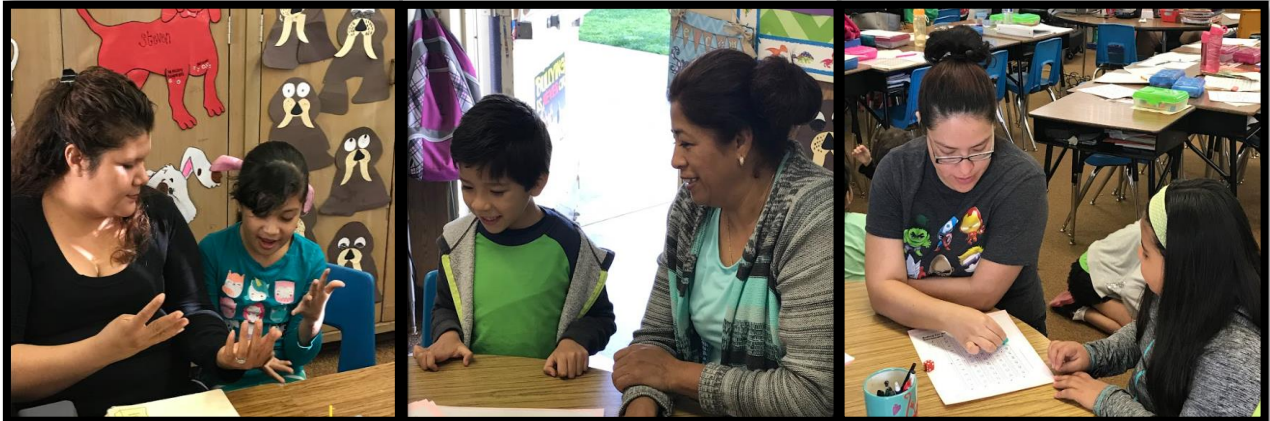# LOCAL INDICATORS PROGRESS REPORT
Azusa Unified School District

2024 California School Dashboard

State Priority 1 Basic Services

- Mis-assignment of teachers: 4.74%

- Students without access to standards-aligned instructional materials: 0%

- Number of identified instances where facilities do not meet the "good repair" standard: 27%

Narrative:

Azusa Unified School District (AUSD) has worked to ensure that all teachers are appropriately assigned, that all students have access to standards-aligned instructional materials, and that facilities in need of improvements are identified and repaired. The District has implemented a more rigorous facilities inspection process leading to better identification and repair of facilities across the District. In addition to providing appropriately credentialed and assigned teachers, standards-aligned instructional materials, and ongoing maintenance of facilities, AUSD is currently in the process of expending bond funds generously approved by Azusa voters in November 2014. The District has been modernizing and updating school sites, beginning with those sites not previously modernized. Recent upgrades to facilities include roof repairs, plumbing and sewer upgrades, fire alarms, electrical upgrades, new flooring, health and safety upgrades, field upgrades, gymnasium upgrades, new fencing, and repaving at various schools. In addition to bond-funded projects, other improvements to schools have also been ongoing.

State Priority 2 Academic Standards

State-Developed Reflection Tool:

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks below.

English Language Arts-Common Core State Standards for ELA	5
English Language Development (aligned to ELA Standards)	5
Mathematics-Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts-Common Core State Standards for ELA	5
English Language Development (aligned to ELA Standards)	5
Mathematics-Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts-Common Core State Standards for ELA	5
English Language Development (aligned to ELA Standards)	5
Mathematics-Common Core State Standards for Mathematics	5
Next Generation Science Standards	3
History-Social Science	3

4. Rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education	5
Health Education Content Standards	5
Physical Education Model Content Standards	5
Visual and Performing Arts	5
World Language	5

5. During the 2022-2023 school year, rate the local educational agency's success at engaging in the following activities with teachers and school administrators.

