

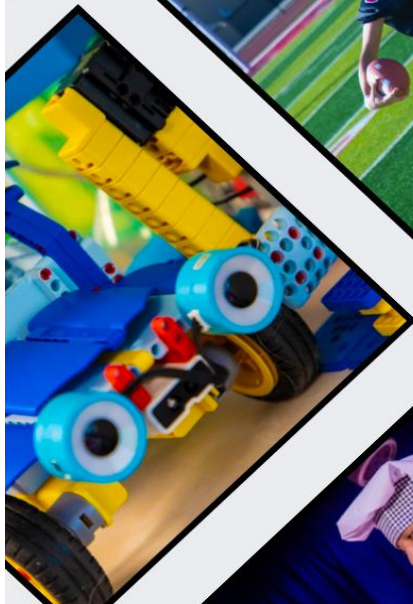
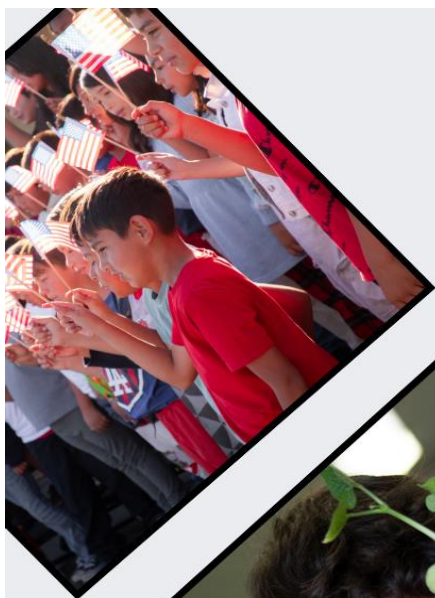
AZUSA UNIFIED SCHOOL DISTRICT

546 S. Citrus Avenue
Azusa, CA 91702



LOCAL CONTROL AND ACCOUNTABILITY PLAN

JANUARY UPDATE
2025



SUMMARY

This January Local Control and Accountability Plan (LCAP) Update provides progress details and metric updates for Azusa Unified School District's (AUSD) LCAP for the 2024-2025 school year. During the 2024-2025 school year, the District met with educational partners to give feedback on the LCAP actions and services. The 2024-2025 LCAP is year one of the three-year plan that had been collaboratively built with parents, students, staff, and Board members. The LCAP comprises 6 goals with 49 associated actions and services designed to move the District toward its goals. Fifty-one measures serve to indicate growth toward goals. District staff collected data from the California Department of Education along with local data for the development of this report. The report provides an analysis of progress for each goal along with the associated metrics in the following order.

1. Ensure growth and achievement for all students on California State Standards

2. Meet the needs of English learner (EL) students and accelerate their academic achievement and English proficiency

3. Students will graduate and be prepared for college or post secondary opportunities

4. Improve engagement by empowering families through relationships, collaboration, and partnerships within our community

5. Ensure safe and restorative school climates

6. By June, 2027, Sierra High School will increase the percentage of students meeting or exceeding standards in English Language Arts (ELA) and Math, reduce suspension rates, and increase the percentage of students meeting the College/Career Indicator (CCI)

KEY FINDINGS

The District is comprehensively addressing the actions and services of all District goals outlined in the 2024-2025 LCAP, with significant progress in most actions and services. The District is spending Supplemental and Concentration (S&C) funds along with one-time funding, Base, Federal, and other grant funding to support its goals. In support of its goals, the District has expended over 8.3 million dollars in S&C funding this year. Below are some key findings from District's LCAP January update.

- The District is addressing the needs of low-income, foster youth, and EL students through strategic use funding. One-time funding and grants are strategically used first to maximize long term funding of actions and services.

- Programs supporting student achievement and growth both academically and social-emotionally have continued to grow and impact students. Additional staff to support student needs such as school social workers, and partnerships with groups such as the Western Justice Center have supported emotional needs of our students which will increase student engagement. This has led to an 8% decrease in suspension rate compared to the previous school year.
- Opportunities for AUSD students to access college and career preparation resources, courses, and supports continue to grow and are showing outstanding results, in particular, the 2024 Seal of Biliteracy completion rate has shown a 12% growth. Additionally, there has been a 5% growth on the California Assessment of Student Performance and Progress (CAASPP) data in English Language Arts (ELA) and math for 11th grade students based on the Smarter Balanced Assessment Consortium (SBAC) results.
- Technology access for students is close to 1-to-1 in each classroom. Site technology infrastructure is meeting the needs of our 21st Century learners who are accessing wireless and wired internet in support of achievement. In addition to interactive panels, voice lift systems are being installed in classrooms to increase engagement and access.
- District attendance and chronic absenteeism continue to be a focus. Improved attendance equates to more learning time for students and improved achievement. District attendance rate has improved with a current rate of 93% and chronic absenteeism rates declined by 4% when compared to the California School Dashboard.
- A continuing focus on achievement is needed for English learners, Long-Term English Learner (LTEL) students, foster youth and students with disabilities to ensure a decrease in the performance gaps identified in this report. Outcomes in graduation rates for English learners and students with disabilities are higher in 2024 than county graduation rates. The rate of students earning A-C grades has increased by 8% and reclassification rates continue to increase.

Strong data-driven professional learning opportunities coupled with attention to all students and student groups is occurring and addressing the learning needs of AUSD students.

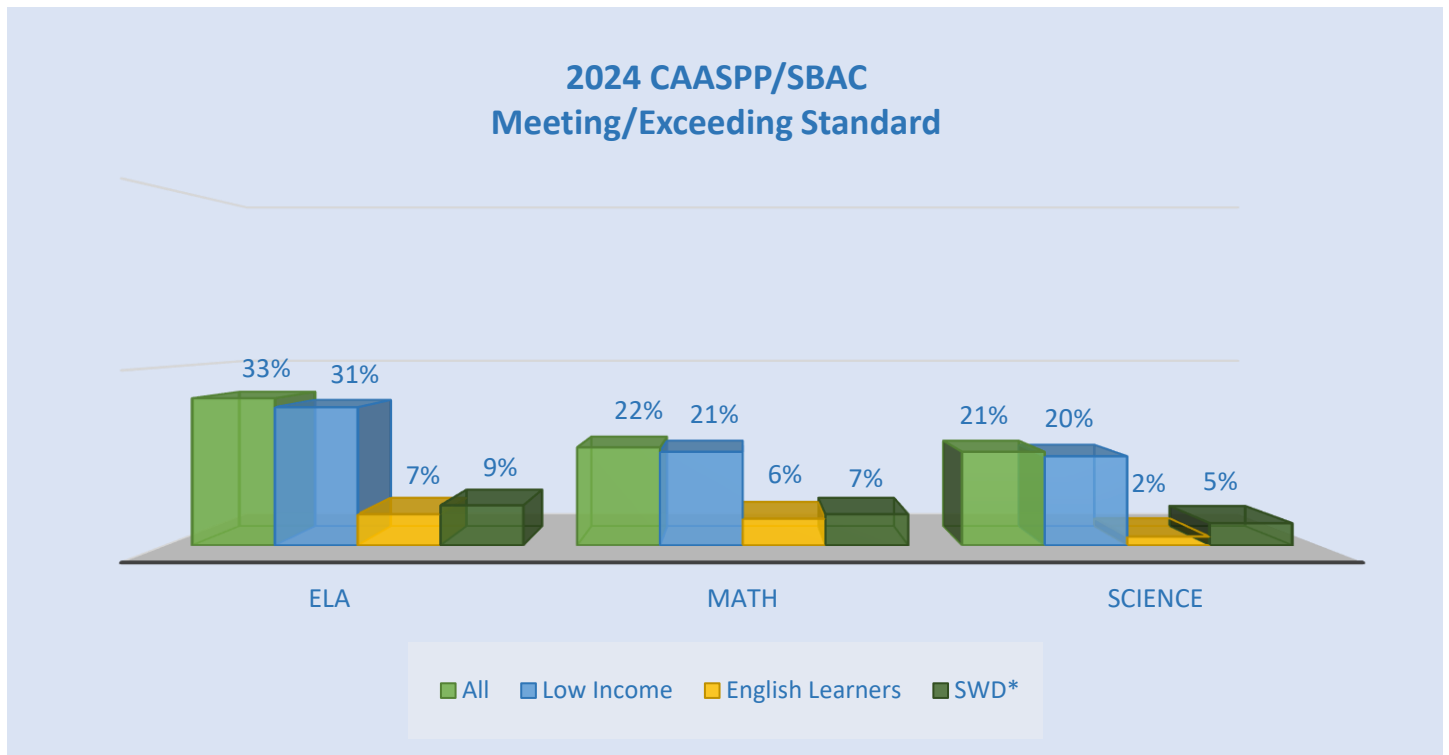
SECTION 1

Goal 1: AUSD will ensure growth and achievement for all students on California State Standards.

The District's first LCAP goal is committed to fostering academic success for all students by identifying strengths and areas of growth, planning for improvement, and reflecting on progress. This work is driven by data analysis and educational partner engagement. The 2023 California School Dashboard highlights both progress and ongoing challenges. While AUSD students have shown some improvements, significant work remains. Overall, students maintained similar performance levels compared to the previous year's results in both ELA and math. Student data collected over the last year point out the need to continue to improve the quality of instruction in classrooms and create learning opportunities and environments that contribute to higher achievement. Learning environments and classroom climates are directly linked to progress in student academic achievement and overall well-being. District survey data points to the value and importance of professional learning in improving instruction, as does research on providing instructional coaching. Actions and services in Goal 1 will prioritize academic achievement across all student groups and will continue targeting professional learning initiatives, instructional strategies, and resources to support high-need students.

