

**THREE-YEAR-TERM REVISIT
VISITING COMMITTEE REPORT**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

AZUSA HIGH SCHOOL

240 N. Cerritos Avenue

Azusa, CA 91702

Azusa Unified School District

February 22 – 23, 2010

Visiting Committee Members

Ms. Sandra Drew, Chairperson

Director of Assessment, Retired, San Marcos Unified School District

Mrs. Elizabeth Bartolomea

Teacher, Retired, Los Angeles Unified School District

Mr. Peter Haws

Assistant Principal, Santa Maria High School

I. Introduction (1/2–1 page)

Include the following:

- **General comments about the school and its setting and the school’s analysis of student achievement data.**
- **Significant changes or developments that have affected the school since the last visit.**

The Community

The City of Azusa is located eighteen miles northeast of Los Angeles in the San Gabriel Valley at the entrance to the San Gabriel Canyon. The city and school district enjoy a close relationship with Azusa Pacific University and with Citrus Community College.

Azusa is categorized as a low-wealth community. Non-professional/non-office industry comprises over 50 percent of the jobs available in the city. Twenty-five percent of the population work in manufacturing and retail occupations, while an additional 20 percent work in education, health, and social services. The school district is the city’s largest employer.

Based on the 2008 US Census estimates, the population of 44,825 has dipped slightly, although it remained relatively stable over the past nine years, after explosive growth in the 1970s and 1980s, increasing slightly in its Hispanic population and decreasing slightly in its Caucasian/non-Hispanic population. Forty-eight percent of Azusa’s residents rent housing.

Significant influences on student success currently exist in Azusa. Fifty-five percent are low socioeconomic status (SES); numbers of one-parent families, non-traditional families, families having a primary home language other than English, and low parental education levels are also notable. Forty-eight percent of the city’s households have children under 18 years old. Fifteen percent of these families live below the poverty level. Only 28 percent of the households with children have married couples at their heads; single parents account for 13 percent; 39 percent of the female-headed, single-parent households live below the poverty level. Grandparents are the primary caregivers in 24 percent of homes with children. Forty-one percent of the population of Azusa have no high school diploma or equivalency, and four percent have a degree from a four-year college or university.

District

The Azusa Unified School District serves approximately 11,100 students—down from a high of 12,258 in 2001—and is comprised of two comprehensive high schools, three middle schools, twelve elementary schools and an alternative education center. The latter includes an adult education center, a continuation high school, and an independent study program. The District directs several additional, large adult education programs on individual campuses; Azusa High School serves as one of these campuses.

Azusa High School

Built in 1956 and modernized in 2005, Azusa High School serves 1,497 students on its 39.4-acre campus. Facilities span 1,855,650 square feet and include a library, cafeteria, 52 permanent classrooms, eight portable classrooms, three general-use computer labs, two classroom computer labs, a gymnasium, eight tennis courts, two baseball diamonds, three football fields, a track field, and two softball fields.

Operations

Azusa High operates on a traditional 180-day school year from August to June. Students are enrolled in six classes. Classes are fifty-seven minutes in length, Monday through Friday, and include the option of taking a zero period, with 7th period sports and band also available. The school schedules minimum days for parent meetings and delivery of report cards. Eighteen early-release school days are scheduled for faculty and department meetings throughout the year. These abbreviated days were earned by lengthening the regular school day by six minutes. This allows for a monthly staff meeting and a monthly department meeting while maintaining the required instructional minutes. The district staffs Azusa High on a 28.3:1 ratio based on a five-period day. Class Size Reduction (CSR) currently schedules freshmen at 25:1 in English and Mathematics

Parent/Community Organizations

Staff members and parents participate on various committees to ensure that instructional programs are consistent with students' needs, that they comply with District goals, and that school activities benefit its students. These committees include School Site Council, English Language Advisory Council (ELAC), Safe & Civil School Committee, Band Boosters, Wrestling Boosters, Softball Boosters, Basketball Boosters, Drama Boosters, and Cheer Boosters.

The English Learners Advisory Committee [ELAC] has been especially successful at AHS due to a strong tradition of communication established through the bilingual teachers, administrators and the bilingual community liaison. The Café Azteca coffee hour has been very successful at involving Spanish-speaking parents in the workings of the school.

School/Business/Community Foundations

Azusa High School enjoys many partnerships in the community which provide the school with valuable resources and generous donations, including those who provide incentives for the Renaissance program. Other partnerships include Azusa Pacific University's tutoring program, Citrus Community College Science Program, and the Northrop Grumman Worthy Program, which exposes science and math students to engineering fields, as well as Grumman's recent donation for a new school website. Numerous local businesses contribute services and goods to support individual programs on campus. Additionally, many of these same businesses host a Job Shadow Student in the spring.

School Leadership

As a direct result of WASC visitation and recommendations in 2007, the Curriculum Council assumed the responsibility of being the school leadership team. The members of the Council consist of school administrators, department chairs, AVID Coordinator, ASB Advisor, counselor representative, Career Center Coordinator and Assets Grant Coordinator. Responsibilities include monitoring student achievement, approval of out-of-school activities, and advisement on curricular issues. Additionally, the Curriculum Council will monitor the Action Plan two to four times per year.

WASC Accreditation History

The current self-study took place under the 2007 *Focus on Learning* guidelines. Azusa High received a three-year term of accreditation with a two day re-visit.

School Purpose

The staff of Azusa High commit to continuing to offer students rigorous courses of standards-based instruction, administered by a highly qualified staff using research-based instructional practices in an atmosphere that expects excellence and collaboration, and welcomes challenges.

ESLRs

Expected Schoolwide Learning Results

Azusa High School prepares its graduates to be . . .

