets and needs of our school. Priorities will be identified, which will result from a common vision and encompass all of the pillars of community schools.

Participants:

1,259 Azusa High School students, staff and parents completed the Assets and Needs Assessment Survey. This includes 980 students, 93 staff and 186 parents. The total population of Azusa High School, including all interest groups, is 3,242 resulting in an overall 39% participation rate. This is far below the targeted supermajority goal of 75-100%. However, when disaggregated, two subgroups were far closer to the target. These include the students, whose participation rate was 61% and the staff, whose participation rate was 66%. The parent participation rate was far behind, at 12.5%. When the 1,259 survey submissions are compared, the students represent 77.8%, staff represent 7.4% and parents represent 14.8% of the total engagement and voice.

AHS Participants	Students	Staff	Parents
# surveys completed	980	93	186
# total population	1,612	140	1,490
% of total population that completed surveys	61%	66%	12.5%

Methods of Data Collection:

The Assets and Needs Assessment Survey was conducted digitally through an online Google form. Surveys were available in English for the staff, English and Spanish for the parents, and English, Spanish and Mandarin for the students. Paper surveys were made available when needed. While the survey window was open for parents through 12/21/2023, for students through 12/21/2023 and for staff through 12/21/2023, phone banking with parents continued through 1/31/2024.

Data Collection	Method	Dates
Parents	<ul style="list-style-type: none">• Multiple Instagram messages• Multiple Principal's Newsletter messages• Multiple days at the carline on east and west campus passing out flyers• Flyers passed out at soccer games• Multiple opportunities during parent meetings• 6 Parent Focus groups held• Phone calls to unhoused, foster, chronic absentees and English Learners	11/13/2023-1/31/2024
Staff	<ul style="list-style-type: none">• Google forms sent to staff emails• Time provided at 12/6/23 Certificated Staff Meeting• \$25.00 Shell Gas Cards offered as motivation through raffles• Reminders sent through emails and Principal's bulletin• Reminder and opportunity at staff holiday party	12/6-12/21/2023
Students	<ul style="list-style-type: none">• Google Form sent to student emails• Time provided for students during Community Building Time on 12/1/2023• Reminders sent to teachers in emails multiple times before and during the week of finals	12/1-12/21/2023

Survey Questions and Themes

The Azusa High School Assets and Needs survey asked each interest group 13 questions, including 2 additional questions that were not in the district original survey. These additional questions were added to gain further insight to responses given in the Social and Mental Health Supports section. The district survey was developed in collaboration between members of the Azusa Unified School District Community School Department, including district and school site participation. The Four Pillars of Community Schools provided the foundation for the development of survey questions: Collaborative Leadership and Practices, Integrated Student Supports, Extended Learning Time and Opportunities and Family and Community Engagement. Several themes emerged from the results of the survey which will be used by the Advisory Council to create the Implementation Plan.

Collaboration and Partnership:

The first survey question asked, “Do you feel your voice is heard and your opinion counts at AHS?” Parents responded with the highest percent positive, at 71.5%. Students and staff responded equivalently, with 48.5% and 47.3%, respectively. The following themes arose from the second question, which asked interest holders to explain their reason for their response to the first question in a long answer format:

Explain Response from Question 1	Students	Staff	Parents
Theme	Perception of Limited Influence	Varied Perception of Administrative Responsiveness	Comfort and Safety
Theme	Individual Variation in Experience	Opportunities for Input and Collaboration	Communication and Trust
Theme	Issues with Communication and Understanding	Perceived Impact and Action	Desire for Improvement and Engagement

The third survey question asked, “Do you feel your voice is heard and your opinion counts at Azusa High School?” Again, parents responded with the highest percent positive, with 57.5%, but this was rather commensurate with the staff response of 57%. Students trailed behind at 46%. The following themes came from the fourth question, which asked to explain their reason for their response to the third question in a long answer format:

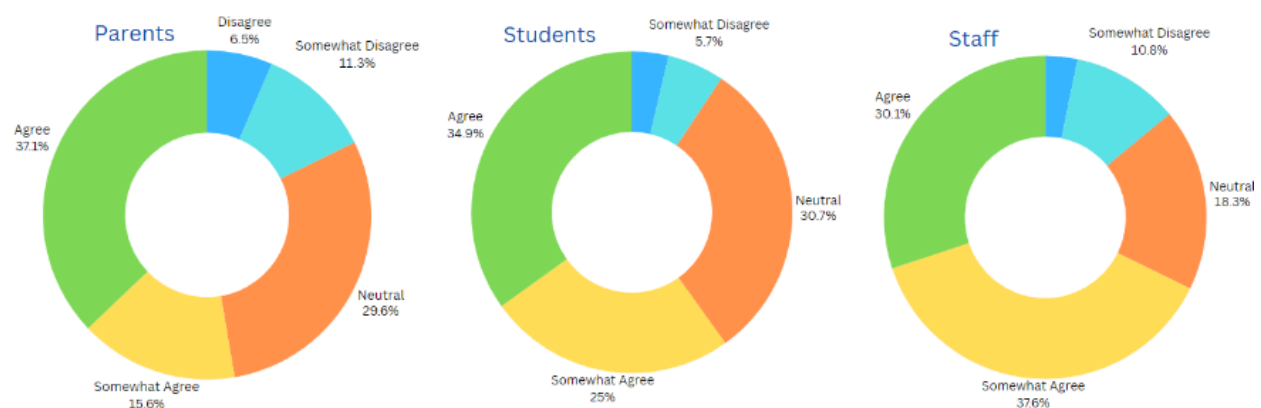
Explain Response from Question 3	Students	Staff	Parents
Theme	Concerns about Judgement and Peer Pressure	Mixed Perceptions of Openness and Acceptance	Mixed Perceptions of Effectiveness
Theme	Perception of Safety and Security Measures	Concerns about Judgement and Repercussions	Limited Opportunities for Engagement
Theme	Varied Levels of Comfort Based on Personal Traits and Experiences	Desire for Inclusivity and Communication	Concerns about Communication and Accountability

Whole Child Supports:

The fifth question asked interest holders to respond to what Azusa High School is “doing a great job of providing” in the areas of academic, physical well-being and social emotional/mental health supports. The seventh question asked the same question, but in the negative.

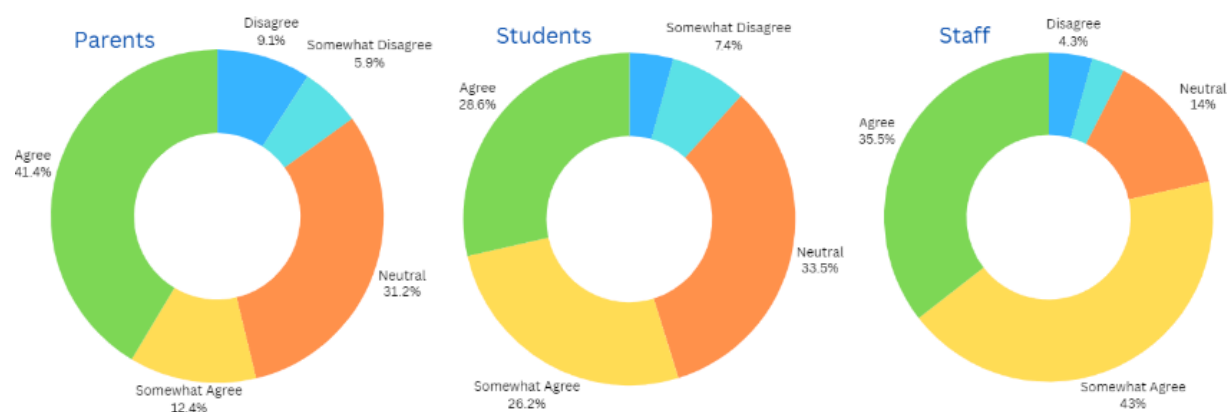
Academic Supports:

In the area of academic support, the groups had fairly similar responses, with the staff having the strongest positive opinion about what Azusa High School is currently providing when taking into account the ‘agree’ and ‘somewhat agree’ responses.



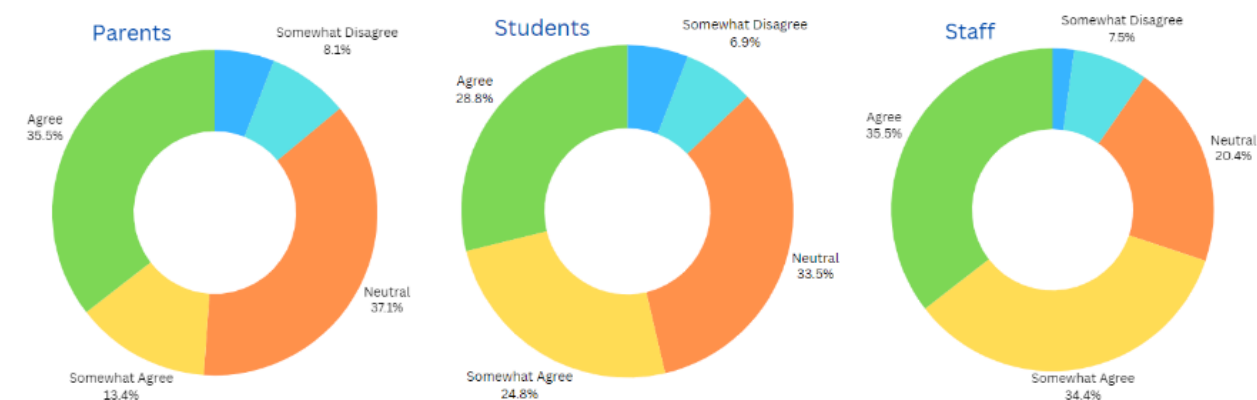
Physical Wellbeing Supports:

In terms of physical wellbeing support and based on the percentage of responses 'agree' and 'somewhat agree,' the staff also had the strongest positive opinion about what Azusa High School offers.



Social Emotional and Mental Health Supports:

When it comes to social emotional and mental health supports, parents had the least positive opinion about what Azusa High School currently provides when taking into account the 'agree' and 'somewhat agree' responses.



