



Azusa High School

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

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<https://www.azusa.org/Domain/21>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Azusa Unified School District

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Educational Services

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School Description

Azusa High School, built in 1956, is the oldest standing high school in the city. It's 39-acre campus serves 1,100 (2020-21) students. 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 1,000. 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	254
Grade 10	301
Grade 11	248
Grade 12	291
Total Enrollment	1,094

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	1
Hispanic or Latino	93.3
White	2.7
Two or More Races	0.4
Socioeconomically Disadvantaged	84.2
English Learners	18.9
Students with Disabilities	15.8
Foster Youth	0.6
Homeless	4.3

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	18-19	19-20	20-21
With Full Credential	60	60	55
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Azusa Unified School	18-19	19-20	20-21
With Full Credential	♦	♦	392
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Azusa High School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	College Preparatory Math - Core Connections (2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	McGraw Hill Inspire - Earth, Physics, Biology, Chemistry (2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Mc Graw Hill Impact: Principals of Economy & Principal of American Democracy World History Culture & Geography: The Modern World US History & Geography (2018) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10-14-20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	40	N/A	50	N/A
Math	31	N/A	31	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	9	N/A	16	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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. During virtual learning, Azusa High with the support of our community liaison and our Community Schools Educational Community Worker from LACOE, have continued virtual meetings with our community with two virtual Cafe Aztec meetings (one in English, one in Spanish) that have resulted in more attendance than in person meetings.

Azusa High School enjoys many partnerships in the community and some donations. These partnerships include Azusa Pacific University, Vulcan Materials, Seidner Collision Centers, Foothill Federal Credit Union, Citrus College, LACOE Communities in Schools, 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. During Virtual Learning, classroom observations have not continued.

The Community Liaison and LACOE Community Schools Educational Community Worker have also developed internal goals to see improved parent attendance and a improved programs presented to parents. Also, there has been a monthly email for the community from the Parent Center: <https://conta.cc/3a5Xhkt> along with a bi-weely email from administration to the community: <https://conta.cc/2WNELp9>

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 (School Year 2020-2021)

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 Azusa High Emergency Plan (Safety Plan) is approved and edited (if necessary) on a yearly basis by School Site Council. This is the most updated plan: <https://docs.google.com/document/d/134nZ5pyyQmyLa90TIrwbIHbmdFCPrz9ugjh9U00Cj0/edit>

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	3.0	3.8	3.0	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.8	1.5	2.5
Expulsions	0.1	0.02	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	273.5

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4
Speech/Language/Hearing Specialist	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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English	18	44	23	15	18	41	23	14	16	56	18	9
Mathematics	23	22	17	14	19	32	13	13	20	31	12	14
Science	24	16	9	15	22	18	7	13	19	22	18	3
Social Science	24	16	7	19	23	19	8	18	19	27	10	13

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	45	42	51

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, Social Studies and Science textbook adoption training, 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. For 2019-2020, the staff meetings were divided up as 1 Department Meeting, 1 Faculty Meeting, 1 PLC Meeting, and 1 Teacher Prep planning. For the 2020-2021 school year, the Distance Learning schedule was changed to a weekly Monday Meeting which consists of 1 Department Meeting, 1 Faculty Meeting, 1 PLC Meeting, and 1 Teacher Prep planning.

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 from CAASPP.

CALLI training for multiple subjects around Think-Pair- Share strategies.

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.

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.

Science training for Science and Mathematics.

ELD Academic Language Sentence Frames training by AUSD TOSA

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.

UCLA Trauma Informed Care PD.

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).

Distance Learning Technology Training of school applications during 2020 and 2021: Jamboard, EdPuzzle, Google Classroom, Kahoot.it, FlipGrid, Mentimeter, Google Meet, Google Enterprise, Virtual Notebooks, PearDeck, Hapara, Self-Care Meditation, Gizmo Virtual Labs for Science).

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 2021, 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,778	\$49,782
Mid-Range Teacher Salary	\$80,518	\$76,851
Highest Teacher Salary	\$100,115	\$97,722
Average Principal Salary (ES)	\$121,502	\$121,304
Average Principal Salary (MS)	\$130,013	\$128,629
Average Principal Salary (HS)	\$137,863	\$141,235
Superintendent Salary	\$238,033	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 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	\$87,388
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.1	-18.8
School Site/ State	-38.1	-9.1

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

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
- ROP
- Career Technical Education
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Azusa High School	2016-17	2017-18	2018-19
Dropout Rate	3.2	2.8	2.9
Graduation Rate	93.3	90.8	92.1

Rate for Azusa Unified School District	2016-17	2017-18	2018-19
Dropout Rate	5.4	6.1	5.3
Graduation Rate	88.2	89.7	90.6

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	400
% of pupils completing a CTE program and earning a high school diploma	58.7

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	96.34
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	28.4

2019-20 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		N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	6	N/A
All courses	17	21

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

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.