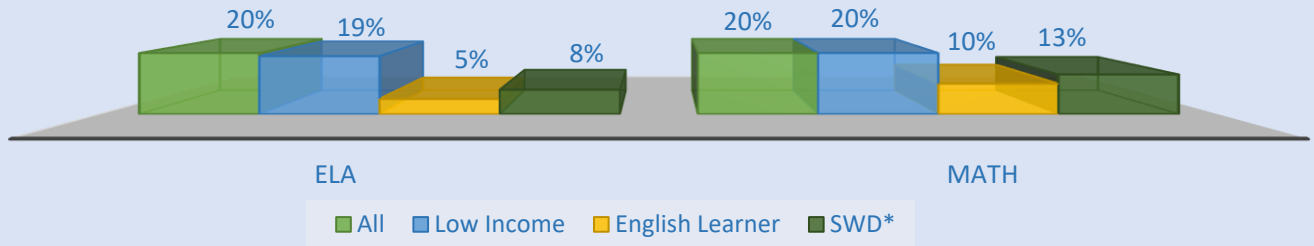
The following are summary graphic representations of Goal 1 progress. The visual displays portray the overall factors measuring academic achievement. These graphics provide a broad view of the data aligned to Goal 1. A comprehensive and detailed examination of the metrics and expenditures can be found in the subsequent sections following the infographics.

Student Achievement



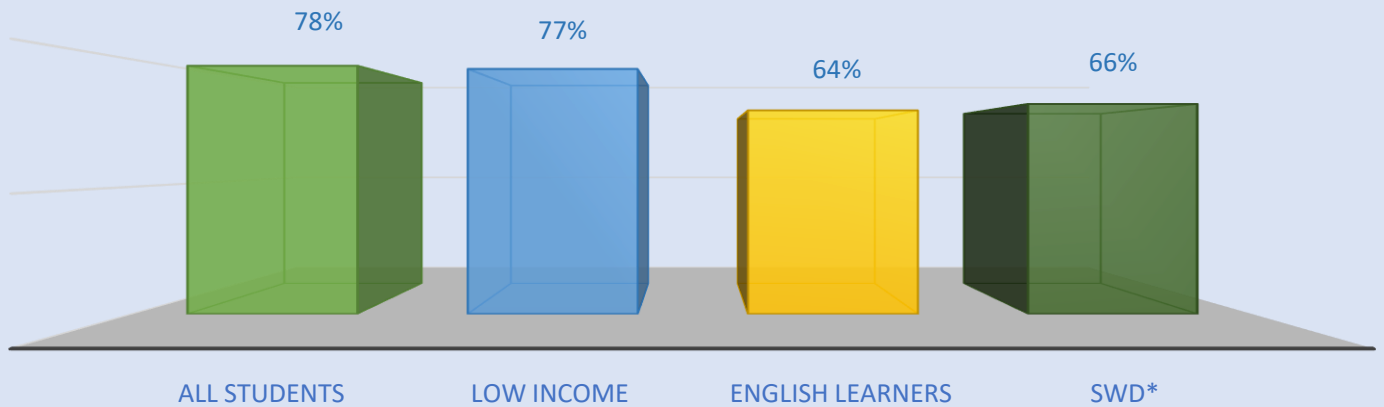
*Students with Disabilities

2024 Local Assessments Meeting/Exceeding Standard



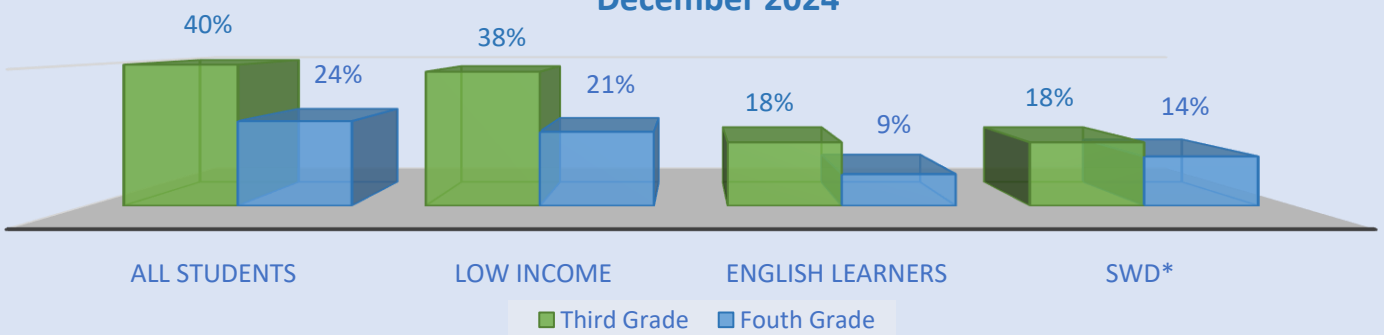
*Students with Disabilities

A-C Grades Earned by 9th Graders December 2024



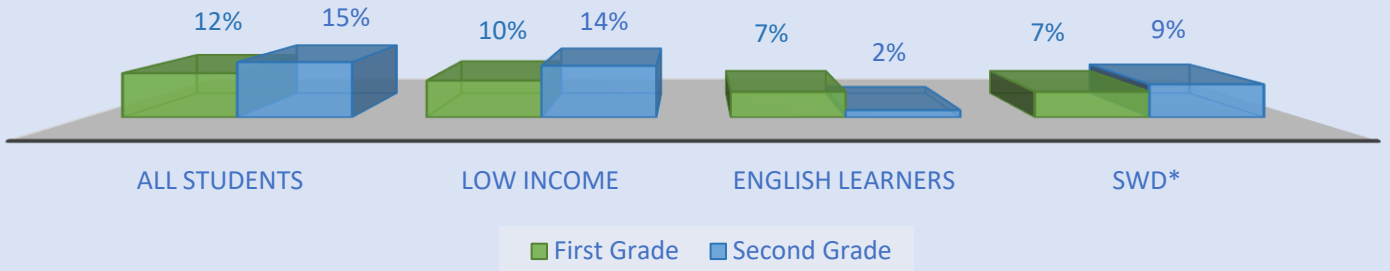
*Students with Disabilities

Grade 3 and 4 Reading Proficiency (i-Ready Diagnostic Reading Screener) On Grade Level or Above December 2024