Summary of Supports:

As a follow up, question six was in long answer format and asked, “From the above categories, what are some existing programs, services and supports that you find effective?” The following themes emerged from the responses of all interest holders:

Students	Staff	Parents
Well-being Center	Mental Health	Communication and Transparency
Academic Support	Academic Support	Academic Support and Enrichment
Community Circles	Improved Communication and Coordination	Safety Measures
Think Together		

Enrichment and Extracurricular Activities:

Survey question eight asked interest holders, “What programs, services and supports would you like to see improved or added at Azusa High School?” Responses were in long answer format. The following themes emerged:

Students	Staff	Parents
Mental Health	Mental Health	Mental Health
Physical well-being	Academic Support	Safety and Vigilance
Academic Support	Improved Communication and Coordination	Academic Support
Program Promotion and Outreach		Extracurricular Activities

Question nine asked interest holders in a long answer format, “Currently, what afterschool or during school programs, field trips and/or activities have helped students do well in school?” The following themes emerged:

Students	Staff	Parents
Tutoring	Mental Health	Mental Health
Sports and Physical Activities	Academic Support	Safety and Vigilance
Academic Programs	Improved Communication and Coordination	Academic Support
Community and Social Support		Extracurricular Activities

Survey question ten asked, “In the future, what afterschool or during school programs, field trips and/or activities do you wish Azusa High had in order to help students do well in school?” This question was in a long answer format. The following themes emerged:

Students	Staff	Parents
Diverse and Engaging Field Trips	Field Trips	Homework help and Tutoring
Enhanced Career Pathway Programs	Increased Vocational and Skill Based Programs	More Field Trips
Academic Support	Enhanced Support and Enrichment	Diverse Programs and Activities
Expansion of AVID and College-related Activities		Social Emotional Support
Focus on Mental Health and Well-Being		Trade Programs

Belonging:

Question eleven asked, “Currently, what makes you feel like you belong at Azusa High School?” Responses were in long answer format. The following themes emerged from the interest holders:

Students	Staff	Parents
Friends	Positive Relationships and Community	Communication and Involvement
Teachers and Staff	Support and Recognition	Friendly and Welcoming Environment
Involvement in Activities	Engagement and Involvement	Students' Well-being and Happiness
Community and Environment		History and Legacy
Being a Student		Community and Family Bond

Survey question twelve asked, “What would help make you feel like you belong at Azusa High School?” Responses were in a long answer format. Several themes emerged from the responses:

Students	Staff	Parents
Supportive Environment	Increased Communication and Collaboration	Communication and Involvement
Community and School Spirit	Unity and Sense of Community	Safety and Well-being
Involvement in Activities	Recognition and Support	Community Engagement
Teacher and Staff Relationship		
Graduation and Future Plans		

Additional Comments / Feedback:

All interest holders were given the opportunity to answer a final, open ended question in a long answer format. They were simply given the opportunity to, “Please share any additional comments or feedback.” The following themes emerged:

	Students	Staff	Parents
Theme	Concerns about School Policies	Communication and Unity	Safety and Security Concerns
Theme	Campus Environment	Security and Student Discipline	Communication and Engagement
Theme	Requests for Additional Support and Resources	Staff Morale and Well-being	Programs and Support for Students



Conclusion

Summary:

This is the initial year for the Community Schools Assets and Needs Assessment Survey under the Azusa Unified School District grant and therefore the baseline for our Listening Project at Azusa High School. While we did not reach our goal of a ‘super-majority’ for engagement in the survey, the voices provided critical feedback for understanding the assets and needs of our community. Many themes emerged, providing a picture of our strengths and challenges as seen from the perspective of our interest holders.

This data was reviewed by the Community Schools Advisory Council on February 20, 2024. Several key themes emerged. According to survey results from all interest holders, the highest rated assets for Azusa High School include Academic Support, Mental Health Services and Communication. The highest rated needs include Academic Support, Mental Health Services, Communication and Sense of Community. While it may seem counterintuitive to have almost identical assets and needs, keep in mind that a ‘need’ can indicate a desire to expand further or continue to improve. To access a more comprehensive explanation of the survey results, please see “Report Details” below.

Next Steps:

The results of the Assets and Needs survey will be considered, along with additional school data from a variety of sources, to develop an Implementation Plan for our Community School. This data includes but is not limited to academic achievement, attendance, suspension rate and YouthTruth results.

Report Details



Parent Responses

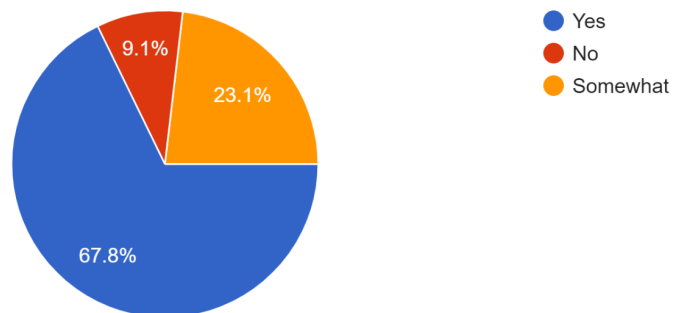
1,490 Households 65 Spanish Completions 121 English Completions	12.5% Completion Rate
Method	<ul style="list-style-type: none"> • Multiple Instagram messages • Multiple Principal's Newsletter messages • Multiple days at the carline on east and west campus passing out flyers • Flyers passed out at two soccer games • Multiple opportunities during parent meetings, such as Cafe Azteca and Coffee with the Principal • 6 Parent Focus Groups held in November and December scheduled in both the evening and the morning • Phone calls made directly to parents of the underserved, including those with children of chronic absences, the unhoused and foster students (several calls to Spanish speaking parents were made as well)

Data and summary of responses from Questions 1-4

English Responses to Question 1:

Do you feel comfortable (safe) sharing your ideas at Azusa High School?

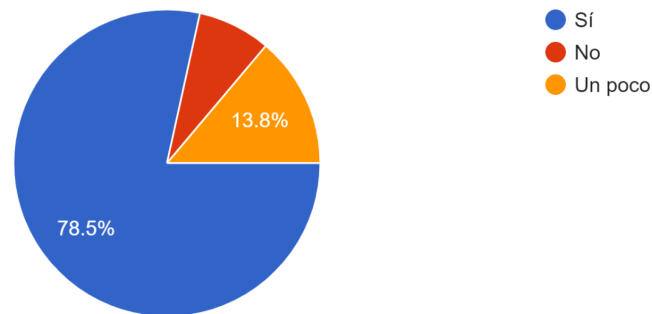
121 responses



Spanish Responses to Question 1:

¿Se siente cómodo (seguro) compartiendo sus ideas en la Azusa High School?

65 responses



Question 2 asked for parents to explain their response to the question above. Based on the responses, three main themes can be identified:

Comfort and Safety:

- Some parents express feeling comfortable sharing their ideas, especially with certain staff members or during specific meetings. One parent shared, “Principal is open to ideas and comments during his meetings.”
- Safety concerns are mentioned, with some parents feeling safe to share ideas, while others express discomfort or a lack of safety in their community. A parent shared, “Si, me siento segura y se que me ven y me escuchan.”

Communication and Trust:

- There is a range of opinions about communication and trust between parents and the school. Some feel there is a lack of trust, delayed responses, or concerns about information confidentiality. “In the instances that I’ve reached out with concerns, there is typically a delayed response from the school.”
- Positive experiences are also mentioned, such as open administrators, responsive staff, and positive interactions. One parent responded, “Porque cada vez que tengo algo que desire se toman su tiempo para escucharme.”

Desire for Improvement and Engagement:

- Many responses indicate a desire for improvement at Azusa High School, suggesting that there is room for growth and development. One parent noted, “There needs to be a place to be able to share ideas. Opportunities for working parents.”

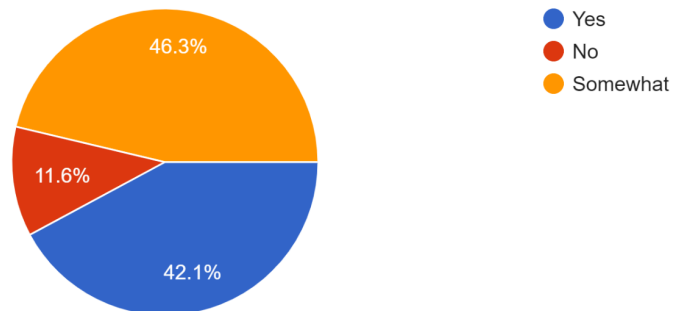
- Parents express the importance of being heard, participating in the future of their children's education, and having a platform to share ideas. One parent noted, "Never asked to and to whom do we share with?"

These themes collectively highlight the complexity of parent-school relationships, with a mix of positive and negative experiences, concerns about safety and trust, and a shared interest in contributing to the improvement of Azusa High School.

English Response to Question 3:

Do you feel your voice is heard and your opinion counts at Azusa High School?

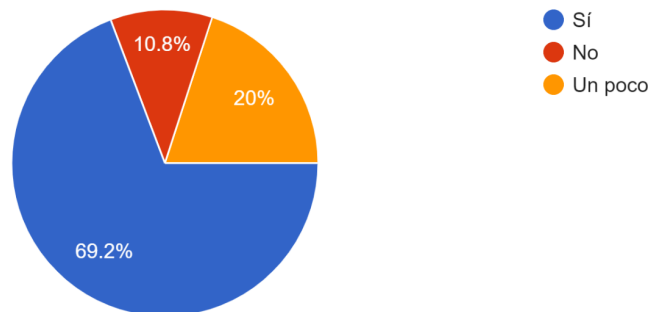
121 responses



Spanish Response to Question 3:

¿Siente que en la Azusa High School su voz es escuchada y su opinión cuenta?

65 responses



Question 4 asked parents to explain their answer to the question above. Based on the responses, three main themes regarding whether parents feel their voice is heard and if their opinion counts are:

Mixed Perceptions of Effectiveness:

- Some parents express satisfaction with the responsiveness of the school administration, stating that their concerns are addressed and changes are made. A parent shared, “Hay buena comunicación.” Another parent shared, “Me siento escuchada.”
- Others are skeptical about the impact of voicing their opinions, doubting that their input would lead to actual changes. One parent noted, “Porque aveces uno com padres opinan y no toman en cuenta su voz aveces uno tiene que aser grupitos para que escuchen y tomes en cuenta esa opinión.”

Limited Opportunities for Engagement:

- Several parents mention a lack of opportunities to share their feelings or concerns, especially for working parents who find it challenging to attend meetings scheduled during working hours. A parent remarked, “I have not had a chance to attend any meetings since most are in the mornings.”
- New parents or those who haven’t had specific issues may feel uncertain about whether their opinions matter.