Academic Learners

who engage in critical thinking,
choose rigor in coursework, and
communicate effectively

High-Level Problem Solvers

who use research skills,
organizational strategies, and
appropriate technology

Successful Citizens

who make good choices in daily living and
who are accountable for their actions
within the community

Demographic Data

Enrollment

Table 2—Enrollment by Gender/Ethnicity

		2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	
		#	pe rc en t	#	pe rc en t	#	pe rc en t	#	pe rc en t
Male	American	0	0	1	0	4	0	2	0
Female	Indian	0	0	0	0	0	0	2	0
Male	Asian-	4	0	3	0	3	0	6	0
Female	American	6	0	7	1	4	0	6	0
Male	Pacific	3	0	2	0	2	0	3	0
Female	Islander	3	0	2	0	2	0	0	0
Male	Filipino/a	12	1	13	1	15	1	16	1
Female		12	1	8	1	12	1	12	1
Male	Hispanic	585	42	609	44	645	46	650	47
Female		557	40	579	42	611	44	635	46
Male	African-	20	1	20	1	15	1	21	2
Female	American	34	2	29	2	32	2	31	2
Male	White	95	7	107	8	113	8	99	7
Female		83	6	78	6	91	7	80	6
Totals		1414		1458		1549		1563	

Table 3—Enrollment by Grade, 2003–09

	2002–03	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09
Grade 9	369	406	439	465	428	422	397
Grade 10	391	412	393	414	447	418	422
Grade 11	354	386	405	374	392	432	425
Grade 12	264	219	270	267	264	264	295
Ungraded (SDC)	36	36	42	43	49	50	55
Totals	1,414	1,458	1,549	1,563	1,580	1,586	1,594

Language Proficiency

While the ethnic makeup at Azusa High has remained stable, there have been recent changes in the language abilities of Hispanic students. The percentages of EL students continue to decrease while the percentages of FEP students increase.

Ninety-nine percent of the District’s EL population speaks Spanish at home. The next largest group—less than 1 percent--speaks Filipino/Tagalog at home.

Table 4 – Language Census 2003-09 (R-30)

	Total EL Students	Spanish EL	Other EL	Total FEP	Spanish FEP	Other FEP
2008-09	405	401	4	533	511	22
2007-08	376	371	5	490	471	19
2006-07	408	399	9	465	447	18
2005-06	414	401	13	340	327	13
2004-05	466	448	18	302	285	17
2003-04	456	438	18	248	236	12

In 2008, Azusa High School became the designated EL high school for the district. Azusa High School currently receives all high school EL students in the district.

Procedure for Placement of English Language Learners

In order to ensure proper placement of English Learners (ELs), multiple measures are taken into account. These measures include teacher recommendations, grades, site diagnostic and summative test results as well as standardized test results. There are three major comprehensive tests that are presently taken into consideration in the placement of ELs: the California English Language Development Test (CELDT), the California Standards Tests (CSTs), and the California High School Exit Exam (CAHSEE). School counselors use data from these tests in scheduling students. A large number of ELD and SDAIE courses serve these students.

Average Daily Attendance Rate

The average daily attendance (ADA) rate has held steady at between 94 percent and 95 percent for the past four years, a rate consistent across all subgroups.

Suspension/Expulsion Rates

CBEDS data show that the Azusa High expulsion rate has remained below 1 percent for the last four years.

Mobility/Transient Rate

The Mobility/Transient Rates have been fairly consistent, ranging from 90 percent to 94 percent over the past 5 years.

Socioeconomic Status

Free/Reduced Lunch

AHS serves its students through the Federal Free and Reduced Lunch programs. Since the last full self-study, this program has expanded from 55 percent to 63 percent.

Parent Education Level

In 2008–09 the proportion of parents who were not high school graduates was 41 percent; 4 percent had baccalaureate degrees.

Students Receiving Special Services

RSP/SDC

Azusa High School serves the special needs population through RSP and SDC programs and a self-contained Los Angeles County special education class on campus. The four percent of the population (66) who are RSP students are placed in classes according to their IEPs and are mainstreamed to the greatest extent possible. The 53 SDC students may have as many as four SDC classes and are mainstreamed for the remaining classes. The thirty students of the county class, staffed by two teachers and three aides, are placed in electives and physical education classes as directed by the county director. Additional contact with mainstream students occurs regularly through the Best Buddies Club program.

GATE students, representing 10 percent of the school population, are offered honors programs and special event field trips. Counselors and teachers encourage their participation in AP classes. In 2009-10, there are thirty-one 9th grade GATE students, fifty-one in 10th grade, forty in 11th grade, and thirty-four in 12th grade. The percentage of GATE students has increased from 6 percent of the school population in 2005, to 10 percent in 2009.

Safe School Plan

The SB187 Comprehensive School Safety Plan is developed yearly by the School Safety Committee. 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.

Maintenance and Operations

During the day and in the evenings, a team of two custodians and one grounds person ensure classrooms, restrooms, and campus grounds are kept clean and safe. Maintenance and repairs are handled through a work order process which is used to ensure efficient service and that emergency repairs are given the highest priority. Any occurrences of emergency conditions at the school are resolved immediately. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

Students per Computer

The Digital High School Grant, High Priority Schools Grant, School Site Block Grant Microsoft Voucher Program and site modernization monies have facilitated increasing technology in the classroom. Additionally, a December 2009 site survey of students indicated that 74 percent of the students had operating computers at home, 67 percent also had operating Internet, and 34 percent regularly access the Internet from other than home or school. Currently, the ratio of students per computer is 4.4 to 1.

Staff- Certificated

The number of teachers at Azusa High School grew from 62 in 2003 to 70 in 2009, a 13 percent increase. Those with full credentials increased from 89 to 94 percent. The school is 100 percent NCLB compliant in the 2009–10 school year. Fourteen certificated staff members are graduates of Azusa High School.

Teacher Support

BTSA services address the needs of first and second year teachers with weekly mentor meetings, seminars and observations. The PAR program—Peer Assistance and Review—is available both via teachers' own requests and through the suggestion of supervising administrators.

Classified

CBEDS data indicates that 82 percent of classified staff are female and 19 percent are male, while 76 percent are Hispanic/Latino and 19 percent are white.