Identifying the professional learning needs of groups of teachers or staff as a whole	5
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	5

Narrative:

AUSD has a systematic, layered approach to implementing state standards and frameworks. The District begins significant curricular and instructional changes with the adoption of state-approved instructional materials and professional learning around standards and frameworks. A multi-year implementation of curriculum and professional learning occurs on an 8-year cycle. In implementing state academic standards, AUSD utilizes evidence-based practices in teacher learning, such as coaching, professional learning communities, and ongoing job-embedded applications, for example, the lesson study process. AUSD is deeply committed to a culture of ongoing learning and improvement. Therefore, the professional learning, collaboration, and support initiated as the District implements new standards and frameworks continue through a multi-year professional learning plan supporting continuous improvement of instruction. This ongoing cycle serves to ensure that all shifts identified in California's adopted academic standards are being instituted and sustained in an authentic manner. An ongoing professional learning initiative for all teachers at all levels continues to focus on AUSD's Academic Success Drivers: collaborative practices, cognitive rigor, and academic discourse. AUSD Educational Services leadership, educational partners, and staff utilized the state reflection tool to identify the implementation progress for the 2023 California School Dashboard and have identified a need to continue to focus on the alignment and implementation of History Social-Science and the Next Generation Science Standards in instruction at all educational levels.

State Priority 3 Parent/Family Engagement

State-Developed Reflection Tool:

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

The Parent and Family self-reflection tool is organized into three sections. Each section includes promising practices in family engagement. The rating scale is applied to questions that are embedded under each of the three sections, followed by a narrative section further outlining strengths, areas of need, and next steps. In developing results for this self-reflection tool, AUSD engaged educational partners who are part of the District's LCAP process (staff, parents/families, students). Parent input included parents representing all schools, low-income families, parents of EL students, parents of students with disabilities, foster families, parents of Migrant Education students, and parents representing all ethnic groups in our schools. AUSD also included staff members in developing the ratings for this reflection tool. Staff included representation of certificated, classified, and management employees. Furthermore, to accurately reflect AUSD's progress, other evidence, such as artifacts (i.e., professional development offerings), information, and qualitative data, served to inform the results. Educational partners who engaged in the self-reflection process worked collaboratively and discussed the District's progress, with multiple perspectives providing important information that led to a more informed final rating. A summary of ratings from all groups was developed, and from that summary, a final rating emerged, which best indicates AUSD's current stage of implementation for each practice.

Building Relationships Between School Staff and Families

Rate AUSD's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
Rate AUSD's progress in creating welcoming environments for all families in the community.	4
Rate AUSD's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
Rate AUSD's progress in developing multiple opportunities for the district and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Narrative:

AUSD takes great pride in the family partnerships that have been a core foundation of the schools and the District. The positive relationships between staff and families have served to support student outcomes and improve schools and the District as a whole. Through both formal and informal opportunities, parents and families can engage in the education of students. Parent survey results and parent feedback support the analysis that parents feel welcome and listened to at both the District and school levels. Some of the strengths of AUSD include the opportunity for Spanish-speaking parents to participate in meetings and committees as well as engage individually with school and District staff. All meetings offer translation. A large number of AUSD teachers and staff speak both English and Spanish, and every school site has a bilingual community liaison to support translation and interpretation in family engagement forums. Formal meetings and committees are often facilitated discussions rather than simple presentations so that two-way communication can be maximized. Schools and teachers welcome parents/families to consult on student progress formally at District-calendared conferences or informally anytime through email, phone calls, web-based applications, or appointments. The District also uses Parent Square, an online portal that allows two-way communication between parents and teachers. Parents also have access to the AERIES parent portal where they can view student grades, attendance, and other pertinent information at the secondary level. The District trained all school office employees through Families in Schools' "Welcoming Environment" training module. Many meetings are made available in-person and through online formats (hybrid). Participants have increased their learning and implementation of community engagement through this initiative. Additionally, as a Community Schools District, AUSD has an intentional focus on creating a sense of belonging and welcoming environments for all educational partners. To better serve all populations in the AUSD community, the District will continue to explore opportunities to increase staff formal training in parent engagement strategies and expand understanding and appreciation of the different cultures, languages, and backgrounds of our students and families, especially those less represented in AUSD.

