

LOCAL INDICATORS PROGRESS REPORT



2022 California School Dashboard
Azusa Unified School District



State Priority 1 Basic Services

- Mis-assignment of teachers: .1%
- Students without access to standards-aligned instructional materials: 0%
- Number of identified instances where facilities do not meet the “good repair” standard: 18%

Narrative:

Azusa Unified School District (AUSD) has worked to ensure 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 of 2014. The District has been modernizing and updating school sites, beginning with those sites not previously modernized and taking into account school reorganization decisions. Recent upgrades to facilities include state-of-the-art athletic fields at both comprehensive high schools. In addition to bond-funded projects, other improvements to schools have also been ongoing. In response to the COVID-19 pandemic, AUSD purchased additional instructional materials, personal protective equipment, sanitizing equipment, water stations, and other safety-based facility improvements.

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.

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| 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.

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| 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)

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| 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.

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| 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 2021-2022 school year, rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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| 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 adopting 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 the implementation of state academic standards, AUSD utilizes evidence-based practices in teacher learning, such as coaching, professional learning communities, and ongoing job-embedded application - 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 continues 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 collaborative practices, cognitive rigor, and academic discourse. AUSD Educational Services leadership, community partners, and staff utilized the state reflection tool to identify the implementation progress for the 2022 California School Dashboard.

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 community 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 emerging bilingual 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 certificated, classified, and management. Furthermore, to accurately reflect AUSD progress, other evidence, such as artifacts (such as professional development offerings), information, and qualitative data served to inform the results. Community 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

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| 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. | 3 |
| 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 District and schools. 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 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 Blackboard, an online portal, which allows two-way communication between parents and teachers. 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). AUSD has participated in the State of California Community Engagement Initiative-Professional Leading and Learning Network for the last three years. Participants have increased their learning and implementation of community engagement through this initiative. 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

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| 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 curricula. Principals and District instructional leaders meet with parents to outline curriculum and content with a focus on the role families play in supporting 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

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| Rate the AUSD's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 4 |
| Rate the AUSD's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 5 |
| Rate the AUSD'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. | 5 |
| Rate the AUSD'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. | 2 |

Narrative:

AUSD has a long history of collaborative, positive relationships between schools and families. Year after year, parents report high levels (>60%) 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 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, 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. Furthermore, as AUSD looks to the future and the reorganization of the District, parents serve on a specialized group providing recommendations to the Board of Education. 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 serve 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 | 89% | 57% | 56% |
| Culture | 32% | 49% | 38% |
| Belonging & Peer Collaboration | 59% | 52% | 41% |
| Relationships | 82% | 52% | 35% |
| Safety | 64% | 62% | 54% |

Differences in student responses in 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:

- 33% more elementary grade students expressed high levels of engagement when compared to high school students.
- 32% 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, with 32% of elementary students expressing positive responses to questions on this theme, 17% more middle school students expressing positive responses, and 6% more high school students expressing positive responses to questions contained in the culture theme.
- 59% of elementary students surveyed responded positively to questions addressing belonging and peer collaboration, high school students had lower rates of positive responses (41%) as did middle school students (52%).

- High levels of elementary students responded positively to questions contained in the relationships theme. High school and middle school students indicated lower levels of positive responses to relationship questions (Middle 52%, High 35%).
- The majority of students at all three grade spans indicated mid-levels of feeling safe, 64% of elementary students, 62% of middle school students, and 54% of high school students.

AUSD results are on average or higher than those reported by similar California schools and national results. In the area of relationships and culture, AUSD students' positive responses declined slightly from the previous year but are still in the third quartile when compared to state and national results. Relationships and culture impact school climate as they address students' feelings of being cared about, feeling respected by staff, and indicate how students treat each other and staff.

Decisions based on this data 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 learning will focus on these areas in the coming years.

In 2021-2022, AUSD saw small declines in student positive responses. The impact of COVID-19 mandates, campuses that were closed to the public, and the inability to hold community events due to state and county health orders were some of the contributing factors. AUSD publicly shared 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 2022-2023 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 upon grade spans, unduplicated student groups, and students with exceptional needs. Quantitative data tables reflecting the percent of students with access to and/or enrolled in a broad course of study were constructed.

For the 2021-2022 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: 2021-2022 Percent of Elementary Students with access to a 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 provided access to broad course of study in context of least restrictive environment determination

*GATE and enrichment programs offered within and outside the regular school day

Table 2: 2021-2022 Percent of Secondary Students with access to broad course of study

| Broad Course of Study 7-12 | All 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 provided access to broad course of study in context of least restrictive environment determination

*Advanced and enrichment programs offered within and outside the regular school day, including summer programs

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, at one high school, students can participate in a Medical Pathway Program. At another high school, students can participate in an International Baccalaureate program. 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 0 or 7th 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 analysis of enrollment in broad course of study courses helps to inform the District as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7.