Concerns about Communication and Accountability:

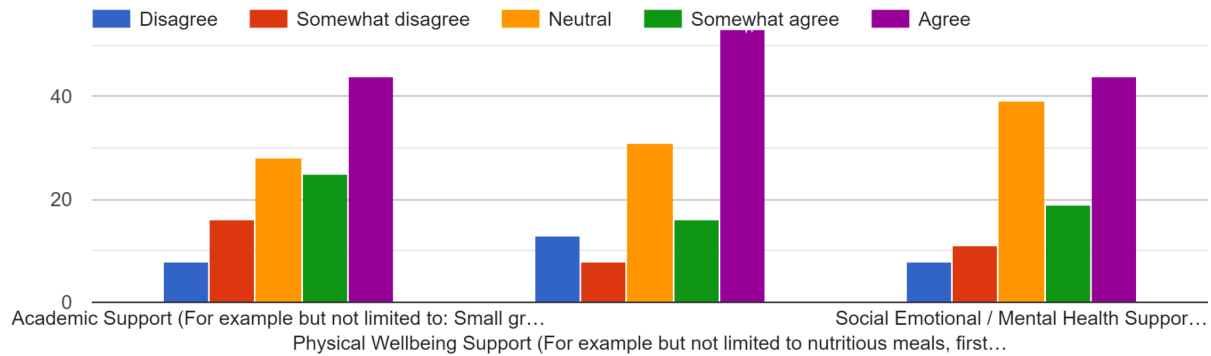
- There are instances where parents express frustration with the lack of response from the principal or other school officials, indicating challenges in getting in touch with them.
- Some parents raise concerns about the efficiency of communication channels, mentioning delays, unanswered questions, or feeling that suggestions fall on deaf ears.

These themes collectively highlight a diverse range of experiences and perceptions among parents at Azusa High School, indicating areas where improvement and increased engagement may be needed to enhance the overall communication and collaboration between parents and the school administration.

Data and summary of responses from Questions 5-8

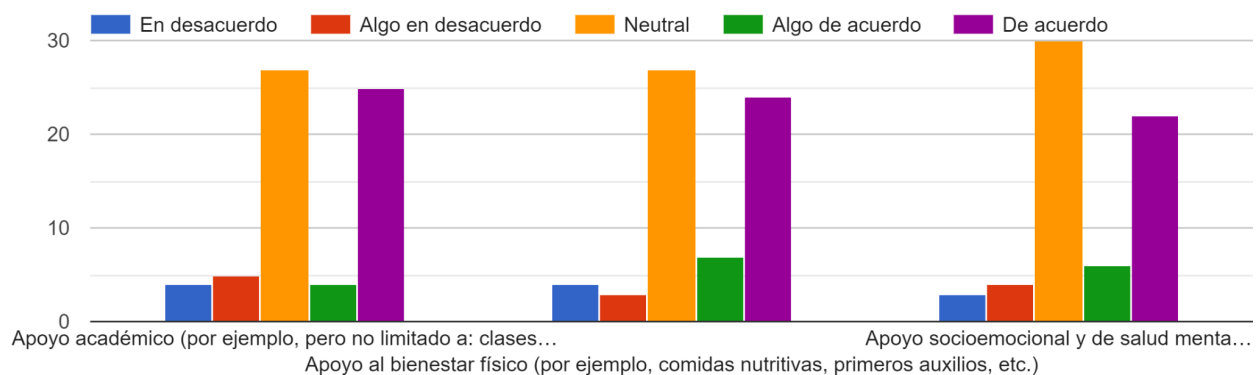
English response to Question 5:

Azusa High School does a great job of providing:



Spanish Response to Question 5:


Azusa High School hace un gran trabajo al proveer:



Question 6 asked, “From the above categories, what are some existing programs, services and supports that you find effective?” Based on the responses, the top three themes regarding the programs, services, and supports that parents find effective at Azusa High School are:

Communication and Transparency:

- Programs that include input from guardians or parents, such as surveys, Coffee with the Principal, and social media updates, are mentioned as effective. These initiatives are seen as fostering transparency and keeping parents informed about school events.

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- Open house with teachers, meetings with counselors, and regular communication from the school are appreciated for providing a clear understanding of the school's activities and initiatives. A parent noted, "Communication from school is good."

Academic Support and Enrichment Programs:

- Tutoring services, both one-on-one work with teachers and after-school tutoring, are highlighted as effective in supporting academic progress.
- Specialized programs like AVID, STEAM programs, ECP (Extended College Prep), and clubs are mentioned positively for providing academic and extracurricular opportunities. A parent said, "I find the ECP program effective. The teachers that run these programs make the students feel like they are really valued."
- The availability of mental health services, counseling programs, and support from teachers contributes to the overall well-being of students. One parent remarked, "I appreciate that mental health services are available to kids and families in need."

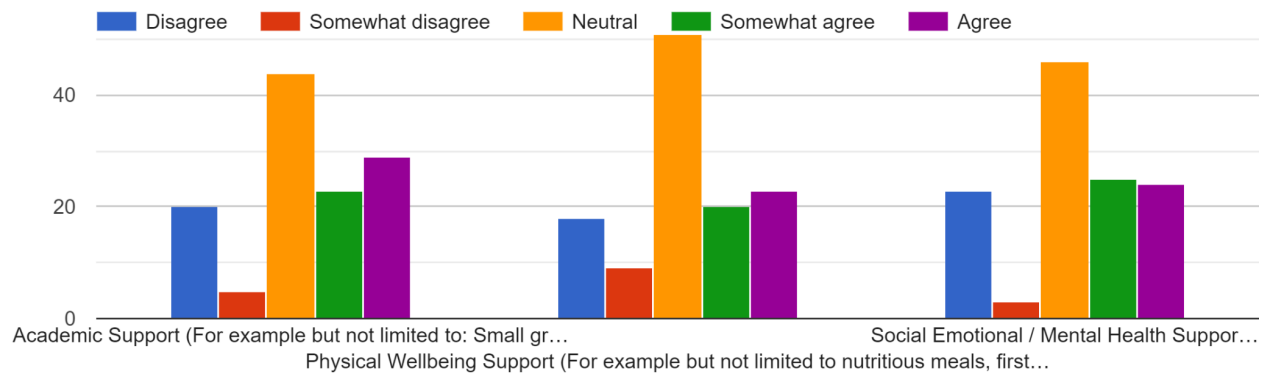
Safety Measures and Physical Well-Being:

- Security measures on campus, such as extra security and color band systems, are recognized as effective in maintaining a safe environment. One parent shared, "I really like how they have extra security on campus."
- Health-related programs, including nutritional services, healthy meals, and the medical program, are appreciated for promoting the physical well-being of students. A parent shared, "Nice amount of resources. More safe than other schools."
- Sports programs, both for physical fitness and as an enrichment activity, are mentioned as effective in supporting the overall development of students.

These themes collectively highlight the importance of effective communication, academic support, and measures to ensure the safety and well-being of students as key factors contributing to the success of programs and services at Azusa High School.

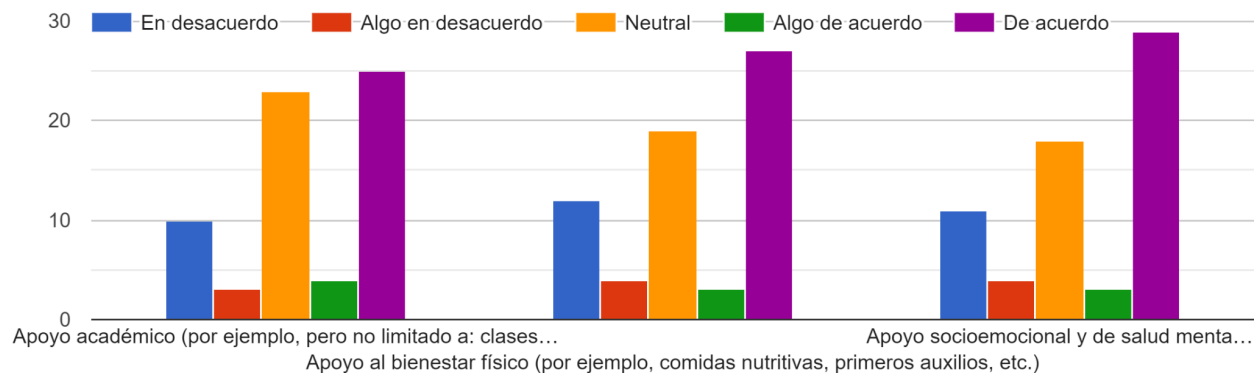
English Response to Question 7:

Azusa High School needs to improve:



Spanish Response to Question 7:

Azusa High School necesita mejorar el:



Question 8 asked parents, “From the above categories, what are some programs, services and supports that you would like to see improved and/or added at AHS? Please provide a specific short example. Based on the responses, the top three themes regarding programs, supports, and services that parents would like to see improved or added at Azusa High School are:

Mental Health Services:

- Many parents emphasize the need for improved mental health services and awareness. They express a desire for increased counseling programs, support for students struggling with stress or personal issues, and the availability of

psychologists for appointments. A parent shared, “Mental health is important for students. The more the better.”

- Parents also highlight the importance of mental health awareness activities, social-emotional learning, and counseling programs for addressing various mental health issues.

Safety and Vigilance:

- Parents express concerns about safety on campus, particularly the need for more vigilance in monitoring restrooms to prevent smoking and other inappropriate activities.
- Improving security measures, addressing bullying, and ensuring a safe environment are common requests. Some parents also mention the need for better security at street crossings and increased supervision in various areas of the campus.

Academic Support and Extracurricular Opportunities:

- Parents seek more academic support, including additional tutoring services, homework support, and tailored tutoring schedules for student-athletes. One parent shared, “I think they need to provide more educational support over Zoom for students that are struggling with school.” Another parent commented, “Tutoría más amplia en matemáticas, inglés y escritura.”
- There is a desire for expanded after-school activities beyond sports, with an emphasis on informing parents about available clubs and encouraging student involvement. Some suggest the addition of hands-on skills programs, more field trips to colleges, and a focus on inclusive programs for students from all demographics. A parent remarked, “More hands on skills such as mechanics, cooking, medical, sports, art, dance.”

These themes collectively highlight the importance of holistic support, including mental health services, campus safety, and academic enrichment, to create a well-rounded and supportive environment for students at Azusa High School.

