



# Azusa High School

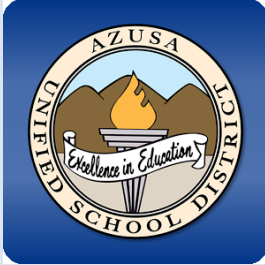
240 N. Cerritos Avenue • Azusa • 6268153401 • Grades 9-12

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<https://www.azusahighschool.net>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Azusa Unified School District

546 South Citrus Ave.  
Azusa, CA 91702  
(626) 967-6211  
[www.azusa.org](http://www.azusa.org)

#### District Governing Board

Jeri Bibles-Vogel, President

Gabriela Arellanes, Vice President

Adrian Greer, Clerk

Xilonin Cruz-Gonzalez

Yolanda Rodriguez-Pena

#### District Administration

Linda Kaminski  
**Superintendent**

Arturo Ortega  
**Interim Deputy Superintendent,  
Educational Services**

Marc Bommarito  
**Assistant Superintendent, Business  
Services**

Jorge Ronquillo  
**Assistant Superintendent, Human  
Resources**

### School Description

Azusa High School, built in 1956, is the oldest standing high school in the city. It's 39-acre campus serves 1,239 (2017-18) students at a 21:1 student-to-teacher ratio. Students are enrolled in a six-period day, with the option of taking a zero period or 7th period class. Azusa High School's student enrollment is slightly larger than the city's second high school, which has an enrollment of 1,218. The Azusa Unified School District is comprised of one early childhood education center, eight elementary schools, one K-8 school, three middle schools, two comprehensive high schools, and an alternative education center that contains a continuation high school and adult education center. Azusa High School operates on a traditional 180-day school year from August to June, offering 58-minute classes, Monday through Friday. The school day begins at 8:00 A.M. and ends at 2:50 P.M., with the exception of Wednesdays, which have been designated as Early Release days. This schedule allows teachers to attend a rotating schedule of department meetings, staff meetings, and Professional Learning Communities (PLC) during the remaining hour. The school schedules minimum days before long breaks and classes end at 12:35 P.M.

Azusa High School has adopted a Positive Behavior Interventions and Supports (PBIS) model in order to help students meet the School-Wide Learning Expectations of being Academic Critical Thinkers, Highly Effective Communicators, and Successful Citizens. The three behavioral expectations are that students learn to Be Safe, Respectful, and Responsible. Leadership at Azusa High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Coordinating with the principal is the Aztec Leadership Team, which meets monthly to focus on instructional topics. Teachers meet as grade-level teams to align instruction to state standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include English Learners Advisory Committee (ELAC) and School Site Council.

Our Vision is that every student will be college and career ready upon graduation from Azusa High School. Our Mission is to provide a 21st-century education that emphasizes critical thinking, effective communication, and respect for diversity and creativity in a safe and positive environment that is supported by collaborative community involvement in order to develop successful citizens that are college and career ready.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	306
Grade 10	308
Grade 11	291
Grade 12	291
Total Enrollment	1,196

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.9
Hispanic or Latino	93.2
White	2.9
Two or More Races	0.4
Socioeconomically Disadvantaged	83.8
English Learners	20.5
Students with Disabilities	15
Foster Youth	0.5
Homeless	8.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Azusa High School	17-18	18-19	19-20
With Full Credential	61	60	60
Without Full Credential	2	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	432
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Azusa High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Mathematics</b></p>	<p>College Preparatory Math - Core Connections (2015)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Science</b></p>	<p>McGraw Hill Inspire - Earth, Physics, Biology, Chemistry (2019)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>History-Social Science</b></p>	<p>Mc Graw Hill Impact: Principals of Economy &amp; Principal of American Democracy World History Culture &amp; Geography: The Modern World US History &amp; Geography (2018)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p><b>Foreign Language</b></p>	<p>Vista Higher Learning - Descubre 1, 2, 3 (2016) Houghton Mifflin Harcourt - ¡Avacemos! Level 1, 2, 3 (2016) EM School - T'Esbranché? Level 1, 2, 3, 4 (2016)</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Azusa High School provides a safe, clean environment for students, and staff. Built in 1956, with modernizations made in 2005, the school sits on 39.4 acres. Facilities span 1,855,650 square feet and include a library, cafeteria, 52 permanent classrooms, eight portable classrooms, two computer labs, a gymnasium, 8 tennis courts, two baseball diamonds, a football field and a track field. The facility strongly supports teaching and learning through its ample classroom and recreation space, and two staff resource rooms. Azusa High recently had a remodel of the front entrance of the school to welcome the community and the students.