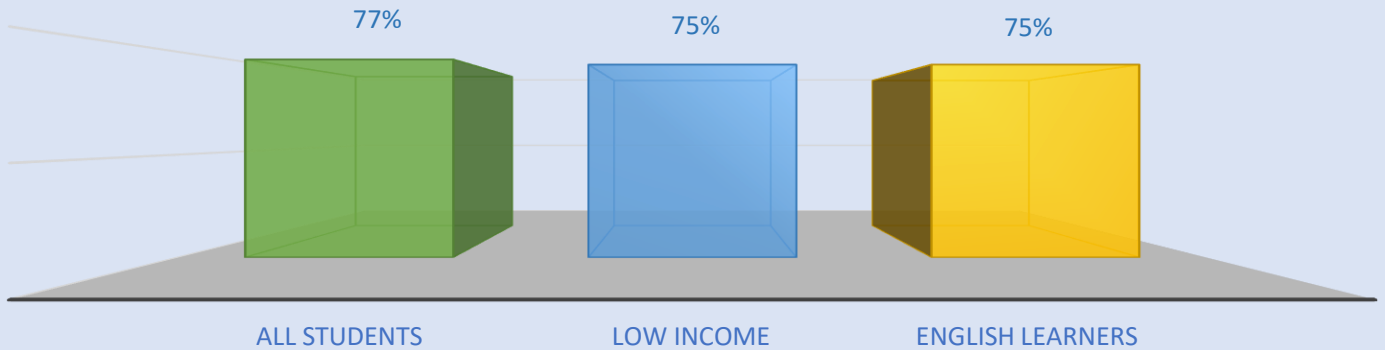
*Students with Disabilities

**Grade 1 and 2 Math Proficiency
(i-Ready Diagnostic Math Screener)
On Grade Level or Above
December 2024**

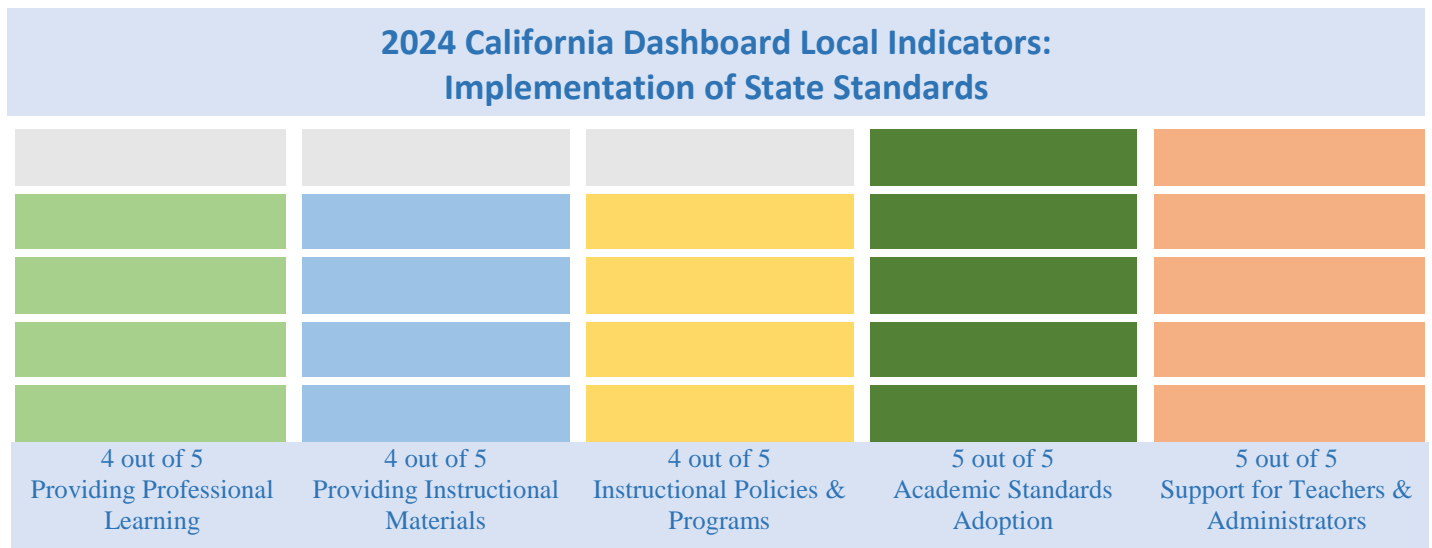
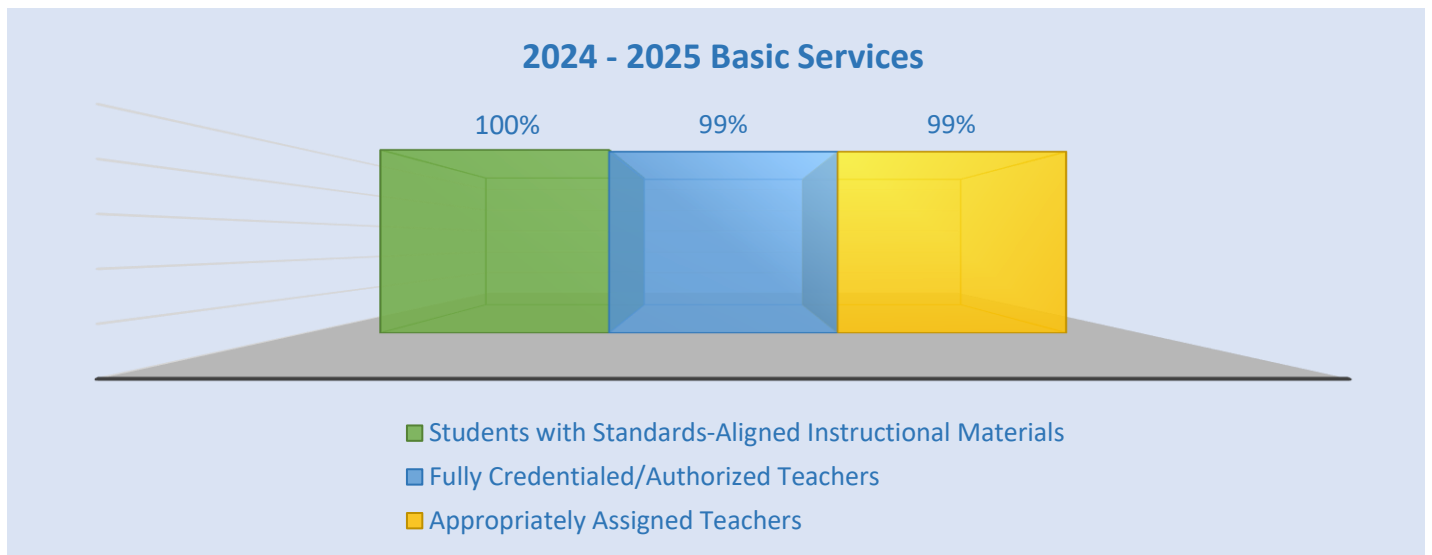


*Students with Disabilities

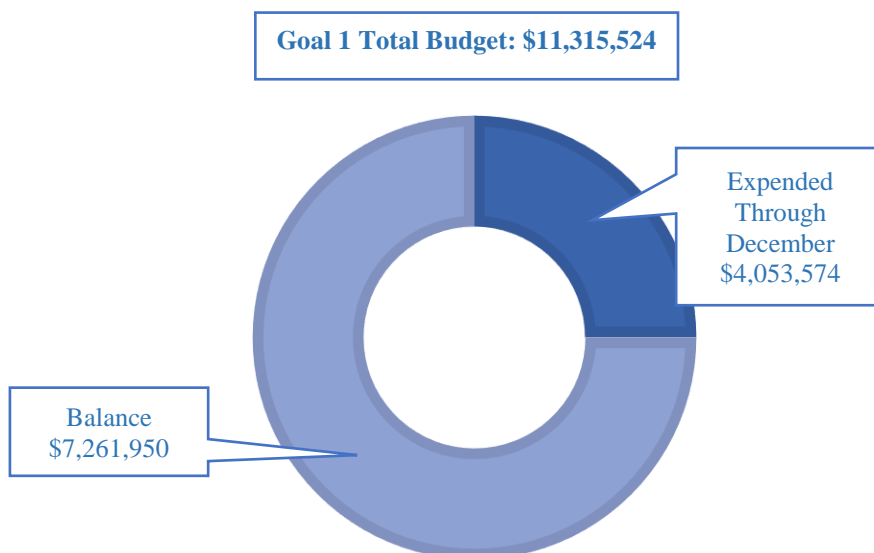
**Transitional Kinder (TK) Local Math Assessment
Percentage Meeting or Exceeding Standard
December 2024**



Basic Services



Goal 1 Expenditures



Goal 1 Metric Update

Metrics identified in LCAP Goal 1 include SBAC scores for all student groups in grades 3 through 8 and 11 in ELA and mathematics, basic services provided that increase academic outcomes for students, third and fourth-grade reading levels, and A-C rate for ninth-grade students. Table 1.1 lists each metric identified in the LCAP along with the most recent results by all students (ALL), English learners (EL), socio-economically disadvantaged (SED) students, and students with disabilities (SWD). Some metrics are new and therefore may not have historical data or current data to date. The following tables 1.2 – 1.10 display the disaggregated data for student groups and schools in AUSD.

Table 1.1 Goal 1 LCAP Metrics				
Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC ELA Assessment (Grades 3 – 8 & 11)	ALL: 37% EL: 8% SED: 35% SWD: 8%	ALL: 33% EL: 7% SED: 31% SWD: 9%	TBD Spring 2025	Increase ≥ 10% for all groups Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC Math Assessment (Grades 3 – 8 & 11)	ALL: 22% EL: 7% SED: 21% SWD: 6%	ALL: 21% EL: 6% SED: 21% SWD: 7%	TBD Spring 2025	Increase ≥ 10% for all groups Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Percent of Students who met or Exceeded Standards on the Science Assessment (Grades 3 – 8 & 11)	ALL: 17% EL: 2% SED: 16% SWD: 5%	ALL: 21% EL: 2% SED: 20% SWD: 5%	TBD Spring 2025	Increase ≥ 10% for all groups Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Percent of A-C Grades Earned by Ninth Grade Students		ALL: 69% EL: 57% SED: 70% SWD: 70%	ALL: 78 % EL: 64% SED: 77% SWD: 66%	≥ 77% for all groups
Third Grade Reading Proficiency Rate (Lexile)		44%	40%	≥ 67%
Fourth Grade Reading Proficiency Rate (Lexile)		24%	24%	≥ 67%
First Grade Math Proficiency Rate (Math Diagnostic Assessment)		27%	12%	≥ 67%
Second Grade Math Proficiency Rate (Math Diagnostic Assessment)		12%	15%	≥ 67%
Percent of Students with Standards-Aligned Instructional Materials		100%	100%	100%
Percent of Fully Credentialed/Authorized Teachers		100%	99%	100%
Percent of Appropriately Assigned Teachers		100%	99%	100%

CA Dashboard Local Indicators: Implementation of State Standards		Providing Professional Learning: 4 Standards-based Materials: 4 Instructional Policies & Programs: 4 Academic Standards Adoption: 5 Support for Teachers and Administrators: 5	TBD Spring 2025	Providing Professional Learning: 5 Standards-based Materials: 5 Instructional Policies & Programs: 5 Academic Standards Adoption: 5 Support for Teachers and Administrators: 5
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**Table 1.2
2024 ELA CAASPP/SBAC Students Meeting/Exceeding Standards**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	33%	38%	28%	7%	0%	20%	31%	9%	25%	63%	69%	32%	50%
Azusa High School	54%	61%	47%	6%	*	30%	53%	11%	*	*	*	53%	*
Charles H. Lee Elementary School	32%	37%	26%	18%	*	17%	31%	13%	*	*	*	29%	50%
Clifford D. Murray Elementary School	20%	19%	21%	7%	*	5%	21%	7%	*	*	*	20%	*
Gladstone Middle School	31%	36%	26%	6%	*	22%	29%	7%	*	76%	68%	29%	51%
Henry Dalton Elementary School	34%	40%	27%	16%	*	*	30%	6%	*	*	*	32%	*
Magnolia Elementary School	37%	45%	30%	8%	*	20%	34%	0%	*	*	*	36%	*
Paramount Elementary School	35%	42%	30%	9%	*	16%	33%	18%	*	*	*	34%	*
Sierra High School	37%	29%	43%	*	*	*	38%	*	*	*	*	35%	*
Valleydale Elementary School	24%	28%	21%	3%	*	30%	23%	10%	*	*	*	23%	*
Victor F. Hodge Elementary School	30%	35%	26%	6%	*	*	28%	10%	*	*	*	28%	*