Summary of responses from Questions 9-10

Question 9 asked parents, “Currently, what after school or during school programs, field trips and/or activities at Azusa High School have helped your student do well in school? Based on the responses, the top three themes regarding after-school or during-school programs, field trips, and activities that have helped students do well in school at Azusa High School are:

Sports:

- Multiple parents emphasize the positive impact of sports programs on their students. This includes various sports like Cross Country, volleyball, basketball, baseball, football, and cheerleading.

- Participation in sports is seen as a way to engage students, maintain good grades, and instill a sense of dedication and teamwork.

Think Together:

- Think Together, an after-school program, is mentioned by several parents as being beneficial for their students. It provides a safe and occupied environment, especially for working parents, and is appreciated for its role in keeping students engaged after school. A parent said, “Also, for working parents like me, I feel secure I can leave my child early and the staff at Think Together will keep them occupied and safe.”
- Think Together is also recognized for its positive impact on academic success.

Academic Support and Special Programs:

- Academic support programs such as tutoring, AVID (Advancement Via Individual Determination), ECP (Early College Program), and Special Education are mentioned as valuable for students' success. One parent shared, “He wears a ‘technology shirt’ once a week that helps him feel part of the school and a little special. He’s very shy, this is a good start.”
- Special Day Classes, Speech therapy, and after-school programs are specifically highlighted as contributing to students' well-being and academic performance. A parent shared, “The opportunities given by the school pertaining to student clubs and sports are very helpful in keeping students engaged.”

Additional Themes:

- College application workshops, field trips, and activities related to arts and film/media are acknowledged as beneficial. One parent stated, “I was really glad that the medical class was able to visit Arizona.”
- The importance of life skills classes, ELD (English Language Development) programs, and teacher engagement is highlighted.
- Nutritious and varied food options during critical times of the day are appreciated by parents.

These themes reflect the importance of a balanced approach, combining physical activities like sports, structured academic support through programs like Think Together, and specialized assistance through special education and tutoring, to enhance students' overall success at Azusa High School.

Question 10 asked parents, “In the future, what after school or during school programs, field trips and/or activities do you wish Azusa High School had in order to help your student do well in school?” Based on the responses, the top three themes for desired after-school or during-school programs, field trips, and activities at Azusa High School to help students do well in school are:

Homework Help and Tutoring:

- A significant number of parents expressed the need for homework help and tutoring programs. They believe that additional support with homework and academic subjects would contribute to their students' success.

More Field Trips:

- Parents mentioned a desire for more field trips.. Field trips to museums, and local businesses or hospitals for exposure to various careers were suggested.

Diverse Programs and Activities:

- Parents expressed interest in a variety of programs and activities, such as workshops or lectures on kindness, anti-bullying, and anti-drugs, as well as programs related to animation, forensics, police/law, drama, and arts/music. They also highlighted the importance of additional communication with teachers, college readiness programs, and career fairs.

Other notable themes include:

- Social and Emotional Support:
 - Several parents emphasized the need for social and emotional support programs, including counseling services, one-on-one mentoring, and support groups for students struggling with academics or personal issues.
- Trade Programs:
 - Some parents expressed a desire for more trade programs, including opportunities in automotive, welding, electrical, plumbing, and woodshop.
- Continuation of Successful Programs:
 - Parents appreciated and wished to see the continuation of successful programs like AVID field trips, Think Together after-school program, and sports activities.
- Student Involvement:
 - There was a call for more opportunities to encourage student involvement, such as clubs, social clubs, and events that promote interaction and friendship.
- Technology Access:
 - Some parents suggested providing Mac computers for students to use at home and ensuring access to technology.
- Safety and Security:
 - Safety concerns were raised, including the desire for a safe place for students to share concerns confidentially and improved safety measures, such as eliminating or making street crossings safer.

These themes collectively highlight a diverse range of needs and desires from parents, emphasizing academic support, exposure to various experiences, social and emotional well-being, and preparation for future careers.

Summary of responses from Questions 11-12

Question 11 asked parents, “Currently, as a parent, what makes you feel like you belong at Azusa High School?” Based on the responses, the top three themes for what makes parents feel like they belong at Azusa High School are:

Communication and Involvement:

- Many parents highlighted positive feelings of belonging due to effective communication from the school, including emails, text messages, and phone calls that keep them informed about events and updates. Involvement in meetings, workshops, and events, such as "Coffee with the Principal" and family game nights, also contributed to their sense of belonging.

Friendly and Welcoming Environment:


- The friendliness and welcoming attitude of teachers, staff, and administrators were frequently mentioned. Parents appreciate feeling welcomed when they visit the school, and positive interactions with school personnel, including the principal, vice principal, and staff members, contributed to their sense of belonging.

Student's Well-being and Happiness:

- Many parents expressed a feeling of belonging when their child is happy attending Azusa High School. Positive changes in their child's attitude toward the school, enjoying school events, and participating in activities like cheer and sports events were mentioned as factors that make parents feel connected to the school community.

Other notable themes include:

- History and Legacy:
 - Some parents mentioned feeling a part of Azusa High School because they are alumni, and they appreciate the school's history and legacy. Continuing the legacy and traditions of the school were highlighted as factors contributing to their sense of belonging.
- Parent Education Classes:
 - Participation in parent education classes and workshops organized by the school was mentioned as a positive experience that fosters a sense of belonging.
- Community and Family Bond:
 - Being part of the community and having multiple family members who graduated from Azusa High School were mentioned as factors that contribute to a sense of belonging.
- Support and Openness to Feedback:

- 
- Parents mentioned feeling a sense of belonging when the school is open to feedback, values their opinions, and takes their concerns into account. Supportive interactions with the guidance office and school liaisons were highlighted.

While some parents expressed concerns or a lack of belonging, the overall sentiment is positive, emphasizing the importance of effective communication, a welcoming environment, and a focus on the well-being of students in fostering a sense of belonging at Azusa High School.

Question 12 asked parents, “In the future, as a parent, what would help make you feel like you belong at Azusa High School?” Based on the responses, the top three themes for what would help parents feel like they belong at Azusa High School in the future are:

Communication and Involvement:

- Parents expressed a desire for continued effective communication through newsletters, emails, and other channels. Many emphasized the importance of being involved in their child's education and afterschool activities. Suggestions included having online meeting options, afternoon meeting times, and opportunities for parents to volunteer or participate in booster programs.

Safety and Well-being:

- Several parents highlighted the need for safety measures and initiatives to ensure a secure environment for students. This includes efforts to prevent fights and violence, as well as additional security measures during school hours. Parents expressed concerns about harassment and emphasized the importance of making students feel safe.

Community Engagement:

- Parents value being part of the community and expressed a desire for more involvement opportunities. This includes parent boosters, workshops, and activities that bring parents and staff together in a friendly and welcoming environment. Suggestions included cooking classes, opportunities to volunteer, and events that promote school spirit.

While some parents mentioned feeling satisfied with the current state of communication, engagement, and safety, the majority highlighted the importance of continued efforts in these areas to enhance their sense of belonging at Azusa High School.

Summary of responses from Questions 13

Question 13 was open-ended, giving parents an opportunity to share any additional comments or feedback. Based on the additional comments and feedback from parents, the top three themes are:

Safety and Security Concerns:

- Numerous parents expressed concerns about safety and security on campus. Issues mentioned include fights, violence, drug abuse, and the need for better supervision, especially in bathrooms. Some parents suggested increasing security measures, monitoring student behavior, and addressing the challenges arising from the combination of Gladstone into Azusa High School.

Communication and Engagement:

- There is a recurring theme regarding communication between teachers, administrators, and parents. Parents emphasized the importance of timely updates on grades and scores, as well as transparent and effective communication. Some parents suggested better outreach to students who may be facing challenges, both academically and emotionally. The need for increased teacher-student interaction, especially beyond class hours, was also mentioned.

Programs and Support for Students:

- Several parents highlighted the need for more programs and support, particularly for students with special needs or in Special Day Classes (SDC) and Life Skills classes. There were concerns about the treatment of students with ADHD, 504 plans, and the availability of resources to address individual needs. Additionally, parents recommended offering tutoring, academic support, and opportunities for students to participate in extracurricular activities.

Other notable themes include:

- **Quality of Teachers and Staff:**
 - Some parents expressed concerns about the quality of teachers, citing instances of unpleasant interactions, lack of help for students, and the need for retraining. There were also requests for experienced and effective coaches, especially in football.
- **Bullying and Harassment:**
 - Instances of bullying and harassment were mentioned, with parents calling for a proactive approach to ensure a safe and respectful environment for all students.
- **Facility and Traffic Issues:**
 - Concerns were raised about the adequacy of school facilities, cleanliness of bathrooms, and traffic-related challenges. Suggestions included improving bathroom conditions and addressing the safety of west-to-east crossing.
- **Parental Involvement Challenges:**

- Some parents cited challenges in participating more due to work schedules, while others expressed a desire for more opportunities for working parents to be involved.
- Positive Feedback and Gratitude:
 - Despite the concerns, several parents expressed positive sentiments, commending the caring staff, academic teaching efforts, and the welcoming atmosphere at Azusa High School. Gratitude was expressed for the work done by teachers and staff.

These themes collectively provide insights into the areas of improvement and strengths perceived by parents at Azusa High School. Addressing safety concerns, enhancing communication, expanding support programs, and fostering a positive school environment are key aspects that parents highlighted for consideration and improvement.

Student Responses

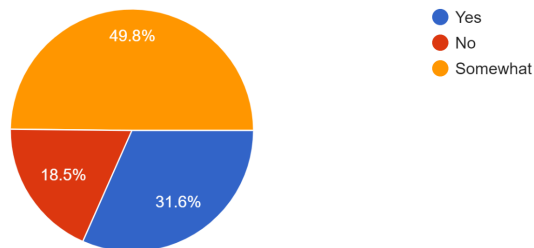
1612 Total Students 980 Completions	61% Completion Rate
Method	<ul style="list-style-type: none"> • Google Form links sent to student emails • Time provided for students during Community Building Time on December 1, 2023 • Reminders sent to teachers in emails multiple times beforehand and during the week of Finals

Data and summary of responses from Questions 1-4

English Question 1:

Do you feel your voice is heard and your opinion counts at Azusa High School?

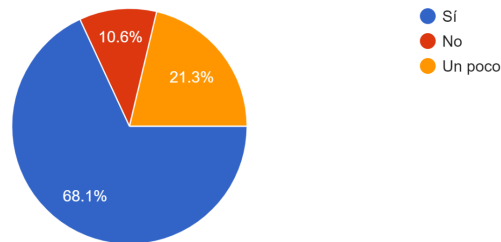
933 responses



Spanish Question 1:

¿Sientes que se te escucha y que tu opinión cuenta en la Escuela Preparatoria Azusa?