Building Partnerships for Student Outcomes

Rate AUSD's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
Rate AUSD's progress in providing families with information and resources to support student learning and development in the home.	4
Rate AUSD's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
Rate AUSD's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Narrative:

AUSD strongly supports parents in learning about District-adopted curriculum, standards, and teaching strategies. As the District implements and adopts frameworks, standards, and curriculum, parents are provided opportunities to preview, provide input, and gain an understanding of the expectations and resources that AUSD provides students. School sites provide families with workshops that outline family connections to the curriculum. Principals and District instructional leaders meet with parents to outline curriculum and content with a focus on the role families play in supporting students. Academic content events, such as Math Game Day, allow parents to partner with teachers to support students' learning and create opportunities for everyone to engage in learning together. At events such as Math Game Day, parents not only learn about math games and participate during the school day, but they can replicate the games at home to enhance student achievement. Math Game Day is one example of how AUSD schools partner with parents to increase outcomes for students. AUSD offers additional ways for parents to engage with schools and teachers in supporting students. Parents at all schools are provided opportunities to participate in the Azusa Parent Learning Network, which offers Project 2 Inspire workshops. One strength of these parent workshops is the leadership building that occurs for our AUSD parents. Additionally, Project 2 Inspire increases family members' understanding of how families can effectively advocate for their students. Many schools also continue to offer Families in Schools modules. Some modules enhance academic achievement, such as the very popular Reading Roads module. Other modules provide resources and strategies that parents can use to support student transitions to middle school, high school, and college.

Seeking Input for Decision-Making

Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Narrative:

AUSD has a long history of collaborative, positive relationships between schools and families. Year after year, parents report high levels (>50%) of engagement with District schools. Because of the successes, AUSD was selected as one of six districts in the state to be part of California's Community Engagement Initiative Professional Leading and Learning Network. Participation in this network has allowed AUSD to share promising practices with other districts and schools. AUSD infuses community engagement into all areas of the District. Throughout the school year, multiple opportunities exist for families to be part of their child's education and to support the school and District decision-making. One of the strengths of AUSD is the many opportunities for families to partner with the District in developing and recommending improvements and changes. School Site Council meetings, English Learner Advisory Councils, school parent organizations, the District Parent Advisory Committee (PAC+), District English Learner Advisory Council (DELAC), and the Superintendent's Roundtable all provide formal avenues for families to partner in decision-making and the continuous cycle of improvement in AUSD. These committees and meetings take place on an ongoing basis and intentionally seek diversity and the voices of all students, staff, families, and the community. Additionally, through participation in the Professional Leading and Learning Network, AUSD will focus on other growth areas, such as adding additional measures of District family engagement. One of the greatest strengths of AUSD is the incorporation of families/parents and the community into all aspects of AUSD, from District departments to each school. Future growth will be focused on continued diversity of representation through tracking the student populations that make up the District and ensuring there is equitable representation so that all voices are heard in decision-making.

State Priority 6 School Climate

AUSD administers a District Annual Survey each year. Results include data in multiple areas including engagement, culture, safety, belonging and peer collaboration (connectedness), and relationships. Data serves to measure the District's progress on state Priority Six. Survey results administered to grades 3-12 reflect the following about school connectedness and safety in AUSD.

Key Measures: Percent of Positive Responses by Students
(AUSD Synthesis Report, District Annual YouthTruth Survey)

Key Measures of Climate	Elementary	Middle School	High School
Engagement	83%	47%	54%
Culture	25%	35%	29%
Belonging & Peer Collaboration	41%	40%	38%
Relationships	79%	38%	34%
Safety	71%	33%	39%

Differences in student responses to the key measures of climate exist between grade levels, this has been an ongoing trend districtwide, statewide, and nationwide. Differences between the grade spans include the following:

- 29% more elementary-grade students expressed high levels of engagement when compared to high school students.
- 36% more elementary students expressed high levels of engagement when compared to middle school students.
- Smaller differences between the three grade spans exist in the key measure of school culture. Elementary school students expressed a 25% rate of positive responses to questions contained in the culture theme, while middle school students reported a 35% rate.

- In the survey, 41% of elementary school students responded positively to questions about belonging and peer collaboration. Middle school students had a similar rate at 40%, while high school students had a slightly lower positive response rate at 38%.
- High levels of elementary students responded positively to questions contained in the theme of relationships. High school and middle school students indicated lower levels of positive responses to relationship questions (Middle 38%, High 34%).
- Elementary and middle school students reported feeling safe at high levels, with 71% of elementary students indicating they feel secure. In contrast, only 33% of middle school students and 39% of high school students reported feeling safe, indicating lower levels of perceived safety among older students.

Narrative:

AUSD results are, on average, similar to those reported by similar California schools and national results. In the area of culture and safety, AUSD secondary students' positive responses declined slightly from the previous year and are in the second quartile when compared to state and national results. Culture and safety impact school climate as they address students' perception of respect and feelings of being safe at their schools.