*N/A or data suppressed to protect student privacy

Table 1.3
2024 Mathematics CAASPP/SBAC Students Meeting/Exceeding Standards

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	22%	19%	24%	6%	*	11%	21%	7%	4%	55%	48%	20%	37%
Azusa High School	26%	22%	31%	0%	*	7%	25%	2%	*	*	*	24%	*
Charles H. Lee Elementary School	26%	23%	28%	13%	*	5%	24%	16%	*	*	*	24%	42%
Clifford D. Murray Elementary School	18%	11%	23%	8%	*	12%	18%	27%	*	*	*	17%	*
Gladstone Middle School	15%	16%	14%	1%	*	10%	14%	1%	*	52%	47%	14%	27%
Henry Dalton Elementary School	38%	32%	45%	9%	*	17%	37%	19%	*	*	*	36%	*
Magnolia Elementary School	32%	32%	32%	12%	*	22%	31%	6%	*	*	*	30%	*
Paramount Elementary School	29%	23%	34%	12%	*	10%	28%	14%	*	*	*	28%	*
Sierra High School	2%	0%	3%	*	*	*	0%	*	*	*	*	2%	*
Valleydale Elementary School	22%	14%	30%	11%	*	24%	21%	18%	*	*	*	21%	*
Victor F. Hodge Elementary School	33%	30%	30%	11%	*	*	33%	8%	*	*	*	31%	*

*N/A or data suppressed to protect student privacy

**Table 1.4
Third Grade Reading Proficiency Rate
(Lexile)**

	All	Females	Males	English Learners	Reclassified Fluent English Proficient	Socioeconomically Disadvantaged	Students w/Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	40%	42%	38%	18%	68%	38%	18%	*	50%	63%	*	40%	40%
Charles H. Lee Elementary School	31%	34%	27%	21%	^	30%	*	*	*	*	*	29%	*
Clifford D. Murray Elementary School	32%	33%	32%	15%	^	32%	*	*	*	*	*	31%	*
Henry Dalton Elementary School	40%	36%	45%	9%	^	39%	*	*	*	*	*	43%	*
Magnolia Elementary School	42%	20%	61%	15%	^	36%	*	*	*	*	*	40%	*
Paramount Elementary School	48%	61%	36%	5%	^	49%	*	*	*	*	*	46%	*
Valleydale Elementary School	41%	44%	34%	32%	^	37%	*	*	*	*	*	38%	*
Victor F. Hodge Elementary School	45%	51%	41%	17%	^	41%	12%	*	*	*	*	45%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

Table 1.5
Fourth Grade Reading Proficiency Rate
(Lexile)

	All	Females	Males	English Learners	Reclassified Fluent English Proficient	Socioeconomically Disadvantaged	Students w/Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	24%	27%	21%	9%	45%	21%	14%	*	*	13%	*	23%	23%
Charles H. Lee Elementary School	31%	35%	29%	14%	^	20%	33%	*	*	*	*	28%	*
Clifford D. Murray Elementary School	17%	23%	12%	10%	^	17%	*	*	*	*	*	17%	*
Henry Dalton Elementary School	26%	36%	18%	6%	^	23%	*	*	*	*	*	31%	*
Magnolia Elementary School	23%	26%	22%	8%	^	22%	*	*	*	*	*	23%	*
Paramount Elementary School	22%	25%	21%	9%	^	21%	*	*	*	*	*	21%	*
Valleydale Elementary School	19%	17%	20%	11%	^	16%	*	*	*	*	*	18%	*
Victor F. Hodge Elementary School	29%	30%	28%	9%	^	24%	10%	*	*	*	*	29%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

**Table 1.6
First Grade Math Proficiency Rate
(Math Diagnostic Assessment)**

	All	Females	Males	English Learners	Reclassified Fluent English Proficient	Socioeconomically Disadvantaged	Students w/Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	12%	9%	13%	7%	50%	10%	7%	*	*	0%	*	10%	11%
Charles H. Lee Elementary School	6%	4%	10%	5%	^	4%	*	*	*	*	*	7%	*
Clifford D. Murray Elementary School	10%	12%	8%	6%	^	8%	5%	*	*	*	*	10%	*
Henry Dalton Elementary School	8%	5%	12%	0%	^	7%	*	*	*	*	*	8%	*
Magnolia Elementary School	14%	5%	20%	10%	^	15%	*	*	*	*	*	12%	*
Paramount Elementary School	12%	11%	11%	0%	^	9%	*	*	*	*	*	7%	*
Valleydale Elementary School	11%	10%	13%	8%	^	11%	*	*	*	*	*	12%	*
Victor F. Hodge Elementary School	15%	11%	19%	14%	^	13%	0%	*	*	*	*	17%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

Table 1.7
Second Grade Math Proficiency Rate
(Math Diagnostic Assessment)

	All	Females	Males	English Learners	Reclassified Fluent English Proficient	Socioeconomically Disadvantaged	Students w/Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	15%	14%	16%	2%	29%	14%	9%	*	*	36%	*	14%	14%
Charles H. Lee Elementary School	11%	4%	16%	0%	^	8%	13%	*	*	*	*	10%	*
Clifford D. Murray Elementary School	9%	8%	10%	4%	^	10%	*	*	*	*	*	10%	*
Henry Dalton Elementary School	17%	22%	13%	*	^	14%	*	*	*	*	*	11%	*
Magnolia Elementary School	19%	26%	13%	0%	^	17%	*	*	*	*	*	18%	*
Paramount Elementary School	20%	23%	17%	*	^	18%	*	*	*	*	*	19%	*
Valleydale Elementary School	14%	6%	21%	4%	^	13%	*	*	*	*	*	14%	*
Victor F. Hodge Elementary School	13%	9%	17%	0%	^	13%	8%	*	*	*	*	14%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

Table 1.8
2024 - 2025 Percent of A-C Grades Earned by 9th Grade Students

	All	English Learners	Reclassified Fluent English Proficient	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	78%	64%	79%	77%	66%	*	*	*	77%	*
Azusa High School	78%	64%	79%	77%	69%	*	*	*	77%	*

*N/A or data suppressed to protect student privacy

Table 1.9
2024 - 2025 Basic Services

	Students with Standards-Aligned Instructional Materials	Students with Fully Credentialed Teachers	Percent of Appropriately Assigned Teaching Staff
AUSD	100%	99%	99%
Azusa High School	100%	98%	98%
Charles H. Lee Elementary School	100%	100%	100%
Clifford D. Murray Elementary School	100%	100%	100%
Gladstone Middle School	100%	100%	100%
Henry Dalton Elementary School	100%	100%	100%
Longfellow School	100%	100%	100%
Magnolia Elementary School	100%	100%	100%
Paramount Elementary School	100%	100%	100%
Sierra High School	100%	100%	100%
Valleydale Elementary School	100%	100%	100%
Victor F. Hodge Elementary School	100%	100%	100%

Goal 1 Qualitative Analysis and Expenditures

Fifteen actions/services are aligned to Goal 1. These actions/services are intended to increase and improve the academic achievement of students in AUSD. Table 1.10 outlines the progress AUSD is making in each action/service associated with Goal 1. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 1.10 Goal 1 Actions and Services		
Actions/Services Summary	Budget	Expenditures (December 2024)
<p>December 2024 1. The District is purchasing standards-aligned supplemental instructional materials including renewed subscriptions to online resources, science lab materials, and additional textbooks. Supplemental instructional supplies are used in classrooms to improve student achievement and accelerate learning for all students. Technology purchases include replacement Chromebooks, ensuring that all students have a device for individual use as well as access to updated technology in classrooms.</p>	\$625,360	\$114,772
<p>December 2024 2. District staff purchased standards-aligned instructional materials for grades TK-12, including English Language Development (ELD) materials and all core content areas. Staff purchased updates to ELA and mathematics materials and supplies necessary for the ongoing implementation of math and ELA programs.</p>	\$1,285,446 (Base Funding)	\$94,573 (Base Funding)
<p>December 2024 3. The District focuses its support on all EL, foster, and low-income students by utilizing District diagnostic results to identify specific learning needs and strategies for accelerating learning based on those needs. EL, foster, and low-income students' progress is monitored closely. They receive effective instruction in their classes and any needed academic interventions. Students at all grade levels who are part of all student groups are monitored with District assessments and diagnostics to identify specific learning needs in language arts and math. Added learning support is offered during the school day and after school. Resource teachers and success coach teachers provide foundational and small group supports during school-wide small group time. Students are grouped in order to have their differentiated needs met. Additionally, these teachers support EL students, including newcomers. At the high school level, the On-Track Collaborative team has focused additional support for 9th grade students based on grades.</p>	\$2,586,558 \$1,082,200 (Title I Funding)	\$200,584 \$595,525 (Title I Funding)
<p>December 2024 4. The District renewed its contracts with Illuminate (Data and Assessment System) for 2024-2025 school year. Illuminate supports the tracking and monitoring of all student data. Illuminate is compatible with our student information system, AERIES, where data from each system can be shared. One beneficial example is that teachers using Illuminate for assessments and lessons can push results to their AERIES grade book.</p>	\$80,000	\$113,624
<p>December 2024 5. Parent access to participate in their students' Individualized Education Plan (IEP) meetings and decision making is increased with the support of translation. District translators provide the bridge for families to understand and give important input that affects their students' school experience. AUSD continues to focus support for students who are having challenges meeting District standards. Increasing the time students have in the general education setting is an important component of ensuring they have best first instruction. For students who have challenges, having the support of instructional aides increases the time students are able to successfully participate in the general education setting.</p>	\$486,680	\$102,355