47 responses



Based on the specific responses provided from Question 2 which asked students to explain their answer from above, the three common themes regarding whether students feel their voice is heard and their opinion counts at Azusa High School are:

Perception of Limited Influence:

- Many students express a perception that their opinions might not hold significant weight in decision-making processes. They feel that the school may not prioritize their voices and concerns, especially in comparison to issues like attendance, dress codes, and tardiness. On the other hand, Community Circles were brought up several times, most often as a positive platform for sharing their thoughts.

Individual Variation in Experience:

- Students' experiences regarding the extent to which their voices are heard vary widely. Some feel that their opinions matter, especially when engaging with teachers, participating in surveys, or being part of leadership roles. Others are uncertain, don't voice their opinions much, or believe that the school doesn't care about student input. Several students indicated that they don't share their opinions or thoughts to adults on campus because, "I have nothing to say," "People don't care" and "things don't change anyway."

Issues with Communication and Understanding:

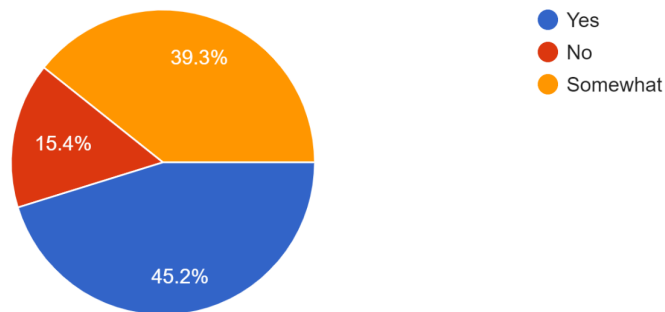
- Some students mention challenges in communication and understanding between students and adults. They feel that there might be a lack of attention to student perspectives, with decisions often driven by teachers or administrative figures. Additionally, there's a sense that changes in the school environment are sometimes made without considering how students feel. Several students brought up the Mascot decision as an example of lack of consideration of student input.

These themes collectively highlight a need for improved communication, a more inclusive decision-making process, and a desire for students to feel that their opinions are valued in shaping the school environment.

English Question 3:

Do you feel comfortable (safe) sharing your ideas at Azusa High School?

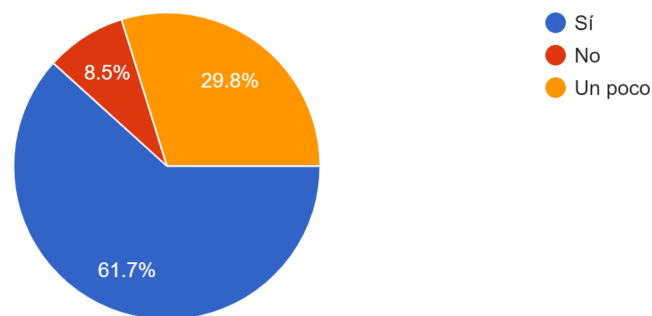
933 responses



Spanish Question 3:

¿Te sientes cómodo (seguro) compartiendo tus ideas en la Escuela Preparatoria Azusa?

47 responses



The top three themes in the responses from Question 4 which asked students to explain their answer from the question above regarding whether students feel comfortable sharing their ideas at Azusa High School, along with their explanations, are:

Concerns about Judgment and Peer Pressure:

- Many students express concerns about judgment from peers, feeling that if they have differing opinions, they might face negative reactions or be unable to voice their ideas freely. For example, one student noted, "Son muy chismosos." Some students also mention the challenge of being heard when their thoughts differ from the majority.

Perception of Safety and Security Measures:

- A significant number of students feel safe sharing their ideas due to the presence of security measures such as police officers and guards on campus. The perception of safety is linked to the physical security provided within the school environment. A student noted, "I feel safe because we have a lot of security."

Varied Levels of Comfort Based on Personal Traits and Experiences:

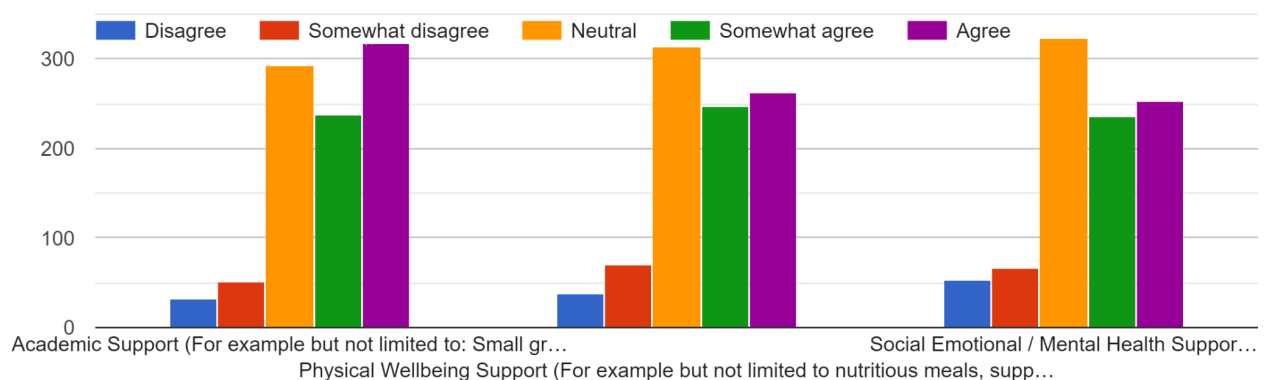
- Students' comfort levels in sharing ideas vary based on their personal traits and experiences. Some students feel comfortable sharing ideas, stating that they are open-minded and inclusive, while others express discomfort, citing concerns about judgment, peer behavior, or a lack of trust in the school community. One student shared, "No participo porque no etiendo las indicaciones en ingles."

These themes highlight the complex interplay of social dynamics, safety perceptions, and personal experiences that influence students' comfort in sharing their ideas at Azusa High School.

Data and summary of responses from Questions 5-8

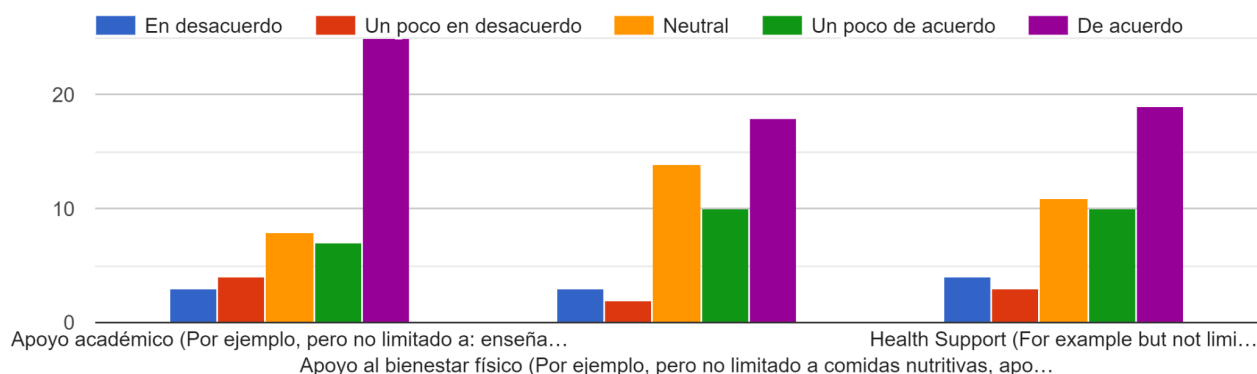
English Question 5:

Azusa High School does a great job of providing:



Spanish Question 5:

La Escuela Preparatoria Azusa hace un gran trabajo proporcionando:



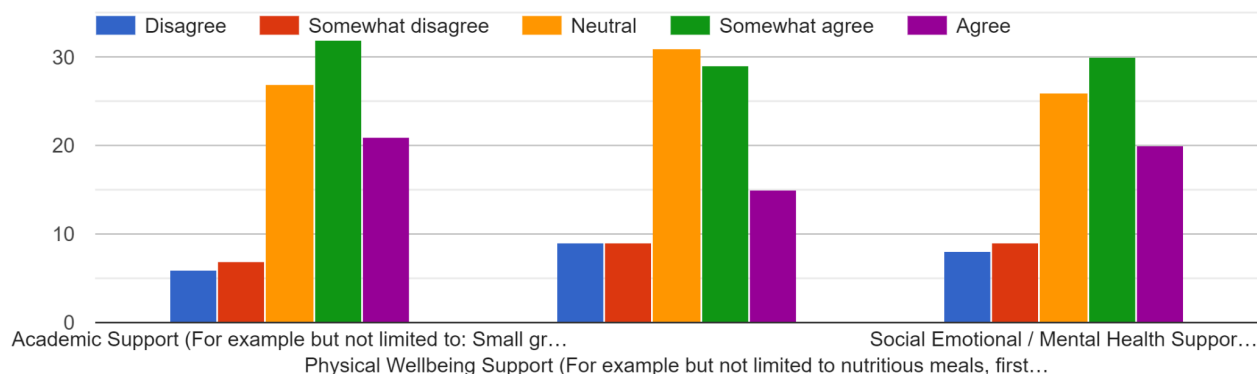
Based on the responses provided by students from Question 6 which asked them “From the above categories, what are some existing programs, services and supports that you find effective?” the top 5 themes for what Azusa High does a great job of providing are:

- Well-being Center: The well-being center is frequently mentioned as effective and helpful for students, providing support for mental health, counseling, and a safe space.
- Academic Support: Various forms of academic support, including tutoring, after-school study sessions, and teacher assistance, are acknowledged as effective in helping students with their education.
- Community Circles: Community circles are mentioned as a positive program for students to share their thoughts, emotions, and experiences without judgment.
- Think Together: The Think Together program, which includes tutoring and support after school, is recognized as effective for academic assistance.
- Physical Well-being: Programs related to physical well-being, such as nutritious meals, sports, and PE, are appreciated for contributing to students' overall health.

These themes reflect the students' perspectives on the aspects of Azusa High that they find valuable and supportive.