Student Performance Data

CAHSEE

Based on the proficiency percentage on the California High School Exit Exam (CAHSEE), Azusa High School met its AYP schoolwide and in all subgroups. The District and school provide CAHSEE intervention support classes during the school day, on Saturdays, and during summer school.

Table 14—CAHSEE Passing Rates, Gr. 10—2004–9

Percent of Students Who Have Passed in Grade 10

** = not significant subgroup*

English Language Arts

	Class of 2008 (Combined 2006)	Class of 2009 (Combined 2007)	Class of 2010 (Combined 2008)	Class of 2011 (Combined 2009)
	percent Passed	percent Passed	percent Passed	percent Passed
Statewide—All Students	77	77	79	79
School—All Students	65	66	67	71
Male	59	62	61	64
Female	71	72	74	78
*African-American	83	67	64	--
Hispanic	61	65	66	70
*Caucasian, not Hispanic	79	72	78	74
English Only	73	70	76	74
*RFEP	94	92	97	98
EL	36	30	30	33
Low SES	57	63	64	66
Non Low SES	83	75	79	82
*Special Ed	6	11	9	13

Mathematics

	Class of 2008 (Combined 2006)	Class of 2009 (Combined 2007)	Class of 2010 (Combined 2008)	Class of 2011 (Combined 2009)
	percent Passed	percent Passed	percent Passed	percent Passed
Statewide—All Students	76	76	78	80
School—All Students	60	71	72	72
Male	59	70	71	71
Female	62	74	73	73
*African-American	58	73	67	--
Hispanic	58	71	70	72
*Caucasian, not Hispanic	72	74	88	80
English Only	66	73	78	73
*RFEP	85	85	90	90
EL	37	51	48	50
Low SES	55	70	70	71
Non Low SES	74	77	79	78
*Special Ed	15	30	19	13

The numbers of African-American, Caucasian, RFEP, and Special Education students are too low to qualify as significant subgroups.

AYP

Table 15—AYP Reports: Federal Accountability, 2002–09

		Schoolwide/ Significant Subgroups	2004	2005	2006	2007	2008	2009
English Language Arts								
Participation Rate	Schoolwide		Yes	Yes	Yes	Yes	Yes	Yes
	Hispanic/Latino		Yes	Yes	Yes	Yes	Yes	Yes
	*Caucasian		*	*	Yes	Yes	*	*
	SE Disadvantaged		Yes	Yes	Yes	Yes	Yes	Yes
	English Learners		Yes	Yes	Yes	Yes	Yes	Yes
At or Above	Target—All Groups		11.2	22.3	22.3	22.3	33.4	44.5
		percent	percent	percent	percent	percent	percent	percent
Proficient	Schoolwide		33.3	38.3	35.4	34.6	39.1	37.5
	Hispanic/Latino		28.2	34.4	33.1	32.3	35.1	35.5
	*Caucasian		*54.9	*63.3	41.5	39.3	64.1	45.5
	SE Disadvantaged		28.0	32.1	28.1	29.8	32.2	33.2
	English Learners		17.0	25.5	22.5	18.7	19.2	18.2
Met Proficiency		percent	percent	percent	percent	percent	percent	percent
			Yes	Yes	Yes	No	No	No
Mathematics								
Participation Rate	Schoolwide		Yes	Yes	Yes	Yes	Yes	Yes
	Hispanic/Latino		Yes	Yes	Yes	Yes	Yes	Yes
	*Caucasian		*	*	Yes	Yes	*	*
	SE Disadvantaged		Yes	Yes	Yes	Yes	Yes	Yes
	English Learners		Yes	Yes	Yes	Yes	Yes	Yes
At or Above	Target—All Groups		9.6	20.9	20.9	20.9	32.2	43.5
		percent	percent	percent	percent	percent	percent	percent
Proficient	Schoolwide		29.8	31.5	28.1	40.1	38.4	41.9
	Hispanic/Latino		24.6	27.7	27.3	38.0	35.8	41.7
	*Caucasian		*55.1	*56.7	*32.7	65.4	48.7	35.3
	SE Disadvantaged		23.8	28.8	24.5	34.8	33.0	38.8
	English Learners		21.0	22.1	19.6	27.3	25.0	26.2
Met Proficiency		percent	percent	percent	percent	percent	percent	percent
			Yes	Yes	Yes	Yes	No	No
<i>Class of</i>			<i>03</i>	<i>04</i>	<i>05</i>	<i>06</i>	<i>07</i>	<i>08</i>
Graduation Rate				94.5	88.7	93.8	89.6	89.1
				percent	percent	percent	percent	percent
Met Criteria			Yes	Yes	Yes	Yes	Yes	Yes
State Minimum				82.8	82.9	82.9	83.0	83.1
				percent	percent	percent	percent	percent
API—Met Criteria				Yes	Yes	Yes	Yes	Yes
AYP—Met All Criteria			Yes	Yes	Yes	Yes	No	No

* = not significant subgroup

API

AHS enjoyed a 12-point increase in the 2009 API, in excess of the 8-point target.

Table 16—API General Data, 2001–09

AHS Schoolwide API Scores	2001	2002	2003	2004	2005	2006	2007	2008	2009
Base	498	521	595	626	657	635	652	648	656
Target Score	507	513	535	605	635	664	659	659	648
Actual Score	494	501	584	619	657	636	632	648	660
Target Growth	15	15	14	10	31	7	7	7	8
Actual Growth	2	7	83	35	38	-21	-4	-4	12
Cumulative Growth	2	9	92	127	165	144	140	136	148
Decile Ranking	1	1	3	4	4	3	3	3	3
Comparison to Similar Schools	3	3	7	9	7	4	4	3	3

