

# Azusa High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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.

#### 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.

## 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.

## 2022-23 School Contact Information

<b>School Name</b>	Azusa High School
<b>Street</b>	240 N. Cerritos Avenue
<b>City, State, Zip</b>	Azusa
<b>Phone Number</b>	626-815-3400
<b>Principal</b>	Gabriel Fernandez
<b>Email Address</b>	<a href="mailto:gfernandez@azusa.org">gfernandez@azusa.org</a>
<b>School Website</b>	<a href="http://ahs.azusa.org/">http://ahs.azusa.org/</a>
<b>County-District-School (CDS) Code</b>	19642791930528

## 2022-23 District Contact Information

<b>District Name</b>	Azusa Unified School District
<b>Phone Number</b>	(626) 967-6211
<b>Superintendent</b>	Arturo Ortega
<b>Email Address</b>	<a href="mailto:aortega@azusa.org">aortega@azusa.org</a>
<b>District Website Address</b>	<a href="http://www.azusa.org">www.azusa.org</a>

## 2022-23 School Overview

Azusa High School, built in 1956, is the oldest standing high school in the city. It's 39-acre campus serves 1170 (2022-23) 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 the largest in the District. Azusa High School is an International Baccalaureate Diploma Program School and has developed the DP program over the last 5 years. Students are provided an opportunity to participate in 6 CTE Pathways that lead to internships and appropriate industry certification by graduation. Students at Azusa High School can choose from French, Spanish and American Sign Language. Additionally, students have the opportunity to take electives, honors, and Advanced Placement courses in a range of disciplines during and after the school day. Students with special needs are served with special education program that meets the needs of Life Skills, Visually Impaired and mild to moderate disabilities.

Beyond the school day, Azusa High School offers a comprehensive athletic program with a wide variety of sports to choose from for fall, winter, and spring season. Azusa High School provides a music and arts program that gives students the opportunity to develop artistic talent and nurture creativity. Azusa High School partners with Think Together to provide a wide range of after-school experiences and support for students and families.

## 2022-23 School Overview

Finally, Azusa High School is a beneficiary of a LACOE community schools grant that supports the needs of students and families. The Community Schools program operates a student thrift store where all items are free to students and families, employs interns to meet the mental health needs of students, and provides access to resources to families who have a range of economic and living needs that need help and support. AHS is proud of this collaboration and appreciates the family centered environment that is nurtured through this collaboration.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	262
Grade 10	300
Grade 11	214
Grade 12	259
<b>Total Enrollment</b>	<b>1,035</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	1.0
Filipino	0.8
Hispanic or Latino	93.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	3.0
English Learners	19.5
Foster Youth	1.3
Homeless	6.3
Migrant	0.0
Socioeconomically Disadvantaged	84.6
Students with Disabilities	19.7

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.60	83.78	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	4.61	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	4.50	11.10	3.23	12115.80	4.41
Unknown	3.80	7.12	11.20	3.25	18854.30	6.86
<b>Total Teaching Positions</b>	<b>54.40</b>	<b>100.00</b>	<b>346.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	1.50	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.50</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.40	
<b>Total Out-of-Field Teachers</b>	<b>2.40</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013)	Yes	0
<b>Mathematics</b>	College Preparatory Math - Core Connections (2015)	Yes	0
<b>Science</b>	McGraw Hill Inspire - Earth, Physics, Biology, Chemistry (2019)	Yes	0
<b>History-Social Science</b>	Mc Graw Hill Impact: Principals of Economy & Principal of American Democracy World History Culture & Geography: The Modern World US History & Geography (2018)	Yes	0
<b>Foreign Language</b>	Vista Higher Learning - Descubre 1, 2, 3 (2016) Houghton Mifflin Harcourt - ¡Avacemos! Level 1, 2, 3 (2016) EM School - T'es Branche? Level 1, 2, 3, 4 (2016)	Yes	0

## School Facility Conditions and Planned Improvements

Azusa Unified School District takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

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 School recently had a remodel of all the gates around the school to welcome the community and the students and to also keep our students safe.

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, five 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 and District leadership is aware of the facility needs and the lower ratings for Azusa High School. A strategic plan to address each area that falls below a "Good" rating is being developed and implemented.