<p>December 2024</p> <p>6. AUSD continues to utilize the Sobrato Early Academic Language (SEAL) program focusing on strategies that enhance the early academic language acquisition in young children. Early Childhood Education (ECE) SEAL Cohort 2 began SEAL training in September and will complete SEAL training in March 2025. The District continues work in Preschool through Third Grade Coherence Collaboration (P3CC) to further develop the alignment in math instruction and assessment from preschool through third grade. Preschool and Transitional Kinder (TK) teachers are provided continued support in the implementation of Counting Collections and SEAL strategies. The District provides TK classes in addition to an early childhood director to support services to Azusa’s youngest learners. AUSD is working towards expanding California State Preschool Program (CSPP) to include Hodge Elementary School. The District implemented a full-day/full-year California State Preschool Program at Longfellow School.</p>	<p>\$1,321,540 (Base Funding) \$212,176 (State Preschool Program Funding)</p>	<p>\$660,770 (Base Funding) \$91,372 (State Preschool Program Funding)</p>
<p>December 2024</p> <p>7. The Teacher on Special Assignment (TOSA) team has played a vital role in supporting teachers through tailored professional learning and coaching focused on enhancing instructional practices. Key areas of support include mathematics instruction, with an emphasis on developing conceptual understanding, problem-solving strategies, and fostering a growth mindset in students; literacy development, aimed at building strong foundational skills, improving reading comprehension, and integrating academic language across content areas; and student engagement, supported through research-based strategies that promote active learning, collaboration, and equitable participation in the classroom. All professional learning and coaching are designed in alignment with the California Department of Education’s professional learning standards, ensuring high-quality, research-driven support that meets state and District goals. In addition to these core areas, the TOSA team has provided targeted assistance to address the unique needs of English learners (ELs) and Long-Term English Learners (LTELs). This includes: implementing differentiated instructional strategies to support language development alongside content mastery, collaborating with teachers to design lessons that integrate academic language and culturally responsive practices, and offering guidance on formative assessment practices to monitor EL progress and inform instruction. By focusing on these critical areas, the TOSA team continues to empower teachers with the tools and strategies needed to create inclusive, engaging, and academically rigorous learning environments for all students.</p>	<p>\$1,474,500 \$311,000 (Title II & III Funding)</p>	<p>\$411,012 \$103,995 (Title II & III Funding)</p>
<p>December 2024</p> <p>8. AUSD implemented a successful summer school program in the summer of 2024. LCAP funds supported over 700 students during the summer of 2024 in classes such as middle school math and ELA support, ELD, credit recovery, original credit, and also dual enrollment. Our partnership with Citrus College (costs paid by Citrus College and not from AUSD LCAP) ensured that approximately 900 students were able to take classes for credit recovery. Planning for the summer of 2025 began in December. Elementary and middle school students will receive rigorous, project-based learning in all content areas. High school students will have opportunities to take courses, including APEX and Citrus College courses to accelerate or to make up units. Summer school recruitment prioritizes enrollment of EL students, students with disabilities, and those who are not meeting grade-level standards. S&C funding for summer school will be expended in late spring and early summer.</p>	<p>\$500,000</p>	<p>\$0</p>
<p>December 2024</p> <p>9. AUSD has 99% of teachers fully credentialed and appropriately assigned. There are two vacant positions that the District is actively trying to fill.</p>	<p>\$51,225,108 (Base Funding) \$85,000 (Title II Funding)</p>	<p>\$15,298,501 (Base Funding) \$0 (Title II Funding)</p>
<p>December 2024</p> <p>10. The District continues to contract with California Consulting to help locate, write, and procure grants that benefit the District. Grants have been awarded to AUSD, including a Bilingual Teacher Professional Development grant from the California Department of Education (CDE) for \$3,200,000.00 as well as a California Community School grant of \$1,200,000 for Hodge Elementary.</p>	<p>\$72,000</p>	<p>\$28,333</p>

December 2024 11. Visual and Performing Arts funds continue to support secondary schools and all elementary schools for the Arts. Funding has been allocated for four additional art teachers that would provide art instruction at the elementary sites. However, one of these positions remains vacant. Currently our three art teachers visit each elementary school once every three weeks and provide a standards-aligned art lesson to all grade levels at the school site. The art team is working hard to align art lessons to grade level standards, themes, and site initiatives. Additionally, elementary and secondary art teachers participate in Professional Learning Communities (PLCs) to vertically align practice between the grade spans and to strengthen instructional practices.		\$783,460	\$258,307
December 2024 12. The District offers comprehensive music instruction, providing students with instruments and essential supplies to support the 2024-2025 music program. This action/service funds both in-school and after-school music instructors across all school sites. Instruments and materials are distributed to students at both the elementary and secondary levels. New this year, we have launched a strings program specifically for fifth-grade students, expanding their musical opportunities. In addition, several band and musical ensembles have had the opportunity to perform at various events and venues this year, highlighting their skills and dedication.		\$1,406,880	\$563,611
December 2024 13. To address the lack of reliable technology access among low-income students, foster youth, and English learner students, the District has undertaken significant initiatives to enhance technology infrastructure and support. Key completed projects include the upgrade of network hardware and fiber to improve connectivity and reliability, the installation of interactive flat panels (IFPs) and voice lift systems to enhance classroom learning environments, and the assignment of new devices to high school and middle school students. Additionally, the deployment of new phones has improved communication across the District. Future efforts will focus on upgrading classroom WiFi to further support reliable access to designated programs and resources. These improvements, combined with extended access to technology during after-school programs and extended learning opportunities, will ensure that EL, low-income, and foster students have the tools they need to succeed both during and beyond the school day. Dedicated site technicians continue to provide support to ensure students and staff can effectively use these technologies to promote student achievement.		\$2,670,355	\$2,073,421
December 2024 14. School sites have purchased materials and invested in services tailored to their School Plan for Student Achievement (SPSA) goals, which are closely aligned with the District's LCAP goals. These services include professional development in social-emotional learning, additional staff hours to enhance inclusive practices, and targeted programs such as after-school science, technology, engineering, art, and math (STEAM) activities and application of content area experiences. Hands-on learning experiences have also been prioritized to boost student engagement, foster academic discourse, and improve overall academic outcomes.		\$354,731	\$113,565
December 2024 15. The District has undertaken an initiative to update school libraries and expand classroom collections with a wide range of books by diverse authors and centered on Diversity, Equity, and Inclusion (DEI) topics. Schools continue to enhance their libraries with diverse content to better engage students. In addition, the District provides DEI-focused instructional materials, staff training, one-on-one tutoring, and services that support both students and families. These efforts aim to promote equity, increase access to opportunities, and ensure students are prepared for college and career success.		\$275,000	\$73,990
TOTAL EXPENDITURES	Supplemental/Concentration Base State/Federal		\$ 4,053,574 \$16,145,216 \$ 699,520

SECTION 2

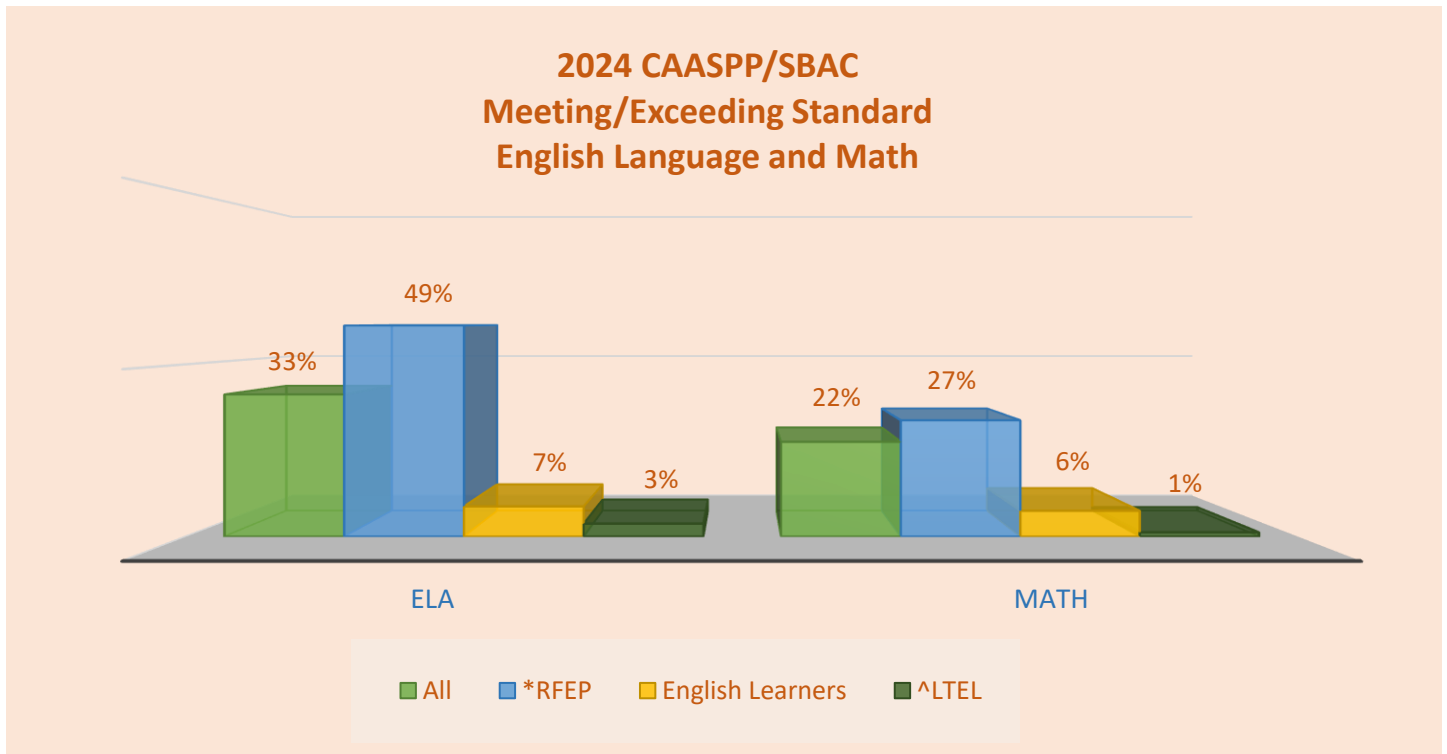
Goal 2: AUSD will meet the diverse needs of English learner (EL) students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

The District's second LCAP Goal is dedicated to supporting its diverse population of English learners (EL), who make up 25.9% of the District's student body. These students face varying academic and language challenges, from Newcomers with limited English proficiency to Long-Term English Learners (LTELs) requiring targeted support. Despite efforts, EL students continue to face significant achievement gaps in English Language Arts (ELA) and Math, as reflected in the 2022-2023 state assessments where only 8% of ELs met ELA standards compared to 37% of all students, and just 7% meet math standards compared to 22% District-wide.