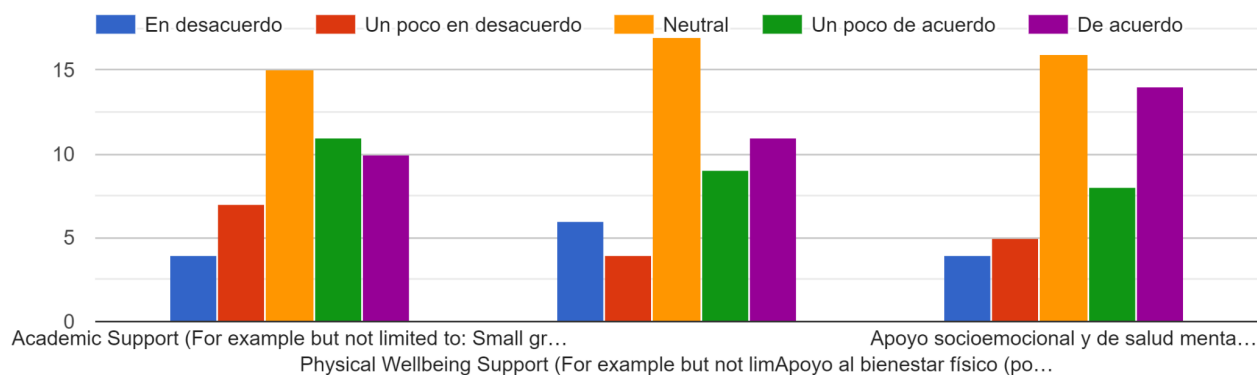
English Question 7:

Azusa High School needs to improve:



Spanish Question 7:

La Escuela Preparatoria Azusa necesita mejorar:



Based on the responses provided for Question 8, which was, "From the above categories, what are some programs, services and supports that you would like to see improved and/or added at AHS?," the top 5 themes for improvement and additions at Azusa High School are:

Mental Health Support:

- Students express a need for more mental health support, including access to therapists on campus, well-being centers, daily check-ins, and workshops. They

also mention the importance of advertising and promoting mental health resources.

Physical Well-being:

- Students highlight concerns about restroom accessibility, nutritious meals, and overall physical well-being. Suggestions include more open restrooms, improved lunch options, and nutritional breaks.

Academic Support:

- Some students mention the need for improved academic support, including better tutoring programs, teacher-student connections, and promotion of existing academic resources. They also express a desire for more personalized help and understanding from teachers. Several students indicated that they would like to have more electives, especially a cooking class.

Social Emotional Support:

- Students emphasize the importance of social and emotional support, including community circles, positive adult relationships, and programs that address stress and emotional well-being. Suggestions include improvements in community circle topics and making emotional support resources more visible. One student remarked, “I don’t think the school realizes how many students struggle with mental health problems”

Program Promotion and Outreach:

- There is a common theme of wanting better promotion and outreach for existing programs and services. Students suggest that programs should be more actively promoted, advertised, and accessible to students, with a focus on reaching out to students rather than having students seek help.


It's clear that students at Azusa High School are seeking improvements in various aspects of their school experience, with a strong emphasis on mental health, physical well-being, academic support, and better promotion of existing programs.

Summary of responses from Questions 9-10

Question 9 asked, “Currently, what after school or during school programs, field trips and/or activities at Azusa High School have helped you do well in school?” Based on the responses provided, the five main themes regarding the programs, field trips, and activities at Azusa High School that have helped students do well in school are:

Tutoring:

- Many students mentioned after-school tutoring provided by teachers as a helpful resource. One student said, “I think Math tutoring has helped.” Students whose primary language is Spanish mentioned Math and Paper tutoring and ELD support.



Sports and Physical Activities:

- Participation in sports such as soccer, volleyball, basketball, baseball, wrestling, and cheerleading has been highlighted as a factor in keeping students motivated and focused on maintaining good grades. A student noted, “Sports like football have done excellent at keeping me in shape, being a lot of fun and keeping my friends out of trouble.”

Academic Programs:

- Programs like AVID, Upward Bound, Early College Program (ECP), NAF Career Pathways, and STEM-related activities have been mentioned as beneficial in supporting academic success. One student said, “I think the ECP Program has helped me do well in school because I am learning things that I can apply in other classes. The Career Center has also helped me and guided me on what to do after high school.” Students whose first language is Spanish reported ELD and English support as important to their progress.

Community and Social Support:

- Programs like Think Together, Student Union, Community Circles, and various clubs have been mentioned for providing a sense of community, support, and motivation. One survey said, “Think Together is really helpful and they offer a lot of activities and tutoring help.” Students whose first language is Spanish expressed gratitude for the support provided by their teachers.

Field Trips:

- Visits to colleges, museums, and other educational institutions have been recognized as valuable experiences that help students gain insights into career options and motivate them to do well in school. One student reported, “The GCU field trip was very eye opening and allowed me to really figure out what it is I wanted to do after high school.”

It's worth noting that some students mentioned specific teachers, classes, or initiatives within the school that have personally helped them succeed academically. Overall, a combination of academic support, extracurricular activities, and community engagement seems to contribute to students' success at Azusa High School.

In Question 10, students were asked, “In the future, what after school or during school programs, field trips, and/or activities do you wish Azusa High School had in order to help you do well in school?” Based on the responses provided, here are the top five themes for desired after-school or during-school programs, field trips, and activities at Azusa High School:

More Diverse and Engaging Field Trips:

- Students express a strong desire for a variety of field trips, including those related to specific subjects (such as Latino studies, history, science museums)

and general fun trips (like Six Flags). They believe that field trips help them engage with subjects and provide a break from the regular school environment. One student said, "More trips for education, social and for breathers."

Enhanced Career Pathway Programs:

- Students wish for more opportunities to explore different career paths, including visits to companies, trade schools, and more career-focused field trips. They express interest in programs related to specific career fields, such as business, medical internships, and automotive classes. One student remarked, "More career based trips offered to all grade levels would really help students find their passion quicker and help them out in the long run because they will have a goal."

Increased Academic Support:

- Many students emphasize the need for additional academic support, including more tutoring options, study hall for everyone, study groups, and longer math tutoring sessions. They also express a desire for programs that help with homework, offer study help, and focus on improving grades. For example, one student asked for "college class tutors for those taking the early college program."

Expansion of AVID and College-Related Activities:

- Several students mention their interest in joining AVID and express a desire for more AVID field trips. They also wish for more college-related activities, including college tours and presentations for all grade levels. One student said, "I think college field trips would help me find a good college to get into."

Focus on Mental Health and Well-being:

- Students emphasize the importance of mental health activities, stress relief, and breaks. They suggest activities like beach trips, amusement park visits, and relaxation-oriented field trips. Some also mention the need for mental health check/awareness programs. One student shared, "I wish they had a fun field trip to relieve stress."

These themes highlight the students' interest in a well-rounded educational experience that includes diverse field trips, career exploration, academic support, college preparation, and attention to mental health and well-being. Implementing programs and activities aligned with these themes may contribute to a more enriching and supportive high school experience for Azusa High School students.

Summary of responses from Questions 11-12

Question 11 asked, "What makes you feel like you belong at Azusa High School?" Based on the responses from Azusa High School students, the top five themes for what makes them feel like they belong at the school are:

Friends:

- Many students mentioned the importance of their friends in making them feel like they belong at Azusa High School. Friendships provided support, camaraderie, and a sense of connection. A student remarked, "What makes me feel like I belong at AHS is my friends."

Teachers and Staff:

- Several students expressed that the teachers and staff at Azusa High School contribute to their sense of belonging. Supportive and caring educators were highlighted as crucial to creating a positive school environment. One student said, "There's a lot of people who are nice and friendly and help me when needed."

Involvement in Activities:

- Participation in sports, clubs, and extracurricular activities emerged as a common theme. Students felt a sense of belonging when engaged in various programs and events offered by the school. A student shared, "Pageantry team has made me feel as though I belong at Azusa."

Community and Environment:

- The overall school environment, community activities, and the sense of togetherness during rallies and events were mentioned by students as factors that contribute to their feeling of belonging. One student remarked, "The 'good mornings' they tell us once we walk in for school." A student said, "All the clubs I am in make me feel part of the school and that I belong."

Being a Student:


- Some students mentioned that the fact of being a student at Azusa High School, attending classes, and participating in school life made them feel like they belong.

It's important to note that while many students mentioned positive aspects, there were also a few who expressed challenges or did not feel a strong sense of belonging. Understanding these themes can help our school enhance the elements that foster a positive and inclusive school culture.

Question 12 asked, "In the future, what would make you feel like you belong at Azusa High School?" Based on the responses from Azusa High School students, the top five themes related to feeling like they belong at Azusa High School are:

Supportive Environment:

- Students expressed the desire for a supportive and caring environment, with an emphasis on mental health over grades. The importance of friends, supportive teachers, and a peaceful learning environment were highlighted. A student shared that they would feel like they belonged if they had, "less prejudice and discrimination." Another student asked for, "Mas actividades con respecto a la comunidad Hispana."



Community and School Spirit:

- Community support, helpfulness, and a positive community climate were mentioned. The significance of school spirit, events, and participation in school activities to foster a sense of belonging. A student remarked that they would feel like they belonged if they were, “being communicated to casually and personally, being supported equally.”

Involvement in Activities:

- Participation in extracurricular activities such as sports, clubs, field trips, and events was seen as a way to feel more connected. The desire for more diverse and engaging activities to bring students together. One student shared that they would feel like they belong, “If there was a dance like hip hop from last year in Gladstone or a theater.”

Teacher and Staff Relationship:

- Building positive relationships with teachers, feeling heard, and having supportive educators were crucial for students. The importance of teachers being more approachable, supportive, and understanding. A student said that they would feel like they belonged if they had, “more sympathy and participation from counselors and teachers.”

Graduation and Future Plans:

- Graduation ceremonies, recognition, and the anticipation of future plans after high school were mentioned. The idea of feeling a sense of belonging by achieving academic success and graduating. One student believes that they will feel like they belong if they, “Poder graduarse de Azusa High School.”

It's clear that students value a holistic approach to their high school experience, encompassing mental health, community support, involvement in activities, positive teacher-student relationships, and a sense of accomplishment in their academic journey.


Summary of responses from Question 13

Finally, students were asked to share any additional comments or feedback. Based on the responses, here are four main themes:

Various Concerns about School Policies:

- Issues mentioned include dress code disparities between genders, opposition to detention for arriving late to the first period, disagreement with the presence of police on campus, and dissatisfaction with tardy sweeps. One student stated, “I feel the dress code is imposed on female or female identifying students is too strict.” Another said, “I disagree with the dress code. It is not fair to girls that we have a stricter dress code than the guys.”