**Table 17—API Scores by Subgroup, Comparison 2005–06 and 2008–09
Azusa High School**

State API 2008-09	Number of Students	2008 Base Score	2009 Target Growth	2009 Target Score	2009 Actual Growth	2009 Actual Score	Met Target?
All	1127	648	+8	656	+12	660	Yes
Significant Subgroups:							
Hispanic	958	638	+8	646	+18	664	Yes
White	98	702	+5	707	--	--	*
Low SES	847	630	+9	639	+10	649	Yes
ELL	492	593	+10	603	+13	616	Yes

• not significant subgroup

• **CSTs**

Table 18—CSTs—Percent Proficient and Advanced (350+), 2005–09

ELA	04-05	05-06	06-07	07-08	08-09
9 th	37	33	35	35	41
10 th	26	22	25	24	30
11 th	30	25	28	25	26

Math	04-05	05-06	06-07	07-08	08-09
Algebra I	4	3	2	8	5
Geometry	10	10	8	5	10
Algebra II	11	7	14	10	10

Science	04-05	05-06	06-07	07-08	08-09
Life Science (10)			26	25	25
Earth Science	24	19	14	12	11
Biology/LS	25	24	22	24	22
Chemistry	46	16	22	13	16
Physics			19	46	32

Social Science	04-05	05-06	06-07	07-08	08-09
World History	23	19	16	19	20
US History	32	31	18	31	28

CELDT

Table 19—English Learners by Proficiency Level (CELDT), 2005–09*

	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Total
	#	per cent	#	per cent	#	per cent	#	per cent	#	per cent	
2008-09	26	7	155	42	125	34	40	11	23	6	369
State	---	9	---	30	---	37	---	15	---	8	---
2007-08	33	8	154	38	156	38	45	11	21	5	409
State	---	8	---	28	---	39	---	17	---	9	---
*2006-07	38	8	174	39	163	36	56	12	20	4	451
*State	---	7	---	25	---	39	---	18	---	10	---
<i>*CELDT Form F results, administered in 2006–07, are reported using a new common scale. Beginning with these results, the common scale will allow year to year comparisons to be made in the future. Summary Results for Form F are not to be compared with any CELDT results of previous years. **Named by initial year</i>											
2005-06	136	37	134	37	66	18	25	7	5	1	366
State	---	26	---	41	---	23	---	8	---	4	---

Azusa High School continues to advance students to the intermediate and early advanced stages, well in excess of state averages. Azusa High reclassifies to fluency at far greater rates than the state average.

AP

In 1997 Azusa High administered 23 Advanced Placement (AP) tests; in 2009 the number was 383. Teachers take advantage of opportunities for AP training and they suggest additions to the site’s AP course offerings. Given a 16 fold increase in the numbers of tests taken from 1997 - 2009, the percentage of students’ scoring a 3 or above only declined slightly from 46.9 percent to 46.1 percent. This compares favorably to the District’s (LEA) 36.4 percent.

UC A-G Requirements

Azusa High School collaborates with the District and the other comprehensive high school to establish course curricula that complies with University of California requirements. Since 2000 to 2008 AHS has increased the number of UC-compliant courses from 35 percent to 70 percent.

Table 24—Graduates with UC/CSU-Required Courses, by Ethnicity/Gender, 2001–08

Year	2001	2002	2003	2004	2005	2006	2007	2008
Class of	2000	2001	2002	2003	2004	2005	2006	2007
Number	21	32	27	23	42	66	55	54
percent Graduating Class	9.6	12.2	10.4	10.1	16.3	26.6	22.1	22.0
percent Hispanic	5.5	9.0	8.1	10.4	11.2	22.8	20.4	22.9
Male	3.9	6.2	7.5	13.0	8.9	14.3	14.0	16.9
Female	6.8	11.5	8.7	8.6	13.5	29.5	26.4	27.0
percent White*	11.8	21.2	19.4	10.7	34.2	31.0	35.0	17.6
Male	6.2	18.8	0	0	14.3	30.0	36.4	19.0
Female	16.7	23.5	30.0	21.4	58.8	31.8	33.3	15.4

* not statistically significant

Graduation Rates

A great deal of effort is made by the stakeholders—parents, guidance counselors, and teachers, especially—to ensure that seniors graduate. Through the district adult school and its

participation in Tri-Community Adult School, seniors who are short of credits for graduation are afforded additional chances to graduate.

Table 25—Graduation Rates (NCES), 2001–08

Year Percent	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
AHS	94	98	95	89	94	91	90	89
County	83	82	81	79	80	77	76	78
State	87	87	87	85	85	83	81	80

Dropout Rates

The Azusa High dropout rate has fluctuated over the last four years from 1.2 percent to 2.5 percent, less than both the district and the state averages.

Extra-/Co-Curricular Activities

Clubs on Campus

All clubs on campus, including those that are co-curricular, are advised by AHS staff. Clubs are required to have Associated Student Body approval through submission of charter documents, to meet regularly, maintain minutes, and observe fiscal responsibility. Classes with co-curricular activities—including Leadership, AVID, Art, Band, Pageantry, Aztec Singers, JROTC, French, Science, and Turoquoi (yearbook)—offer experiences outside the classroom in performance and/or community service.

Finances

Azusa Unified School District spent an average of \$8,264 to educate each student (based on 2007-2008 audited financial statements). In addition to general fund state funding, the District received state and federal categorical funding for special programs, which include:

- § Gifted and Talented Pupils
- § Special Education
- § Home-to-School Transportation
- § Economic Impact Aid
- § Instructional Materials
- § Staff Development
- § Class Size Reduction
- § Peer Assistance and Review
- § Drug/Alcohol/Tobacco Education
- § Healthy Start
- § ESEA
- § Vocational and Applied Technology Education Act
- § ROP

Significant developments, including program additions since the last full self-study are as follows:

- Implementation of Action Plan monitoring system by Curriculum Council/Leadership Team (2009)
- Implementation of Alternate Core (EDGE) for 9th and 10th grade ELA (2008-9th, 2009-10th)
- Reading Essentials classes for RSP students (2008)
- Algebra Intervention classes for all 10th grade students who failed Algebra in 9th grade (2008)