There are promising results where the implementation of the Sobrato Early Academic Language (SEAL) program has led to significant gains, with these schools achieving "green" and "blue" performance levels on the Dashboard. These successes highlight the importance of expanding evidence-based strategies District-wide to close achievement gaps and ensure all EL students are equipped for academic success and future opportunities.

The following are summary graphic representations of Goal 2 progress. The visual displays portray the factors measuring academic achievement for EL students and overall expenditures to date for Goal 2.

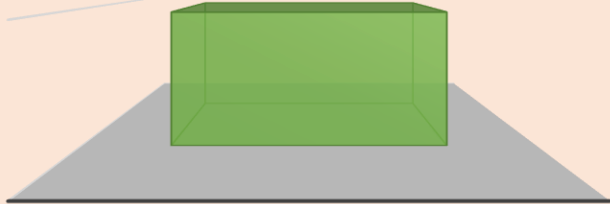
Student Achievement



*Reclassified Fluent English Proficient (RFEP)
^Long-Term English Learner (LTEL)

**CA School Dashboard - ELPAC Scores
English Learners Making Progress
Toward Language Proficiency**

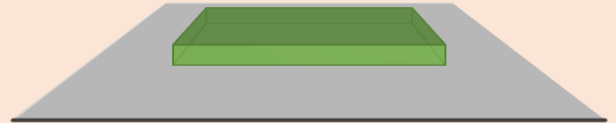
39%



■ EL Students Making Progress Toward Proficiency 2023-2024

**English Learners
Meeting Reclassification Criteria**

6%

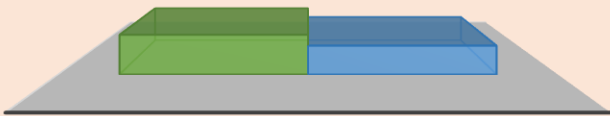


■ Current Reclassification Rate 2024-2025

**CA School Dashboard - ELPAC Scores
Percentage of ELs Classified as LTELs**

11%

8%



■ 2022 - 2023

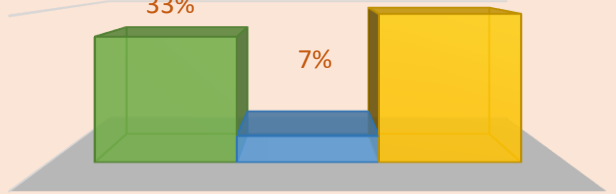
■ 2023 - 2024

**2024 CAASPP/SBAC
Meeting/Exceeding Standard
English Language Arts**

33%

7%

39%

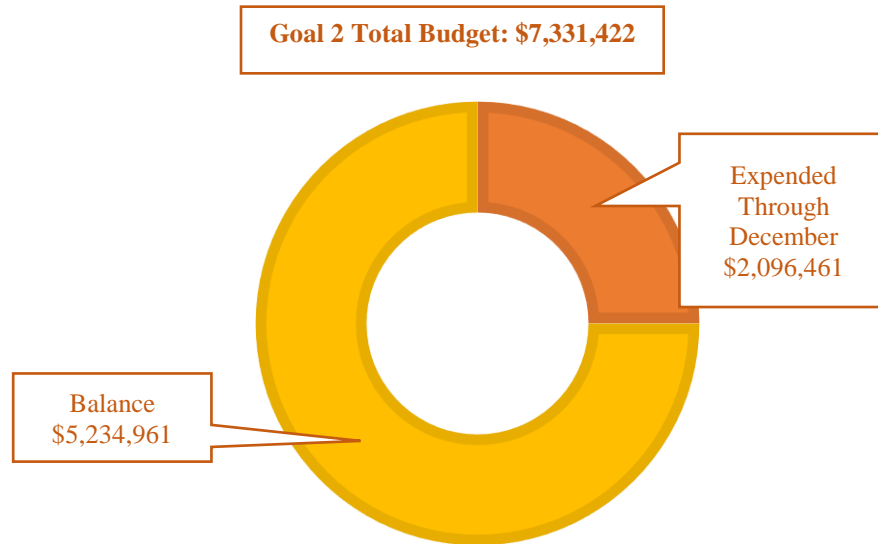


■ All

■ EL Students

■ EL Students in Dual Language Immersion (DLI)

Goal 2 Expenditures



Goal 2 Metric Update

Metrics identified in LCAP Goal 2 include SBAC scores for all student groups in grades 3 through 8 and grade 11 in ELA and mathematics, the percentage of students making progress towards language proficiency based on the CA School Dashboard, and the reclassification rate and academic progress of English learners. Table 2.1 lists each metric identified in the LCAP along with the most recent results including results by all students (ALL), English learners (EL), Reclassified Fluent English Proficient (RFEP), and Long-Term English Learners (LTELs) Some metrics are new and therefore may not have historical data or current data to date. The following tables 2.2 – 2.7 display the disaggregated data for student groups and schools in AUSD.

**Table 2.1
Goal 2 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC ELA Assessment (Grades 3 – 8 & 11)	ALL: 37% EL: 8% RFEP: 56% LTEL: 4% FOSTER: 0%	ALL: 33% EL: 7% RFEP: 49% LTEL: 3% FOSTER: 0%	TBD Spring 2025	Increase ≥ 5% for all groups Year 1 increase ≥ 1.66% Year 2 increase ≥ 1.67% Year 3 increase ≥ 1.67%
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC Math Assessment (Grades 3 – 8 & 11)	ALL: 22% EL: 7% RFEP: 28% LTEL: 1% FOSTER: 0%	ALL: 22% EL: 6% RFEP: 27% LTEL: 1% FOSTER: 0%	TBD Spring 2025	Increase ≥ 5% for all groups Year 1 increase ≥ 1.66% Year 2 increase ≥ 1.67% Year 3 increase ≥ 1.67%
Percent of EL Students Making Progress Toward Language Proficiency on the CA School Dashboard Based on ELPAC Scores	50%	39%	TBD Spring 2025	Increase ≥ 60%

**Table 2.1
Goal 2 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Rate of Reclassification of EL Students	New Metric	14%	Current 6%	Increase \geq 15%
Reduction of the Percent of EL Students who are LTELs	11%	8%	TBD Spring 2025	Reduction \geq 5% Year 1 decrease \geq 1.66% Year 2 decrease \geq 1.67% Year 3 decrease \geq 1.67%
Percent of DLI Students who Met or Exceeded Standards on the SBAC ELA Assessment (Grades 3 – 8 & 11)	ALL: 37% EL: 8% DLI EL Students: 36%	ALL: 33% EL: 7% DLI EL Students: 39%	TBD	Increase \geq 5% for all groups Year 1 increase \geq 1.66% Year 2 increase \geq 1.67% Year 3 increase \geq 1.67%

**Table 2.2
2024 ELA CAASPP/SBAC Students Meeting/Exceeding Standards**

	All	English Learners	Reclassified Fluent English Proficient
AUSD	33%	7%	49%
Azusa High School	54%	6%	60%
Charles H. Lee Elementary School	32%	18%	63%
Clifford D. Murray Elementary School	20%	7%	68%
Gladstone Middle School	31%	6%	40%
Henry Dalton Elementary School	34%	16%	50%
Magnolia Elementary School	37%	8%	60%
Paramount Elementary School	35%	9%	73%

Sierra High School	37%	*	45%
Valleydale Elementary School	24%	3%	67%
Victor F. Hodge Elementary School	30%	6%	54%

*N/A or data suppressed to protect student privacy

Table 2.3
2024 Math CAASPP/SBAC Students Meeting/Exceeding Standards

	All	English Learners	Reclassified Fluent English Proficient
AUSD	22%	6%	27%
Azusa High School	26%	0%	26%
Charles H. Lee Elementary School	26%	13%	38%
Clifford D. Murray Elementary School	18%	8%	42%
Gladstone Middle School	15%	1%	21%
Henry Dalton Elementary School	38%	9%	67%
Magnolia Elementary School	32%	12%	47%
Paramount Elementary School	29%	12%	65%
Sierra High School	2%	*	3%
Valleydale Elementary School	22%	11%	33%
Victor F. Hodge Elementary School	33%	11%	61%

*N/A or data suppressed to protect student privacy

**Table 2.4
EL Reclassification Rates**

	EL Students	2024 - 2025 Reclassification Rate
AUSD	1355	6%
Azusa High School	227	6%
Charles H. Lee Elementary School	108	5%
Clifford D. Murray Elementary School	175	1%
Gladstone Middle School	282	12%
Henry Dalton Elementary School	74	7%
Magnolia Elementary School	92	1%
Paramount Elementary School	122	6%
Sierra High School	19	0%
Valleydale Elementary School	159	3%
Victor F. Hodge Elementary School	97	14%