Feedback on Campus Environment:

- 
- Comments on the quality of the school environment, including concerns about safety, suggestions to improve certain areas like water fountain filtering, and a desire for more places to hang out. One student shared that, “seeing the campus being painted and renovated is a good step in the right direction.” Another student shared, “Deberian de mejorar la seguridad y reducir el uso de drogas en los banos.”

Requests for Additional Support and Resources:

- Students expressed a need for more support in dealing with stress, requests for additional funding for girls' soccer and music, and a desire for more variety in classes that are practical for real-life situations. A student reported, “The district doesn’t work hard enough to help the students thrive.”

Mixed Feelings and Individual Opinions:

- While some students expressed positive sentiments about the school, there were varying opinions on different aspects of the school, including teachers, programs, and the overall experience. One student stated, “Most teachers here do a good job being open and trying to get to know all the students; there are some that come here and make it seem like they don’t care about the students or their job at all.”

These themes cover a range of aspects, including academic concerns, school policies, campus environment, resource allocation, and individual experiences.

Staff Responses

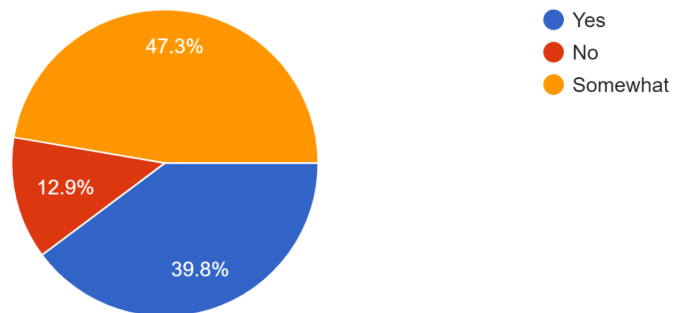
140 Total Staff 93 Completions	66% Completion Rate
Method	<ul style="list-style-type: none">• Google Form links sent to staff emails• Time provided for Certificated at December 6, 2023 staff meeting• \$25.00 Shell Gas Cards offered as motivation through raffles• Reminders sent through emails and Principal's bulletin• Announcement made at holiday party on December 20

Data and summary of responses from Questions 1-4

Responses to Question 1:

Do you feel your voice is heard and your opinion counts at Azusa High School?

93 responses



For Question 2, staff were asked to explain their answer from the question above. Based on the specific responses provided, the three common themes regarding whether staff members feel their voice is heard and their opinion counts at Azusa High School are:

Varied Perception of Administrative Responsiveness:

- Some staff members express satisfaction with the openness and responsiveness of the administration, noting positive responses when suggestions or concerns are brought forward.

- Others, however, report challenges in having their opinions considered, with instances of decisions being made without input or concerns being ignored or ridiculed.

Opportunities for Input and Collaboration:

- Many respondents mention a desire for more opportunities to express their opinions, share ideas, and collaborate with administrators and colleagues.
- Some note the existence of certain forums or committee meetings where opinions are heard, while others feel a lack of such platforms for meaningful dialogue.

Perceived Impact and Action:

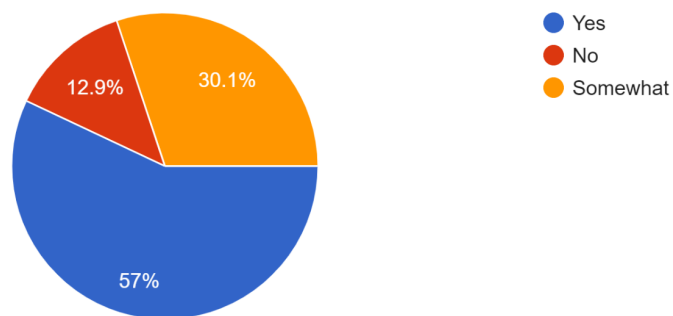
- The effectiveness of expressing opinions varies, with some staff members noting that their concerns are addressed and attended to, albeit with delays in implementation.
- Others express a sense of frustration, feeling that their opinions may not have a significant impact, or that decisions are sometimes made without adequate consideration.

These themes highlight a range of experiences among staff members, reflecting both positive and challenging aspects of communication and decision-making processes at Azusa High School. It suggests a need for improved communication channels, increased opportunities for collaboration, and a more consistent and responsive approach to staff concerns.

Responses to Question 3:

Do you feel comfortable (safe) sharing your ideas at Azusa High School?

93 responses



For Question 4, staff were asked to explain their answer to the question above. Based on the specific responses provided regarding the comfort and safety of sharing ideas at Azusa High School, three common themes emerge:

Mixed Perceptions of Openness and Acceptance:

- Staff members express varying perceptions of the openness to new ideas at Azusa High School. Some feel comfortable and safe sharing their thoughts, believing that the school is generally welcoming to different perspectives.
- However, there are contrasting views, with instances of staff feeling that certain ideas may be frowned upon, discounted, or ignored. There's also a mention of an "inner circle" that seems to have more influence.

Concerns About Judgment and Repercussions:

- A notable theme is the apprehension or fear of potential negative consequences for sharing ideas, especially if opinions are not popular or do not align with the prevailing views. Some staff members mention a reluctance to speak up due to concerns about being ignored or facing criticism.
- The perception that certain opinions may be discounted as "the way we've always done things" or that changes might go nowhere contributes to a hesitancy in sharing ideas.

Desire for Inclusivity and Communication:

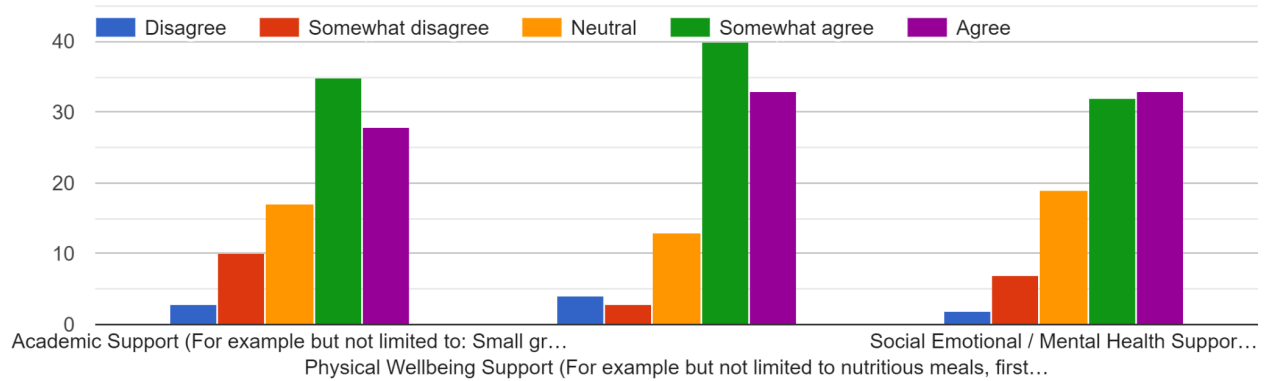
- Several respondents express a desire for more inclusive and open communication among staff, emphasizing the need for a collaborative environment where ideas are respected, valued, and considered, regardless of the source.
- The importance of creating forums or opportunities for sharing ideas, both within departments and across the entire staff, is highlighted. Some feel comfortable in certain settings, such as weekly meetings with administrators, while others express a lack of time or space for such interactions.

These themes collectively indicate a diverse range of experiences and perspectives regarding the comfort of sharing ideas at Azusa High School. Improving the inclusivity of the school environment, addressing concerns about judgment, and providing more opportunities for open communication may contribute to fostering a positive culture of idea-sharing among staff members.

Data and summary of responses from Questions 5-8

Responses to Question 5:

Azusa High School does a great job of providing:



For Question 6, staff were asked to elaborate on their responses from Question 5. From the specific responses regarding existing programs, services, and supports that staff find effective at Azusa High School, three main themes can be identified:

Positive Recognition for Mental Health and Wellbeing Services:

- The Wellness Center, mental health counseling services (APU Counseling, Think Together, community circles), and other social-emotional supports are widely acknowledged as effective.
- Staff members appreciate the focus on mental health, intervention, and well-being, recognizing the importance of addressing students' social-emotional needs alongside academic support.

Appreciation for Academic Support Services:

- Academic support services such as tutoring, intervention, community circles, and teacher-led initiatives receive positive feedback.
- Specific mention is made of the effectiveness of programs like Think Together, math tutoring, and intervention in providing one-on-one help, support, and differentiated instruction for students.

Call for Improved Communication and Coordination:

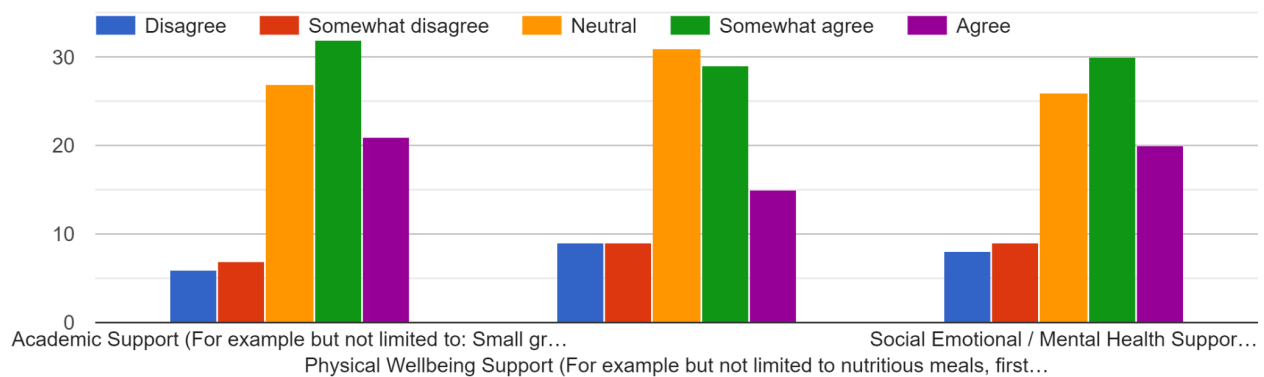
- Some responses express a desire for better coordination and understanding of the various programs in place. Staff members suggest the development of a program overview handbook or clearer communication to ensure a unified approach.
- Collaboration among colleagues, community circles, and the Diversity and Inclusion Committee are highlighted as positive aspects, but there is an

acknowledgment of the need for greater unity and understanding of existing programs.