- Addition of Pre-Algebra classes for underachieving 9th grade math students (2008)
- CAHSEE ELA/Math Intervention classes within the school day for 11th and 12th graders who did not pass CAHSEE ELA/Math (2007)
- CAHSEE Intervention tutorials on Saturdays for CAHSEE ELA/Math (2007)
- CAHSEE Boot Camp for CAHSEE ELA/Math using Kaplan materials (2008)
- SDC CAHSEE ELA class (2008)
- Increased enrollment in RSP CAHSEE ELA (2008)
- Special Education Information System (SEIS) for IEPs (2009)
- Providing RSP teachers with consulting period to monitor caseload students (2008)
- Implementation of IEP Portfolios (2008)
- Double blocking of all ELD classes (2008)
- Primary language core text materials and primary language enrichment materials in Science, Social Science, and Math (2008 and 2009)
- Increased number of Accelerated Reader titles with Accelerated Reader (AR) tests (2008 and 2009)
- Implementation of ASSETS grant through the Think Together program, targeted tutorials in content area classes, and after-school enrichment activities (2009)
- Implementation of AHS upper grade student tutors to assist in the Think Together targeted tutorial program (2009)
- Targeted After-School Tutorial class through the Think Together program for students in danger of failing Algebra at first triad (2009)
- Articulation with Citrus College and Azusa Pacific University to provide student tutors (2008 and 2009)
- Articulation with Citrus College to provide supplemental science labs for science students (2008 and 2009)
- On-Campus after-school credit recovery classes in World History, US History, and health in conjunction with Adult Education and ROP (2009)
- After-school Portable Assisted Study Sequence (PASS) class for Migrant students to assist in enrichment and credit recovery (2009)
- On-line credit recovery opportunities for Migrant Students (2009)
- Part-time Migrant Counselor (2009)
- College Road Show for all grade levels beginning with senior students (2009)
- One of five host sites in the nation for the National Hispanic Scholarship Fund Steps for Success Saturday College Workshop (2009)
- Renovation of library computer lab, East Computer Lab, Career Center Computer Lab, Guidance Office, and Career Center (2008, 2009)
- Implementation of Advanced Computer Class with Applied Educational Systems (AES) Software Program (2009)
- Use of Data Director to obtain student assessment data (2009)
- Use of Connect Ed to inform parents about school-wide issues and activities (2008)
- Use of Blackboard Connect to send student-specific messages to parents from individual teachers (2009)
- Lunchtime course-alike meetings (2008)
- Increased AVID sections and teaching staff (2008, 2009)
- Updating pacing guides and benchmarks in core content area classes (2008, 2009)
- Reorganizing Honors and AP course registration procedures (2009)

- Increased numbers of mounted LCD projectors and document cameras (2008, 2009)
- Increased professional development opportunities for all faculty including EEEI and Tongue Fu (2008, 2009)
- Increased use of research-based strategies in classrooms (2008, 2009)
- Increased use of Whiteboard Configuration in classrooms (2008, 2009)
- Updating Azusa High School Website (spring 2010)

II. Follow-up Process (1/2–1 page)

- **Briefly comment upon the school's process for follow-up, including the capacity of the school to monitor implementation and accomplishment of the areas for improvement as recommended by the previous visiting committee.**

The leadership since the last WASC visit in 2007 has changed. The principal and one assistant principal are new to the school. The new administration's philosophy is to set the school on track for regular improvement, using the WASC Action Plans, incorporated with other school and district plans. They believe in staff leadership, collaboration, and involvement, as well as parent and student involvement.

The following is a chronological report of the school's action and progress since the previous visit:

2007-08 The Focus on Learning Leadership Team, along with staff input developed the Action Plan as a result of the October 2007 WASC visit. In April 2008, they aligned the Action Plan with the district DAIT plan. The staff planned to monitor it two to four times per year by the Curriculum Council/Leadership Team with assistance from the administration.

2008-09 The April 2008 revision of the Action Plan was in place when the new Principal, John Steven Coke, Sr., arrived in the summer of 2008. Mr. Coke's main tasks as the new principal were to address the school's climate and culture, increase communication among the staff, and to address the academic needs as noted in assessment data, the Action Plans, and the Critical Areas for Follow-up from the October 2007 visit. In the 2008-2009 school year, Mr. Coke worked with the Curriculum Council/Leadership Team and the School Site Council in making improvements in these areas. During this year, the school reviewed its data and revised the SPSA (Single Plan for Student Achievement) but did not revise the WASC Action Plan. The activities the school implemented were directly related to the Critical Areas for Follow-Up, SPSA, and Action Plan.

2009-10 A team of teachers and administrators reviewed assessment data and revised the Action Plan in November 2009. They also aligned the Action Plan and the SPSA at that time.

The following Action Plan Goals remained in place from 2007 through the present.

Action Plan Item #1: Advance Student Achievement

Advance student achievement/learning as measured by improved grades and proficiency on state standardized tests including CAHSEE and CSTs, through a system of preparation, intervention, and support.

Action Plan Item #2: Advance English Language Learner Student Achievement

Advance student achievement/learning, encouraging rigor and high expectations; as measured by improved grades and proficiency on state standardized tests including CELDT, CAHSEE, and

CSTs; through a system of monitored student placement and progress, the involvement of parents, and the training of staff in teaching strategies and data analysis.

Action Plan Item #3: Connect Students, Parents, Staff and Community to School

Address student motivation and improve attendance, behavior, preparedness for learning, and citizenship skills. Reinforce high expectations from staff, establish adult connections, sponsor parent training, and provide counseling services, student body programs, and mentoring programs. Improve school wide communication.

2007-08 Action Plan Implementation Summary

- The Action Plan was aligned with the DAIT plan and incorporated the Critical Areas for Follow-up from the visiting team's report.

2008-09 Action Plan Implementation Summary

- #1 Advance Student Achievement: **12 of 18 items were addressed**
- #2 Advance English Learner Achievement: **6 of 9 items were addressed**
- #3 Connect Students, Parents, Staff and Community to School: **3 of 8 items were addressed**

Monitoring this year was principal-driven. No annual progress report was completed.