**Table 2.5
Percent of EL Students Making Progress Toward Proficiency**

	EL Students	2023 - 2024
AUSD	1102	39%
Azusa High School	227	28%
Charles H. Lee Elementary School	71	42%
Clifford D. Murray Elementary School	114	27%
Gladstone Middle School	256	52%
Henry Dalton Elementary School	53	42%
Magnolia Elementary School	66	27%
Paramount Elementary School	103	38%
Sierra High School	*	*
Valleydale Elementary School	110	47%
Victor F. Hodge Elementary School	71	54%

*N/A or data suppressed to protect student privacy

**Table 2.6
2024 ELA CAASPP/SBAC Students Meeting/Exceeding Standards**

	All	English Learners	English Learners In DLI
AUSD	33%	7%	39%
Valleydale Elementary School	24%	3%	29%
Victor F. Hodge Elementary School	30%	6%	39%

**Table 2.7
Goal 2 Actions and Services**

Actions/Services Summary	Budget	Expenditures (December 2024)
<p>December 2024 1. The ALAS Center serves as a vital resource for English learners and their families, offering initial assessments and acting as a hub to connect families with school and District programs. By centralizing the assessment process, we ensure that English learner families receive essential information about the dual language immersion program. This approach emphasizes the value of building literacy through an asset-based perspective, which supports long-term academic success for English learners by adding to their skills rather than replacing them.</p>	\$364,350	\$62,211
<p>December 2024 2. Teachers have continued to use a specialized curriculum to support English language development for LTELs. The District continues to ensure that updated Chromebooks are available to teachers who have EL students in their classrooms. District staff has provided additional supplementary English acquisition materials.</p>	\$200,000	\$47,244
<p>December 2024 3. Bilingualism provides benefits including the capacity to communicate in more than one language, enhanced cognitive skills, and improved academic outcomes. The District Spanish Dual Language Immersion (DLI) program has expanded to include 8th grade this year at Gladstone Middle School. Spanish DLI classes are offered at Longfellow School, Hodge Elementary School, Valleydale Elementary School, and Gladstone Middle School. This year, both Hodge Elementary School and Valleydale Elementary School have DLI students enrolled in kinder through 5th grade. In addition, we have partnered with CABE to continue providing middle school Spanish DLI training. This school year Dalton Elementary School has implemented a Mandarin DLI program in TK and Kindergarten with the goal to expand one grade level per year. DLI teachers have had professional learning community time focused on the three pillars of dual language education: biliteracy, biculturalism, and academic achievement. Funds will be expended to support their implementation for materials and supplies. Additionally, funds have been spent on specifically DLI professional learning.</p>	\$4,342,154	\$1,461,076
<p>December 2024 4. Various Teachers on Special Assignment (TOSA) support teacher professional learning for administrators, co-administrators, and support staff to increase the achievement of emerging bilinguals. Additionally, we are offering Sobrato Early Academic Language (SEAL) professional learning to staff at Hodge, Murray, Valleydale, Dalton, Lee, and Longfellow schools. The SEAL model is a research-based approach designed to enhance academic achievement and language proficiency for English learners, helping to prevent them from becoming Long-Term English Learners. To support this initiative, teachers are provided with planning and collaboration time, including dedicated hours and substitutes.</p>	\$380,000	\$284,298
<p>December 2024 5. The District renewed its subscription to ELlevation for the 2024-2025 school year. ELlevation is a program management platform that organizes all EL/Emerging multilingual student data, supports critical meeting and monitoring processes, and enables accurate reporting. We are currently using ELlevation to determine our first round of reclassifications for the 2024-2025 school year. To date, 187 students have been reclassified using the ELlevation system for fall 2024. Additionally, schools and teachers are in the process of monitoring RFEP students to ensure that all reclassified students are progressing and receiving the support needed. The District is using the Test of English Language Learning (TELL) assessment to measure the progress of students who are learning English as another language; as well as using other multiple measures. The TELL assessment is utilized to ensure teachers and students are provided data in a timely and</p>	\$57,000 (Title III Funding)	\$56,875 (Title III Funding)

<p>formative manner about students' language development and progress. As TELL aligns with the ELPAC, site staff can use TELL data to progress monitor and also predict areas of need for the ELPAC in order to respond with intervention and support.</p>		
<p>December 2024 6. The District provides bilingual paraprofessionals, professional development, and appropriate materials and supplies to support the language acquisition and academic achievement of English learners. English learners require high-leverage instructional approaches and effective language acquisition strategies to support both their academic and English language development. When designing an instructional approach or intervention, AUSD considers several factors, in addition to content, to ensure a match between the learner's needs and the most effective approach or intervention to address those needs. The District continues to seek personnel to fill the positions funded by this action.</p>	\$746,372	\$152,161
<p>December 2024 7. In an effort to reduce the number of LTELs and support ELs in achieving academic success, AUSD is providing all 12th-grade students at our high schools with access to the Expository Reading and Writing Course (ERWC). ERWC is tailored to meet the unique needs of LTELs and ELs. The curriculum provides targeted instruction in academic English, with a focus on helping students overcome language-related challenges, improve their literacy skills, and meet the rigorous demands of post-secondary education and careers. By delivering intensive, research-based instruction, we aim to equip seniors with the tools they need to succeed beyond high school.</p>	\$275,000	\$0
<p>December 2024 8. We are providing specialized support for newcomer students through dedicated support classes and targeted instructional strategies. These specialized programs are designed to meet the unique linguistic, academic, and social-emotional needs of newcomers, ensuring they receive the resources and support necessary to thrive in their new learning environments.</p>	\$200,350	\$65,910
<p>December 2024 9. We are committed to providing professional learning and instructional support that fosters culturally relevant, rigorous instruction across all educational programs, from preschool through high school. Our goal is to equip educators with the tools and strategies necessary to create inclusive, engaging, and academically challenging learning environments that meet the diverse needs of all students. Our professional learning initiatives are delivered through a variety of strategic programs and partnerships, including:</p> <ul style="list-style-type: none"> • Preschool/Transitional Kindergarten (PS/TK) SEAL Sustainability: Ongoing support for the Sobrato Early Academic Language (SEAL) model, designed to build early literacy, language development, and academic skills with a focus on English learners and dual-language learners. This ensures that early childhood educators continue to implement high-quality, research-based practices that promote language-rich, culturally responsive learning environments. • On-Track Partnership with California Education Partners: Collaboration with California Education Partners to support continuous improvement efforts, helping schools and districts stay "on track" in meeting their goals for student achievement, equity, and instructional excellence. This partnership provides data-driven insights and tailored professional development to address specific challenges and opportunities. • Teacher on Special Assignment (TOSA) Support in Professional Learning Communities (PLCs): TOSAs play a critical role in facilitating professional learning communities, where teachers collaborate to analyze student data, share best practices, and refine instructional strategies. This support strengthens teacher capacity, fosters a culture of continuous learning, and ensures alignment with district and state educational standards. Through these efforts, we are dedicated to enhancing instructional quality, promoting equity, and supporting educators in 	<p>\$823,196 \$150,000 (Title II Funding)</p>	\$23,561

delivering culturally relevant, high-impact instruction that prepares all students for success.			
TOTAL EXPENDITURES	Supplemental/Concentration Base State/Federal		\$ 2,096,461 \$ 0 \$ 56,875

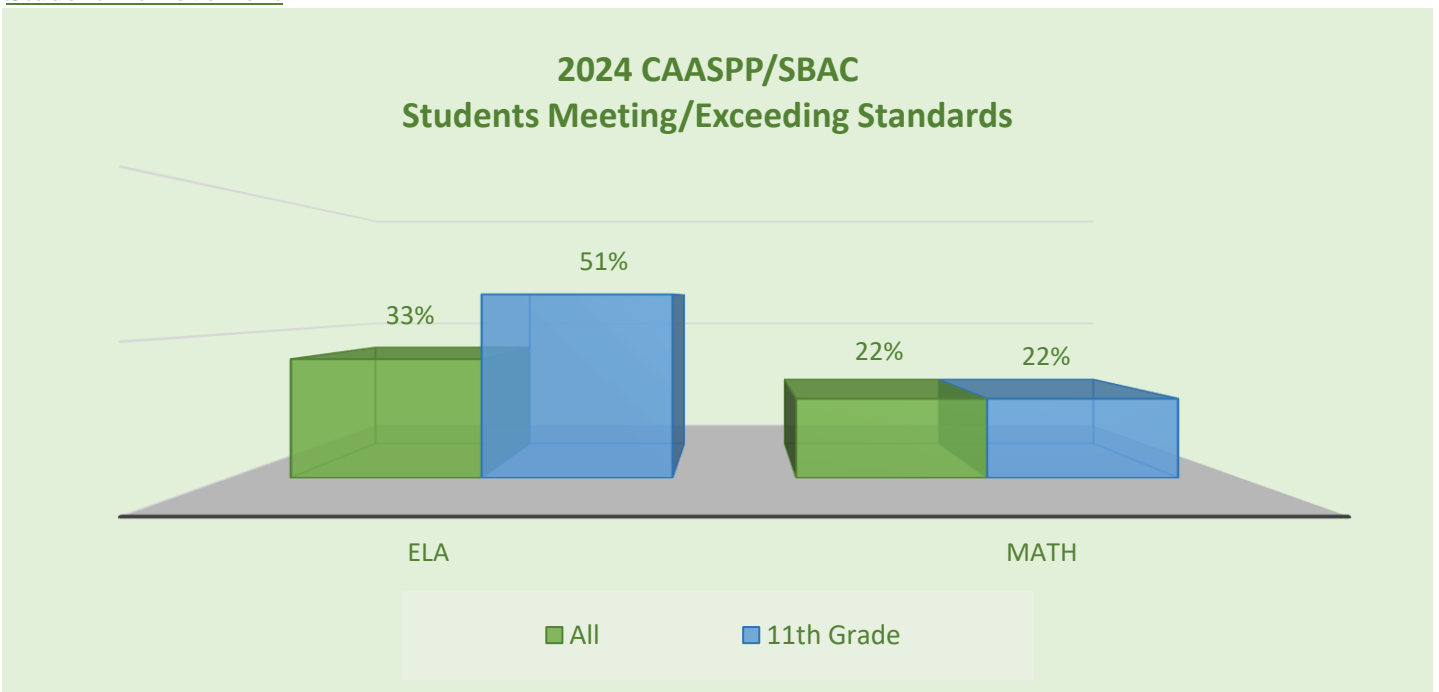
SECTION 3

Goal 3: AUSD students will graduate and be prepared for college or post-secondary opportunities.