These themes collectively indicate that staff at Azusa High School value the comprehensive approach to student support, encompassing both academic and mental health aspects. The positive recognition of these programs is paired with a call for improved communication and coordination to enhance the overall effectiveness of the support services.

Responses to Question 7:

Azusa High School needs to improve:



For Question 8, staff were asked to elaborate on their responses from Question 7. From the specific responses, the top three themes are:


Enhancement of Mental Health and Emotional Support Services:

- Staff members express a significant need for increased mental health support services, counseling resources, and training for protocols and risk assessments.
- There is a call for more focus on social-emotional learning (SEL) and opportunities for students to develop coping skills.

Academic Support and Tutoring Improvements:

- Several staff members emphasize the need for improved academic support, including more tutoring options in various subjects.
- Suggestions include making tutoring available immediately after school or embedded in the school day, better advertising of existing support services, and addressing challenges related to class size.

Communication, Coordination, and Awareness of Existing Programs:

- 
- A common theme is the desire for better communication, coordination, and awareness of the various programs already in place.
 - Some staff members express the need for clear expectations and procedures, improved advertising of existing support services, and a unified understanding of each program.

These themes collectively indicate a strong emphasis on the importance of enhancing mental health services, improving academic support, and fostering better communication and coordination among existing programs. Addressing these areas could contribute to a more supportive and effective learning environment for both students and staff at Azusa High School.

Summary of responses from Questions 9-10

For Question 9, staff were asked, “Currently, what after school or during school programs, field trips and/or activities at Azusa High School have helped students do well in school?” From the responses, the three main themes are:

Think Together and Academic Support:

- Think Together is consistently mentioned as a program that has been helpful for students.
- Tutoring and academic support from success coaches, math teachers, and other resources are highlighted as beneficial for student success.

Sports and Extracurricular Activities:

- Participation in sports, including athletics, band, clubs, and other extracurricular activities, is emphasized as a positive influence on students' academic performance.
- Community circles, field trips, and vocational trips related to various pathways are also mentioned as programs contributing to a sense of pride and connection.

College and Career-Related Experiences:

- College visits, field trips to colleges, and vocational trips to industries such as solar companies are recognized as valuable experiences for students.
- Programs like AVID field trips and pathways in medical, STEM, and vocational areas are mentioned for their positive impact.

These themes collectively highlight the importance of a holistic approach to student success, including academic support, involvement in sports and extracurricular activities, and exposure to college and career opportunities. Programs that foster a sense of belonging, pride, and engagement appear to contribute significantly to students' overall well-being and academic achievement.

For Question 10, staff were asked, “In the future, what after school or during school programs, field trips and/or activities do you wish Azusa High School had in order to help students do well in school. From the responses, the top three themes are:

Expanded Educational Experiences through Field Trips:

- Many staff members express a desire for more diverse and expansive field trips, including visits to universities, historical museums, places like NASA, and local community sites.
- The focus is on providing students with real-world experiences and exposure to various career paths to broaden their perspectives.

Increased Vocational and Skill-Based Programs:

- There is a strong emphasis on introducing vocational courses, including cosmetology, carpentry, and plumbing, to cater to students interested in practical skills and trades.
- Suggestions include inviting community members to discuss various job opportunities and organizing courses related to time management and essential life skills.

Enhanced Academic Support and Enrichment:

- There is a call for additional academic support programs, including tutorial periods during school hours and credit recovery options.
- Many staff members express the need for programs focusing on improving study habits, time management, and organizational skills among students.
- Suggestions for more college visits, exposure to professionals, and support for higher education and career planning are prevalent.

These themes collectively underscore the importance of providing well-rounded educational experiences for students, encompassing academic support, vocational training, and exposure to diverse fields through enriching field trips. The staff's aspirations reflect a commitment to preparing students for both academic success and a well-rounded understanding of future opportunities.

Summary of responses from Questions 11-12

For Question 11, staff were asked, “Currently, as a staff member, what makes you feel like you belong at Azusa High School?” From the responses regarding what makes staff members feel like they belong, the top three themes are:

Positive Relationships and Community:

- Many staff members express a sense of belonging through positive relationships with colleagues. Friendships, camaraderie, and the feeling of being part of a team contribute significantly.

- Community-building activities, such as staff get-togethers, team-building events, and a family feel on the East Campus, enhance the sense of belonging.

Support and Recognition:

- Feeling supported by colleagues and administration, as well as having opportunities for validation and recognition, plays a crucial role in fostering a sense of belonging.
- Positive interactions, warm welcomes, and respect from both staff and administration contribute to the overall feeling of being valued.

Engagement and Involvement:

- Active participation in committees, decision-making processes, and various school activities is highlighted as a factor in feeling like a valued member of the school community.
- Opportunities to contribute to the school's culture, such as coaching sports, involvement in student activities, and participation in community circles, contribute to a sense of belonging.

These themes collectively emphasize the importance of positive relationships, support, recognition, and active engagement in creating a sense of belonging for staff members at Azusa High School. The staff's connection to each other, the school community, and the recognition of their contributions contribute significantly to their overall sense of belonging.

Some staff responded negatively to this question. The top three themes include:

Lack of Unity and Camaraderie:

- Several staff members express concerns about the absence of camaraderie and unity, particularly mentioning a perceived lack of team spirit. The impact of the merger is noted, with some feeling that the unity they previously experienced has diminished.

Forced Move and Disconnection:

- The theme of the forced move due to the merger emerges as a significant factor negatively affecting the sense of belonging. Some staff members feel disconnected and find it challenging to feel a sense of belonging when the move was not voluntary.

Limited Sense of Community:

- Some staff members express a feeling of not being part of a broader community within the school. The absence of a shared sense of belonging, especially when compared to the East Campus, is noted. This lack of a cohesive community is highlighted as a challenge to feeling connected.

These themes collectively highlight concerns related to the perceived lack of unity, the impact of a forced move on the sense of belonging, and the challenge of fostering a broader community

within the school. Addressing these issues may contribute to a more positive and inclusive school culture.

For Question 12, staff were asked, “In the future, as a staff member, what would help make you feel like you belong at Azusa High School?” Based on the responses, the top three themes for what would help staff members feel like they belong are:

Increased Communication and Collaboration:

- Many responses emphasize the need for more staff meetings, open and honest communication about various situations, and increased opportunities for collaboration. Staff members express a desire for better interaction, shared planning time, and more chances to connect with colleagues from different departments.

Unity and a Sense of Community:

- A recurrent theme is the desire for a more unified and collaborative environment. Staff members express a need for a collective spirit, a sense of togetherness, and efforts to reduce competition among staff. Building a stronger sense of community through social activities, shared planning, and creating opportunities for staff to get to know each other is highlighted.

Recognition and Support:


- Staff members express a desire for recognition, acknowledgment, and professional courtesy. Feeling valued for their hard work, having their concerns addressed, and having recommendations considered contribute to a positive sense of belonging. Supportive actions from administration and colleagues, as well as more social events and opportunities for interaction, are mentioned as crucial factors.

These themes collectively suggest that fostering a culture of communication, collaboration, unity, and recognition will contribute significantly to enhancing the sense of belonging among staff members at Azusa High School.

Summary of responses from Questions 13

Finally, staff were asked to share any additional comments or feedback to help us understand our assets and needs at Azusa High School. Based on the responses, the top 8 themes for additional comments or feedback to understand the assets or needs at Azusa High School are:

Communication and Unity:

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- Open communication, unity among staff, and the need for more team-building activities are frequently mentioned. There's an emphasis on addressing communication gaps between different staff groups and promoting a more collaborative and united atmosphere.

Security and Student Discipline:

- Concerns about campus security and the need for more supervision, especially in open areas, are highlighted. Additionally, there's a call for a strong code of conduct and consistent discipline programs to address student behavior effectively.

Staff Morale and Well-Being:

- Many responses touch upon the importance of staff well-being, increased morale, and the need for administrative support. Staff members express a desire for administrators who care, listen, and actively contribute to building a positive work environment.

Community Building for Staff:

- The need for more community-building opportunities for staff, including regular meetings, icebreakers, and meet-and-greets, is emphasized. Creating a sense of community and fostering positive relationships among staff members is seen as crucial.

Physical Resources and Work Environment:

- Comments highlight the need for better facilities and resources for staff, including workstations with essential equipment for classified staff, areas for breaks, and adequate space for tasks like making booklets or class materials.

Student Programs and Engagement:

- Suggestions include the reintroduction of programs like SOAR for disengaged students, a focus on substance abuse education, and marketing initiatives to promote programs like ECP (Azusa East Community Partnership) more effectively.

Nature and Community Preservation:

- Some responses express a desire to preserve the natural beauty of Azusa and maintain a connection to nature. There's a call for efforts to retain the community's unique character and prevent it from becoming a bustling city.

Acknowledgment and Recognition:

- Recognition of individual efforts and acknowledgment of various staff members in emails are mentioned. There's a call for equal opportunities and support from administration, as well as appreciation for efforts made so far.

These themes collectively provide insights into the strengths and needs of Azusa High School, with a focus on fostering a positive and collaborative school culture, improving resources, and enhancing staff well-being.



Summary of Staff Listening Project

From the staff responses listed above, the three main themes are:

Communication and Unity:

- Many staff members emphasize the importance of open communication and unity among staff. There's a desire for a more collaborative and cohesive work environment where all staff members feel connected and supported. For example, one staff member shared, "I don't think that there are enough opportunities for feedback and suggestions. I also don't feel that connection with most of the staff to feel comfortable enough to even want to share my voice and trust I'll be heard."

Staff Morale and Well-Being:

- Staff morale, well-being, and a positive work environment are prominent themes. Comments highlight the need for support from administration, community-building activities, and efforts to boost overall staff morale. For example, one staff member stated, "I feel like I belong in my department, but not really part of the campus." Another staff member stated, "Nothing makes me feel like I belong here, other than the students."

Physical Resources and Work Environment:

- The need for adequate physical resources and a conducive work environment is also a common theme. Staff members express concerns about facilities, workstations, and spaces for breaks, emphasizing the importance of providing a comfortable and well-equipped workplace. One staff member stated, "Classified should have the space to take a break and work. Also, when I have to make booklets or class materials, there is no work station that offers everything (copy machine, cutter, staple, hole punch, and enough space to work on)."

These themes collectively underscore the significance of effective communication, staff well-being, and appropriate resources in creating a positive and unified culture at Azusa High School.