2009-2010 Action Plan Implementation Summary

- #1 Advance Student Achievement: **15 of 18 items were addressed**
- #2 Advance English Language Learner Student Achievement: **8 of 9 items were addressed**
- #3 Connect Students, Parents, Staff and Community to School: **5 of 8 items were addressed**

The plan for future monitoring is that it will be led by the Curriculum Council /Leadership Team two to four times per year. An annual progress report is scheduled for May 2010.

Mid-Term Progress Report

All faculty and administration were involved in the development of the Mid-Term Progress Report. After the faculty worked in departments on two separate occasions to gather the information about the progress toward the Critical Areas and Action Plan, a team of seven teachers and two administrators drafted the report. It was given to all staff for review and comment in a faculty meeting, where comments and suggestions were encouraged and discussed. The team met again to evaluate and incorporate comments as appropriate. The resulting second draft was sent out to all staff and selected District Office personnel for review and comments. The report was then revised and finalized by the team.

III. School's Progress on Critical Areas for Follow-up

- A. Comment on the accomplishment of each schoolwide action plan section, noting which critical areas for follow-up have been addressed through each section. In this succinct summary of the school's progress since the full visit, comment on any observable impact on student learning.
1. **Increase the numbers of students moving from below proficient to proficient on the CSTs and towards proficiency on the CAHSEE. (Action Plan 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1)**

The writing curriculum has facilitated an improvement in the mean CAHSEE writing scores. The ELA CAHSEE scores rose from a 67 percent passage rate in 2008 to a 71 percent passage rate in 2009. More ways are being sought to collect data on student achievement in writing. Math CAHSEE scores also improved from 66 percent passage in 2008 to 72 percent in 2009. Academic vocabulary work is being utilized daily to enhance test scores. The API at AHS has risen 28 points the last two years. There has been a 33 percent increase in students taking AP classes and the passage rate for those exams has risen six percent in two years. Significant efforts are being made to increase literacy.

After-school peer tutors and instructors give support to student achievement, raising grades, test scores and graduation rates. There have been tutorials for math and language arts for some time. In early 2009 after-school tutorials began in science, social science, and foreign language, while increasing instructional tutorial time from 60 minutes to 90 minutes. This was enabled by the implementation of a Federal Assets Grant through the Think Together Program called “Azusa Thinks” on campus. Reports about the positive attendance, attitude and achievement of students are noteworthy from faculty, students and administration. Kaplan learning resources and interventions have assisted increases in CAHSEE scores of six percent in ELA and 12 percent in Math. More time being spent on ELA standards has raised achievement data. The school rewards students for academic achievement in Renaissance assemblies and the “Band Jumpers” program. “Band Jumpers” refer to those who have moved up one level on the CST tests. “Band Toppers” are those students who are proficient or above on the CST tests. Both groups are recognized on posted lists that students view and discuss.

The Safe and Civic Schools program has assisted the implementation of a punctuality practice at Azusa High School. Tardy sweeps occur daily with the cooperation of instructors. The results include increased student punctuality, higher academic morale and achievement, and increased academic focus for students and instructors.

A freshman alternate core class began in the 9th and 10th grade during 2009-2010. SIOP strategies are providing improved curriculum access and higher achievement. Parents are invited to the Student of the Month recognition program at staff meetings.

The school is communicating with parents regarding student achievement through Blackboard Connect, Connect Ed, written notes, progress reports, and personal phone calls.

Evidence: Action Plan
 Midterm Progress Report
 Interviews with leadership team, teachers, classified staff, counselors, and parents
 Classroom observations
 Evidence of pacing plans and benchmark tests aligned to CA Standards
 Intervention sign-ins
 Student Handbook
 Student Registration Handbook
 4year plan checklist and counseling packet

2. Advance student learning and achievement for English language learners as evidenced by increased progress on CELDT AMAO–1 (growth) and –2 (proficiency) measures and proficiency on the CSTs and CAHSEE. (Action Plan 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1)

The school's emphasis on literacy has its English Learners performing at a higher level and with greater comprehension. The mean CAHSEE writing scores have increased campus-wide. Writing across the curriculum strategies with daily quick writes, daily vocabulary words, word walls, teaching academic vocabulary, including higher-level SAT words, and journal writing assist EL students in acquiring increased academic achievement. Elective courses also use writing components. EDGE and CAHSEE Intervention courses have also embedded vocabulary work, helping students perform better on CAHSEE and CSTs. The Accelerated Reading Program is used to monitor students' reading levels throughout the year. Sustained Silent reading is taking place in all English classes. Alternate Core (EDGE) for 9th and 10th grade students are designed to improve reading development. Students in English Language Development classes have Primary Language materials for Science, Social Science, and Math. All students have the opportunity to participate in after school tutoring.

Numerous interventions have been created since the previous visit. Tutorial programs, including the "Azusa Thinks" program and Algebra tutorial are successful and popular with students and parents. CAHSEE Boot Camp in ELA and Math is offered to all 10th grade students before the initial CAHSEE. All students in a math class are given CAHSEE "Do Now's" daily during the month before taking the exam. CAHSEE Intervention classes exist for 11th and 12th grade students who have not passed the Exit Exam. Saturday tutorials are also used. The ELA scores have increased by six percent in four years on the CAHSEE campus-wide. There are special alternate core courses for 9th and 10th graders who are below proficient the CST's. EL students in RSP are enrolled in Reading Essentials. All EL students in the ELD program participate in a double-blocked ELA class targeted at their specific level.