**Year and month of the most recent FIT report** 06-17-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	
<b>Safety:</b> Fire Safety, Hazardous Materials			X	
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
			X



### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	56	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	28	N/A	23	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	203	189	93.10	6.90	55.56
<b>Female</b>	108	102	94.44	5.56	58.82
<b>Male</b>	95	87	91.58	8.42	51.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	185	172	92.97	7.03	54.07
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	34	29	85.29	14.71	10.34
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	20.00
<b>Military</b>	17	15	88.24	11.76	53.33
<b>Socioeconomically Disadvantaged</b>	183	170	92.90	7.10	54.71
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	25	78.13	21.87	16.00

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	203	187	92.12	7.88	27.81
<b>Female</b>	108	102	94.44	5.56	27.45
<b>Male</b>	95	85	89.47	10.53	28.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	185	169	91.35	8.65	26.63
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	34	30	88.24	11.76	10.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	26.67
<b>Military</b>	17	15	88.24	11.76	33.33
<b>Socioeconomically Disadvantaged</b>	183	167	91.26	8.74	26.95
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	25	78.13	21.87	4.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	18.73	NT	17.48	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	415	395	95.18	4.82	18.73
<b>Female</b>	212	204	96.23	3.77	18.63
<b>Male</b>	203	191	94.09	5.91	18.85
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	383	365	95.3	4.7	16.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	12	85.71	14.29	58.33
<b>English Learners</b>	62	53	85.48	14.52	1.89
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	27	25	92.59	7.41	8
<b>Military</b>	33	30	90.91	9.09	10
<b>Socioeconomically Disadvantaged</b>	369	351	95.12	4.88	17.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	49	40	81.63	18.37	2.5

## 2021-22 Career Technical Education Programs

Azusa High School is the recipient of multiple grants: Career Technical Education Incentive Grant, the K12 Strong Workforce Program, Specialized Secondary Program, and Perkins. These grant funds, as well as the district LCFF and general funds, help enhance and expand career technical education programs with the expectation that students will graduate college and career ready with recognized certifications, current industry skills gained through coursework, and work-based learning opportunities including internships, articulated coursework with the local community college, and/or transferable college credit leading to a baccalaureate degree.

In collaboration with the San Gabriel Valley Regional Occupation Program, Azusa High School offers four career pathways in Engineering Design, Information Support and Services (Computer Science), Systems Diagnostics, and Services and Repair in Automotive Technology (including Hybrid/Electric Vehicle Design). All courses within the programs of study and course sequences are UC/CSU A-G approved. Key local business partners and organizations, including the K12 Foothill Consortium, NAF (formerly National Academy Foundation), and San Gabriel Valley Economic Partnership, provide advice and direction to ensure that the curriculum, instruction, materials, and resources are relevant and current. Advisory meetings, organized as clusters within industry sectors, convene at least bi-annually. These clusters include Medical/Sports Medicine, Engineering/Technology, Automotive, and Arts, Media, and Entertainment. Members of each advisory group include industry experts, teachers, business partners, and other stakeholders. The CTE program is supported by counselors, site administration, a Career Guidance Technician, a site-based CTE Coordinator, and the District Director of College and Career Pathways.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	396
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.64
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	48.76

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96.3%	98.35%	98.35%	96.71%	85.19%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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 School, with the support of our Community Liaison and our Community Schools Educational Community Worker from LACOE, have continued virtual and in-person meetings with our community with two virtual Cafe Aztec meetings (one in English, one in Spanish)

Community Learning Meetings at Azusa High School include Parent Meetings (Coffee with the Principal, Cafe Azteca) Email and AERIES set up. Further, there are committees that parents/families can become involved in, including 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.

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 found at the following link: <https://conta.cc/3a5Xhkt> A bi-weekly email from administration to the community can be accessed at: <https://conta.cc/2WNELp9>

Additionally, parents are involved with:

Parent and Community Center classes

Book Clubs with the Community Schools Coordinator and Community Liaison

Community Circles

Parent Technology workshops

## 2022-23 Opportunities for Parental Involvement

Band Boosters  
 Café Azteca  
 Parent University  
 Back-to-School Night  
 Aztec Expo  
 Fifth and Sixth Grade Parent Night  
 Monthly Parent Center Calendar  
 Football Boosters  
 Softball Boosters  
 Parent Class Visits  
 Evening Parent Meeting  
 College Fair  
 Unity Festival  
 Report Card Night  
 Parent English Classes  
 Eighth Grade Orientation

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
<b>Dropout Rate</b>		7.2	8.6		6.7	10		8.9	7.8
<b>Graduation Rate</b>		87.4	86		89.8	87.2		84.2	87



## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	243	209	86.0
<b>Female</b>	123	108	87.8
<b>Male</b>	120	101	84.2
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	228	194	85.1
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	--	--	--
<b>English Learners</b>	58	35	60.3
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	40	25	62.5
<b>Socioeconomically Disadvantaged</b>	224	191	85.3
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	41	25	61.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1112	1077	339	31.5
Female	521	507	148	29.2
Male	591	570	191	33.5
American Indian or Alaska Native	2	2	0	0.0
Asian	13	12	2	16.7
Black or African American	11	11	4	36.4
Filipino	9	7	1	14.3
Hispanic or Latino	1032	1002	319	31.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	35	33	10	30.3
English Learners	227	217	77	35.5
Foster Youth	20	19	6	31.6
Homeless	70	69	30	43.5
Socioeconomically Disadvantaged	976	952	305	32.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	226	220	94	42.7

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.77	1.54	2.45
Expulsions	0.09	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.14	0.03	3.17	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.14	0.00
Female	2.11	0.00
Male	5.92	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	27.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.57	0.00
English Learners	5.73	0.00
Foster Youth	15.00	0.00
Homeless	4.29	0.00
Socioeconomically Disadvantaged	4.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.19	0.00

## 2022-23 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. This plan was reviewed by school site council in November 2022. 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; and protocols for handling active threats on campus. Staff have 3-4 trainings annually and drills during the school year to review necessary procedures and protocols for any emergency that may occur.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	56	18	9
Mathematics	20	31	12	14
Science	19	22	18	3
Social Science	19	27	10	13

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	51	16	10
Mathematics	16	39	10	12
Science	18	25	10	10
Social Science	17	29	17	4

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	53	13	10
Mathematics	16	39	17	4
Science	20	20	7	11
Social Science	15	38	15	7

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	345

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,450	\$1,660	\$5,790	\$72,412
<b>District</b>	N/A	N/A	\$5,180	\$87,765
<b>Percent Difference - School Site and District</b>	N/A	N/A	11.1	-19.2
<b>State</b>	N/A	N/A	\$6,594	\$83,102
<b>Percent Difference - School Site and State</b>	N/A	N/A	-13.0	-13.7

## 2021-22 Types of Services Funded

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 the 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 all students at all schools. In addition, the District receives some grant funding from the 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 (i.e. targeted Title I)
- Support for English Learners (bilingual aides) and their families
- College preparation programs
- Educational Technology Assistance
- ROP at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

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, science and world languages classes, and in the majority of our elective classes.

Math tutoring is available through after-school tutoring with teachers. 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 Paper App online tutoring, 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 School 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.

Parent workshops are funded through a variety of funding sources: LACOE community schools grant and Title 1 funds are used in particular to fund parent engagement activities

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,778	\$52,478
Mid-Range Teacher Salary	\$80,518	\$80,810
Highest Teacher Salary	\$100,115	\$101,276
Average Principal Salary (Elementary)	\$122,516	\$127,080
Average Principal Salary (Middle)	\$130,831	\$134,264
Average Principal Salary (High)	\$139,478	\$147,200
Superintendent Salary	\$232,000	\$242,351
Percent of Budget for Teacher Salaries	31%	33%
Percent of Budget for Administrative Salaries	5%	6%

## 2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	19.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	2
Science	2
Social Science	6
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	16



## Professional Development

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 after-school 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 five 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 was 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 2022, 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. Added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

For the 2022-2023 school year, Azusa High School has focused on developing staff capacity to meet the needs of EL students, raise the level of rigor and relevance through a pilot group engaged in developing project based learning units and practices in a collaboration with High Tech High, and returned to a school wide focus on literacy and engagement strategies with the help of Nancy Akhavan consultants and site leaders with ACES strategies. Teachers in the math department have been supported in developing mathematical practices and curricular design with support from CPM training. The On Track Project has been a means by which the school has tracked the D/F rate in the 9th grade student body as a means to increase the A-G rate over time. Lastly teachers responsible for implementing the new ethnic studies courses in ELA and social science have been provided time and support to develop and refine curriculum for units of study.

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

High Tech High PBL Leadership Academy  
 Dr. Douglas Reeves Equitable Grading Practices  
 Nancy Akhavan Literacy Practices Training  
 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.  
 School safety training for teachers by Azusa High School teachers.  
 Four-day Expository Reading and Writing Course (ERWC) Training for all English teachers and special education teachers with one or more sections 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	51	50	57