A scheduled maintenance program is administered by Azusa Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication 100% of the restrooms were fully functional.

During the day and in the evenings, six custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: 04-03-15

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	52	39	40	50	50
Math	31	31	28	31	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	22.2	26.7	18.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	278	267	96.04	52.43
Male	145	138	95.17	45.65
Female	133	129	96.99	59.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	260	251	96.54	50.20
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	223	95.71	50.22
English Learners	71	62	87.32	19.35
Students with Disabilities	37	36	97.30	8.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	29	23	79.31	20.69

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	272	98.19	31.00
Male	144	141	97.92	30.00
Female	133	131	98.50	32.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	259	256	98.84	29.02
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	228	98.28	30.84
English Learners	71	69	97.18	5.88
Students with Disabilities	37	36	97.30	0.00
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	29	27	93.10	6.90

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members are very supportive of the educational program at Azusa High School. Parents and the community participate in Back-to-School Night, Aztec Expo, Band Boosters, Athletic Boosters, and Drama Boosters. Azusa High School enjoys many partnerships in the community and generous donations. These partnerships include Azusa Pacific University, Vulcan Materials, Seidner Collision Centers, Foothill Federal Credit Union, Citrus College, and Northrop Grumman.

Community Learning Meetings at Azusa High include: Azusa High ESL Classes, Families in Schools, Parent Meeting Participation, Email and AERIES set up. Further, there are committees that they can become involved in: School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and District Parent Advisory Committee Plus (PAC+).

The Parent and Community Center, established in 2013, is open every school day and provides information and support for both English and Spanish-speaking parents. On Thursdays, the Parent and Community Center hosts Café Azteca, which features guest speakers on a variety of school and district related topics of interest. The Parent and Community Center also provides workshops for parents on subjects such as transitioning from middle school to high school, and preparing for college. Parents may also access school computers to check the AERIES grade portal, meet with school personnel, participate in campus tours, and elicit other information pertinent to their child's education.

As part of Azusa High School's effort to continually involve parents in all aspects of their children's education, parent groups conduct pre-arranged classroom observations, beginning in the 2017-2018 school year. These observations occur once a month, by department, with the intent to have parent groups visit classrooms from each department by the year's end. During observations, parents have the opportunity to familiarize themselves with the curriculum, witness a typical day of instruction for their student, and understand how to better support their child in the subject.

Additionally, parents are involved with:  
 Positive Behavior Interventions and Supports (PBIS)  
 Parent and Community Center Classes  
 Band Boosters  
 Wrestling Boosters  
 Café Azteca  
 Parent University  
 Back-to-School Night  
 Aztec Expo  
 It Takes a Community (ITAC)  
 Fifth and Sixth Grade Parent Night  
 Monthly Parent Center Calendar  
 Drama Boosters  
 Cheer Boosters  
 Football Boosters  
 Softball Boosters  
 Classes of the 60s  
 Parent Class Visits  
 Evening Parent Meeting  
 College Fair  
 Unity Festival  
 Mecha: Day of the Dead  
 Report Card Night  
 Parent English Classes  
 Eighth Grade Orientation  
 Monthly Positive Messages to Staff Members

**State Priority: School Climate**

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

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

**School Safety Plan**

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

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.9	3.0
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	3.8	3.0
Expulsions Rate	0.0	0.0	0.0



Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	299.0

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

##### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	35	19	17	18	44	23	15	18	41	23	14
Mathematics	22	6	6	2	23	22	17	14	19	32	13	13
Science	24	15	13	14	24	16	9	15	22	18	7	13
Social Science	27	9	13	18	24	16	7	19	23	19	8	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	45	45	42

For 2017-20 Azusa High School has focused primarily on supporting staff around engaging strategies (Complex -Think- Pair- Share, Padlet, Kahoot), ELA Collections, CPM Math, all under the umbrella of the Professional Learning Communities and making instructional decisions based on student data. Two days were 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 ensure 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. For staff meetings on Wednesday Early release days, there is 1 Department Meeting, 1 Faculty Meeting, 1 PLC meeting, and 1 Planning day for 2019-20. In 2017-18 and 2018-19, the staff meetings were divided up as 1 Department Meeting, 1 Faculty Meeting, and 2 PLC Meetings and there were more opportunities for training and data discussions.

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

Professional Learning Communities yearly conference attendance workshop.

Professional Learning Community training for data driven instruction with department chairs and lead teachers.

ACES strategy in responding to paragraphs (A- analyze the question, C- cite evidence, E- explain the evidence, S- support the evidence). ACES training by Azusa High teachers to all Azusa teachers.