Based on this data, decisions have been made to address areas of need by focusing on social-emotional learning, restorative practices, conflict resolution, and diversity, equity, and inclusion. Staff professional development will prioritize these areas in the coming years. Additionally, through the Community Schools initiative, we aim to foster a restorative and safe climate at each school. There is a strong emphasis on building support systems for students and staff to ensure the implementation of best practices in a restorative environment.

In 2023-2024, AUSD saw declines in student positive responses at the secondary level. The continued impact of COVID-19 mandates, high levels of chronic absenteeism, and increased violence in the community were some of the contributing factors. AUSD publicly shared the results of the District Annual Survey, including those addressing State Priority 6. Results were used to drive the evaluation of prior initiatives and to support the development of the 2024-2025 LCAP.

State Priority 7 Broad Course of Study

AUSD tracks progress in meeting Priority 7 standards by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of study. Additionally, course enrollment reports developed in the District's student information system identify access and enrollment based on grade spans, unduplicated student groups, and students with exceptional needs. Quantitative data tables reflecting the percentage of students with access to and/or enrolled in a broad course of study were constructed.

For the 2023-2024 year, 100% of AUSD students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)-(i). The following tables reflect the percentage of students at different grade spans and student groups who have access.

Table 1: 2022-2023 Percent of Elementary Students with Access to Broad Course of Study

Broad Course of Study K-6	Primary Grades K-3	Upper Grades 4-6	English Learners	Low-Income students	Foster Youth	Students with Exceptional Needs
English/ELD	100%	100%	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%	100%	100%
Social Sciences	100%	100%	100%	100%	100%	100%
Science	100%	100%	100%	100%	100%	100%
Visual and Performing Arts	100%	100%	100%	100%	100%	100%
Health	100%	100%	100%	100%	100%	100%
Physical Education	100%	100%	100%	100%	100%	100%

- Students with disabilities are provided access to a broad course of study in the context of the least restrictive environment determination
- GATE and enrichment programs are offered within and outside the regular school day

Table 2: 2022-2023 Percent of Secondary Students with Access to Broad Course of Study

Broad Course of Study 7-12	Grade Levels 7-12	English Learners	Low-Income students	Foster Youth	Students with Exceptional Needs*
English/ELD	100%	100%	100%	100%	100%
Mathematics	100%	100%	100%	100%	100%
Social Sciences	100%	100%	100%	100%	100%
Science	100%	100%	100%	100%	100%
Foreign Language	100%	100%	100%	100%	100%
Visual and Performing Arts	100%	100%	100%	100%	100%
Applied Arts	100%	100%	100%	100%	100%
Career Technical Education	100%	100%	100%	100%	100%
Physical Education	100%	100%	100%	100%	100%

- Students with disabilities are provided access to a broad course of study in the context of the least restrictive environment determination
- Advanced and enrichment programs are offered within and outside the regular school day, including summer programs

Narrative:

All AUSD students in grades TK – 6 are enrolled in a broad course of study. All elementary schools offer access and enrollment in the seven areas identified as a broad course of study for grades 1-6. Elementary students can access some courses, such as visual and performing arts, both within and outside of the regular school day. All AUSD secondary students have access to a broad course of study within their school offerings. While some schools offer different specific pathways and specific programs within a course of study, secondary students are free to attend schools within the District that offer courses within their area of interest. For example, students can participate in a Medical Pathway Program. In addition, students can participate in an International Baccalaureate program, Career and Technical Education (CTE) pathways, or advanced placement courses. Over time, AUSD has increased the number of options students have in selecting specific courses that meet the broad course of study parameters. For example, a mariachi program has been funded through the LCAP and enrolls interested students in grades 4 through 12, for high school students, this program meets a-g requirements for visual and performing arts. Programs such as this also allow secondary students who are English learners to access courses during a 7th or 0 period in the school day. Barriers preventing AUSD

from maximizing broad course of study offerings to all students include impacted student schedules and small school sizes in the District. AUSD has addressed barriers by offering several courses to students through the expansion of the school day that includes a 0 and 7th period, by offering courses at one site where students from multiple sites may attend, and by funding teacher travel expenses between sites. Funding for the added sections and travel costs come from the LCAP as well as base funding. Regular and ongoing analysis of enrollment in a broad course of study courses helps to inform the District as it makes decisions on offerings and in using LCAP Supplemental and Concentration funds to support Priority 7.