Two cohorts of SDAIE teachers have attended the Sheltered Instruction Observation Protocol (SIOP) training in the fall of 2009. There is a plan for these teachers to train their colleagues in SIOP teaching. Intended results are improved access to curriculum, improved grades, test scores and reading levels. A counselor for EL and Migrant students has as her primary responsibility monitoring the academic progress of all migrant students. There is a teacher assigned one period as an EL Coordinator to monitor EL student achievement. Pacing guides in SDAIE and ELD classes have been updated. The additional hour of instruction provides students with opportunities to improve literacy. EL students in need of SDAIE courses are enrolled in appropriate SDAIE classes. Through these intervention opportunities, individual students are receiving strategies to improve their grades, test scores and overall success in school.

ELAC meets four times a year. All parents of EL students and staff are contacted in the appropriate home language and encouraged to attend meetings to provide support for student achievement. The ELAC coordinates with and sends representation to district committee (DLAC). The last ELAC meeting of the year is dedicated to the Student Awards Night. School-to-home communication is provided in the home language through technology and the Community Liaison.

Evidence: Action Plan
 Midterm Progress Report
 Interviews with leadership team, teachers, classified staff, counselors, and parents
 Classroom observations
 Professional Development Agendas
 Evidence of pacing plans and benchmark tests aligned to CA Standards
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3. Focus on reading, writing, and computational skills across the curriculum, leading to improvement in overall student achievement as evidenced by both improved grades and standardized test performance for all students. (*Action Plan 1.1, 1.2, 2.1, 2.2, 2.3, 3.1*)

The academic atmosphere at AHS is more focused. Strong leadership and a focused vision have emerged in recent times, assisting staff to point students towards higher education and achievement.

Teachers teaching CAHSEE Intervention classes are trained in instructional materials. AP teachers are trained and all instructors will soon receive instruction in Essential Elements of Effective Instruction (EEEI) and Data Director. Teaching staff with common classes collaborate on lesson planning and student assessment. RSP and SDC teachers are trained in Voyager reading essential materials. English teachers are trained in the Step Up to Writing (District Writing Program). SDAIE teachers are trained in SIOP (Sheltered Instruction Observation Protocol). This staff development facilitates the students receiving appropriate instruction in core and intervention classes. Teachers are also updating their courses, assessments, curriculum and pacing guides.

Writing across the curriculum is demonstrated by daily quick writes, word walls, and journals. Most courses embed writing skills in their curriculum. The English department is creating a booklet with common writing strategies and rubrics for the entire campus. These efforts have increased the mean CAHSEE writing scores at AHS.

The AVID program, fueled by teachers and a-g requirements, is being given credit by staff as inspiring higher student interest, motivation, and achievement. The AVID program is seen by the staff as a “good fit” for AHS. Teachers know who the AVID students are by their classroom behavior and attitude towards the curriculum. AVID students are serving as peer tutors to their friends, disseminating their acquired learning techniques to more students. In the last two years the number of AVID graduating senior students meeting the a-g requirements has grown from 72.7 percent to 95.8 percent. The goal of preparing more students for university education has been facilitated by communication activities with 8th grade parents. The overall graduation rate at Azusa High School in 2008 was 89 percent while the Los Angeles County graduation rate was 78 percent and the California number was 80 percent.

The application process for honors and AP classes has been streamlined. Data shows the number of AP students is up by 33 percent over the past two years. There has been an increase of six percent in students passing the AP tests since 2007.

Alternate core courses for 9th and 10th graders use the EDGE curriculum for students who are below proficient on the CST. In alternate core classes students are given additional support and time to cover ELA standards. Instruction at the correct language acquisition level helps students' master ELA standards. The additional hour of instruction provides students with individualized opportunities for reading and writing improvement they would not have otherwise. The result is higher passing levels for 9th and 10th graders in math and language arts and increased CST scores, with more students on track to graduate. EL students in RSP are also enrolled in Reading Essentials. All EL students in the ELD program are enrolled in two math classes focusing on their current achievement.

In addition, the master schedule facilitates student achievement by aligning classes so that intervention classes are taught the same period as upper level classes. This allows movement of students between levels when needs arise.

Evidence: Action Plan
 Midterm Progress Report
 Interviews with leadership team, teachers, classified staff, counselors, and parents
 Classroom observations
 Professional Development Agendas
 Evidence of pacing plans and benchmark tests aligned to CA Standards
 Intervention sign-ins
 Student Handbook
 Student Registration Handbook
 4year plan checklist and counseling packet

4. A four-year plan is in place for all students; however, the plan needs to be monitored and updated consistently.

Azusa High School provides students with a four-year plan to guide them through the academic curriculum. Counselors meet regularly with students and parents beginning in the 8th grade at a parent night at the middle schools. All students are involved in 9th through 12th grade pre-registration sessions. A detailed Student Registration Handbook is given to students. The special needs of juniors and seniors are addressed at College Night, the College Road Show and Financial Aid Night. While parent attendance at these events is still low, the school hopes that their increased emphasis on parent communications will increase attendance at these events; the 2009 Action Plan (3.1) called for a five percent increase in participation. This Action Plan also included setting up a checklist that will provide "user friendly" steps to college. The checklist currently being used is a four copy NCR form; the staff expressed hope that in the future this information and pre-registration will soon be available in interactive computer form.

The recently revised Student/Parent Handbook is found on the web and given to each student. It contains information stating both the Azusa HS graduation requirements and the UC a-g requirements. More detailed information is provided to students and parents at individual and

group meetings. Alternate career pathways offered by the Career Technical Ed Department are also presented to students at this time. Counselors keep track of student grades and testing data and advise them regularly about their graduation status.

Increased attention by counselors, teachers, students, and parents to this four-year plan for students has been instrumental in motivating students to set goals for their future and work toward them, raising expectations for themselves in school.

Evidence: Action Plan
 Midterm Progress Report
 Student Handbook
 Student Registration Handbook
 4year plan checklist and counseling packet
 Interviews with students, parents, counselors

5. The staff needs to continue to expand the placement of all students in a rigorous academic environment and ensure that classroom instruction is challenging, engaging and consistent with techniques and strategies that promote higher student achievement.