AVID notes taking strategy (2 column, 3 column, Cornell notes) AVID notes taking training set up by Azusa High teachers.

ALICE safety training for teachers by Azusa high teachers.

ICA (practice SBAC) testing and calibration training for data driven instruction.

CALLI training for multiple subjects.

Google Classroom training for teachers set up by Azusa High teachers.

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.

Sheltered Instruction Observation Protocol (SIOP).

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content specific programming on full and partial days as well as early student release day opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last three years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2020, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels, and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,541	\$49,084
Mid-Range Teacher Salary	\$75,981	\$76,091
Highest Teacher Salary	\$97,768	\$95,728
Average Principal Salary (ES)	\$116,390	\$118,990
Average Principal Salary (MS)	\$126,700	\$125,674
Average Principal Salary (HS)	\$139,662	\$137,589
Superintendent Salary	\$232,455	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,398	\$1,126	\$5,271	\$72,338
District	N/A	N/A	\$5,489	\$84,887.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.1	-14.4
School Site/ State	-33.2	-5.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

At Azusa High School we align our resources to the needs of our students. Services that are funded at the school site include academic tutoring, intervention courses embedded during the school day in English and Math, Resource Specialists, a parent/community liaison, an online provider for academic support, and access to Chromebook Carts in all English, math, social studies, and some science and world languages classes.

In order to support our students who are struggling academically, including English learners and students with IEPs, Azusa High Chromebook carts are kept in math, English, social studies, and some science and world language classrooms. Math tutoring is available through after school tutoring with teachers and during the school day via APU Azusa Calculates. Tutoring is also available in all subjects via Think Together before school and after school and also via APU Upward Bound after school tutoring. Students that come in for after school tutoring have access to a computer cart to receive support from the teacher and/or access online support through Khan Academy or Mathtv.com or other websites. These websites may have translating services for our non-English speaking students and students that need to see the math material in a different manner.

At this time, tutoring hours are funded through LCFF Base. Azusa High seeks to grow access to computers and Chromebooks in our tutoring programs, in particular for students needing additional math support. Technology access allows students that participate in tutoring to also access online courses, such as APEX classes without having to go to another room for support in math. Finally, accessing additional technology resources, such as computers and Chromebooks, after school supports our struggling students in being better prepared for SBAC math as the exam is taken online and students must know how to use the Desmos online calculator.

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF), California provides Base funding to support achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, and foster youth. The district receives additional funding from federal categorical, special education, and support programs to support students at all schools. In addition, the district receives some grant funding from state, federal, and other non-government sources. Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support
- Support for English learners and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Azusa High School	2015-16	2016-17	2017-18
Dropout Rate	3.6	3.2	2.8
Graduation Rate	90.7	93.3	90.8

Rate for Azusa Unified School District	2015-16	2016-17	2017-18
Dropout Rate	6.3	5.4	6.1
Graduation Rate	89.7	88.2	89.7

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	373
% of pupils completing a CTE program and earning a high school diploma	3.75
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10

### Career Technical Education Programs

Azusa High School is the recipient of a Career Technical Education Incentive Grant and a Specialized Secondary Program grant. In addition to district LCFF and general funds, these funds are committed to enhance and expand career technical education programs with the expectation that students will graduate college and career ready with recognized certifications and/or transferable college credit leading to a baccalaureate degree. The district Director of College and Career Pathways supervises and supports the high school programs.

In collaboration with the National Academy Foundation (NAF) and the Regional Occupation Program (ROP), Azusa High School offers four career pathways in Engineering Design, Computer Science and Software Systems, Automotive Technology and Hybrid/Electric Vehicle Design and Public Services that are integrated with core academic courses to provide academic assistance and career relevance. Complete Programs of Study, including the course sequence leading to certification and post-secondary opportunities are available on the school's website. Key business partners and community members, including Northrop Grumman, City of Hope, the Chamber of Commerce and the San Gabriel Valley Economic Partnership provide advice and direction to ensure that the curriculum, instruction, materials, and resources are relevant and current.

The counseling staff, including four academic counselors, an Assistant Principal, and a career specialist provide group and individual guidance using the Naviance college and career portfolio that includes interest inventories, personality profiles, and college and career search tools. Students with special needs are provided additional assistance to ensure access and academic success. Students' course selections are guided by their interests and post-high school goals and plans.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents. All Azusa Unified School District schools provide students with on-site internet access.

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	96.66
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	42.91

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	3	N/A
Social Science	8	N/A
All courses	23	24

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.