The percentage of students taking UC/CSU a-g compliant courses has remained constant since the last visit. The 2009 Action Plan (1.2) calls for increasing this number by at least one percent per year from 2006's 27 percent. Teachers and counselors encourage students to take classes that will fulfill the a-g requirements. Placards are visible at the classroom doors of the letter requirement that is met by course taught in that room. Teachers and parents reported that many students have shown an increased interest and awareness toward attending college.

The school has continued to support the growth of its AVID program. Students in this program are receiving strategies enabling them to be successful in HS and beyond; in the last 2 years, the number of AVID graduating seniors meeting the UC/CSU requirements has grown from 73 percent to 95 percent. AVID strategies will continue to be introduced to all teachers.

Enrollment in the AP program has increased 33 percent over the past two years with an increased pass rate of six percent. A more streamlined application process has gotten more students into this program. Students are encouraged to take at least one AP class during high school. GATE students represent 10 percent of the school population. They are involved in Honors classes and have access to special event field trips.

Teachers, students and parents all commented on the increased rigor in classes and the willingness of students to take and succeed in challenging courses. The number of AP classes and honors classes has been steadily increasing.

Azusa HS has instituted several intervention and tutoring programs. (i.e. CAHSEE tutorials, "Azusa Thinks," CAHSEE Boot Camp) These programs are available after school, during the day and on Saturdays. Parents, teachers and students all commented on the positive impact these programs are having on the school culture. Algebra intervention classes and dual period English for 9th graders (EDGE) have been scheduled so that these classes follow the class they are backing up. The WORTHY program to address students interested in math and science is

sponsored by Grumman Aerospace. University students are available on campus for peer mentoring.

Daily classroom activities employing writing across the curriculum and vocabulary development strategies are evident in most classes. The school has continued to provide a variety of SDAIE instruction for its EL students. The school continues to advance students to the intermediate and advanced levels in excess of state averages.

Evidence: Action Plan
 Interviews with staff, students, parents
 Midterm Progress Report
 Classroom observations
 Intervention sign-ins

6. Departments need to continue to align curriculum with state standards, develop and implement benchmark assessments, use data to drive instruction, and use effective meaningful classroom strategies. Some departments are further along than others.

The staff has continued to align their curriculum to the California State Content Standards. Core departments have updated pacing guides and benchmark tests. State-adopted textbooks are being used in all classes. Teachers using CAHSEE strategies are trained using the Kaplan Program. AP courses have met the AP audit and teachers teaching these classes have attended summer or SAT institutes.

All teachers have been or will be trained in Essential Elements of Effective Instruction (EEEI); RSP/SDC teachers have been trained in using *Voyager*; English teachers in “Step Up to Writing” and SDAIE teachers in SIOP. All teachers are or will be trained using Data Director to assist them in using student reports and to use data for analysis in guiding instructional planning. Professional Development has been primarily planned by the administration or district personnel, but it has been directly related to school needs. Teachers, however, said that any suggestions they have given to the administration have been enthusiastically received and generally acted upon. Classroom visitations showed a variety of effective teaching strategies being used in most classrooms.

Evidence: Midterm Progress Report
 Interviews with staff
 Classroom observation
 Evidence of pacing plans and benchmark tests aligned to CA Standards

7. There needs to be a clearly defined process for implementing and monitoring the Action Plan.

The Curriculum Council now has the responsibility of being the School Leadership Team. The Council consists of school administrators, department chairs, AVID Coordinator, ASB Advisor, counselor representative, Career Center Coordinator, and Assets Grant Coordinator. Responsibilities include monitoring student achievement, approval of out-of-school activities, and advisement on curricular issues. The Curriculum Council plans to monitor the Action Plan

two to four times per year, review it with the entire staff once a year, and make changes as needed every year.

Evidence: Action Plan
 Midterm Progress Report
 Interviews with leadership team, teachers, and other staff
 Classroom observations

8. The Action Plan is the key to ongoing academic success; therefore the plan must include a staff development component that governs professional development opportunities that are consistent with the academic goals of the school. (Action Plan 1.1, 1.2, 1.3, 2.1, 2.2, 3.1)

Professional Development has been included in appropriate areas of each of the three Action Plan Goals. The school and district have instituted a number of schoolwide professional development programs that are designed to increase student achievement and further connect the various shareholders in the school. Some of these include Essential Elements of Effective Instruction, Data Director, SDAIE, Tongue Fu, Blackboard Connect, the “Teachable Moment,” as well as collaborative time for curriculum alignment and developing common benchmark exams. The staff has also been trained in Blackboard Connect and Connect Ed. They are using them to communicate with parents regarding student achievement.

Evidence: Action Plan
 Midterm Progress Report
 Interviews with leadership team, teachers
 Classroom observations
 Professional Development Agendas

B. Recommendations: Priority and/or Additional Areas for Improvement: Identify and note any areas that need to be given priority for the school's ongoing improvement. (This may also include critical areas for follow-up.) Identify new areas of concerns, if applicable.

1. Continue to advance student achievement as measured by improved grades, proficiency on standardized assessments, and benchmark exams.
2. Continue to advance English Language Learners' achievement as measured by improved grades, proficiency on standardized assessments, and benchmark exams.
3. Continue to connect students, parents, staff and the community to the school by addressing student motivation, improved attendance, behavior, preparedness for learning, and citizenship skills.

C. Commendations Related to Progress: Note and report on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan.

1. There has been an increase in academic rigor in the past several years which can be attributed to an increased alignment of the curriculum to the California State Content Standards, increased teacher use of effective instructional strategies, numerous support programs for students, the growing AVID program, increased punctuality to classes, and more students being encouraged to enroll in college-prep classes.
2. The administration, leadership team, and staff are working together toward a clear vision for academic excellence.
3. The Action Plan and its three goals are being monitored, reviewed, and acted upon.
4. Four-year plans are in place for all students and are being more closely monitored by counselors, teachers, and students for increased goal-setting and academic achievement.
5. Communication and connections among students, parents, staff and the wider community have improved with increased staff focus on achievement, increased morale, and technological improvements.