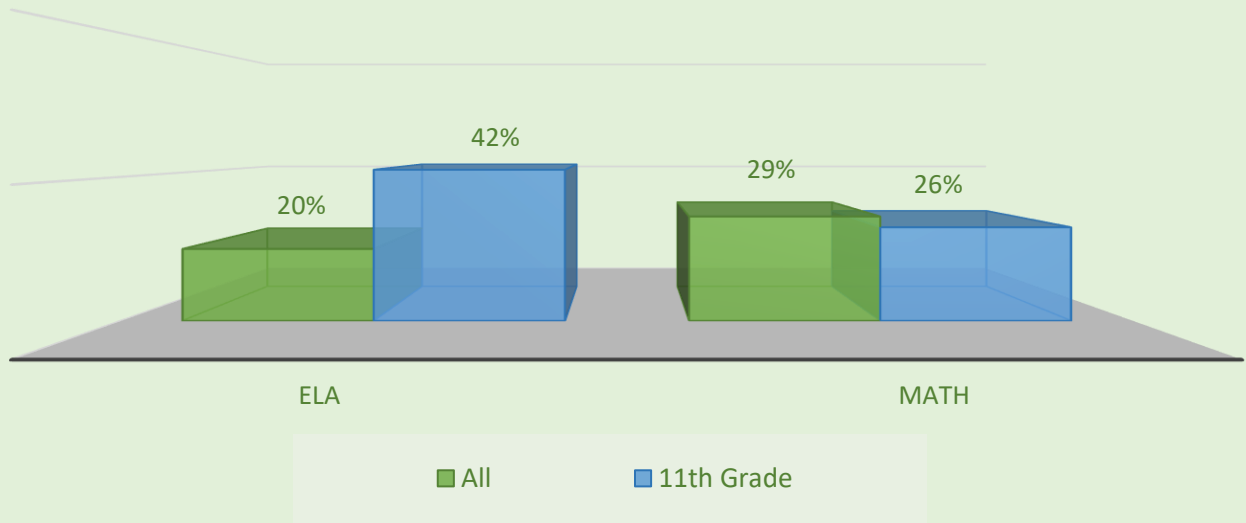
Through stakeholder engagement opportunities and data collection, AUSD identified the need for our third goal. Preparing students for college or post-secondary opportunities is an outcome all stakeholders felt strongly about as the LCAP was developed; as such, Goal 3 focuses on ensuring our students are prepared for post-high school success. The California School Dashboard reports an overall score for the College and Career Indicator (CCI). However, due to the COVID19 pandemic years, the overall CCI was not reported for 2020, 2021, or 2022. In 2023, when reporting resumed, data showed 36% of students graduating from AUSD schools were considered prepared, yet not all student groups show similar rates; in particular, SWD and EL students have lower readiness rates. These differences between the groups reveal a need to provide additional support and opportunities to be college and/or career ready. The District seeks to continue to focus and address differences between student groups and desires to increase college/career readiness for all students, with a particular focus on the readiness of our high-need students. Graduation rates for our students have fluctuated over the last three years, with 2023 showing 84% of AUSD students graduating with their 4-year cohort. AUSD seeks to maintain the focus on supporting students in meeting graduation requirements, especially as we face unrealized student learning brought about by the COVID-19 pandemic. AUSD has identified two groups - our EL students graduating at a rate of 69% and our SWD graduating at a rate of 64% - who need additional support. As such additional resources and support staff will be directed to ensure that the two identified subgroups receive the needed support to successfully graduate.

The following are summary graphic representations of Goal 3 progress. The graphics portray the factors measuring student college and career readiness and overall budget expenditures for Goal 3 to date. College and career readiness factors include many of the college and career readiness indicators shared on the CA School Dashboard, such as annual state assessment scores (SBAC) for 11th graders, graduation rates, a-g course requirement completion, participation and test results for Advanced Placement (AP), and college unit completion rates for the District Early College Program (ECP). These graphics serve to provide a broad view of the data aligned to Goal 3. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

Student Achievement

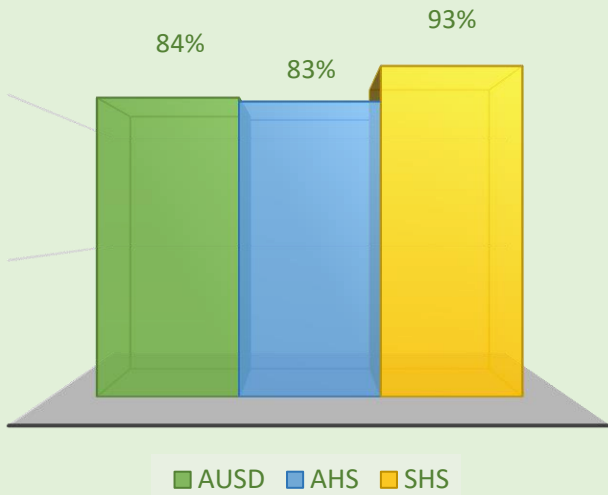


2024 Local Assessments Students Meeting/Exceeding Standard

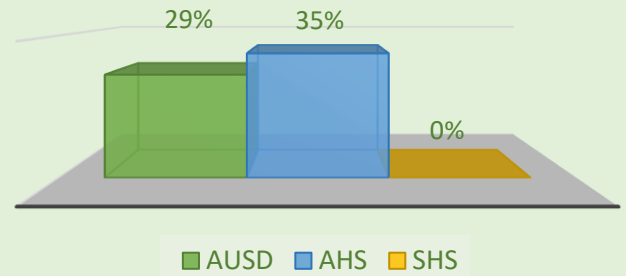


Graduation Outcomes

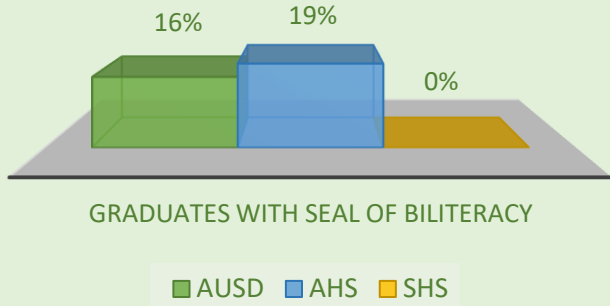
2024 Graduation Rate (4-Year Adjusted Cohort)



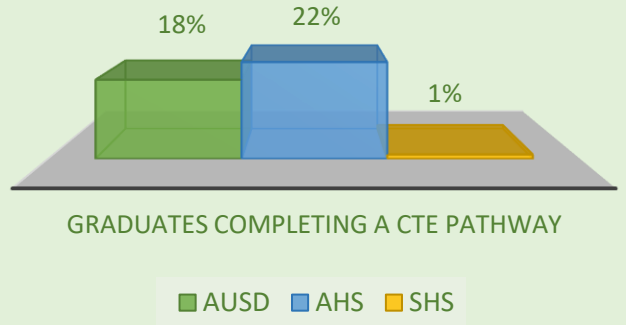
2024 Graduates Meeting UC/CSU Entrance Course Requirements (a-g)



2024 Graduates: Seal of Biliteracy

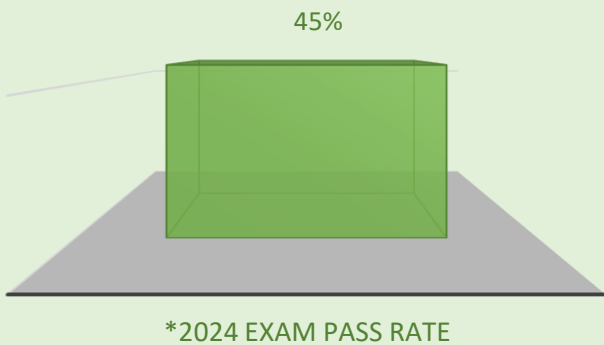


2024 Graduates: CTE Completers

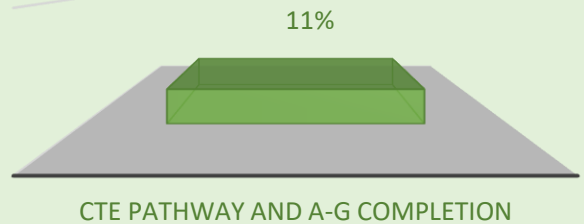


College and Career Readiness

2023 - 2024 Advance Placement Course Exam Pass Rate

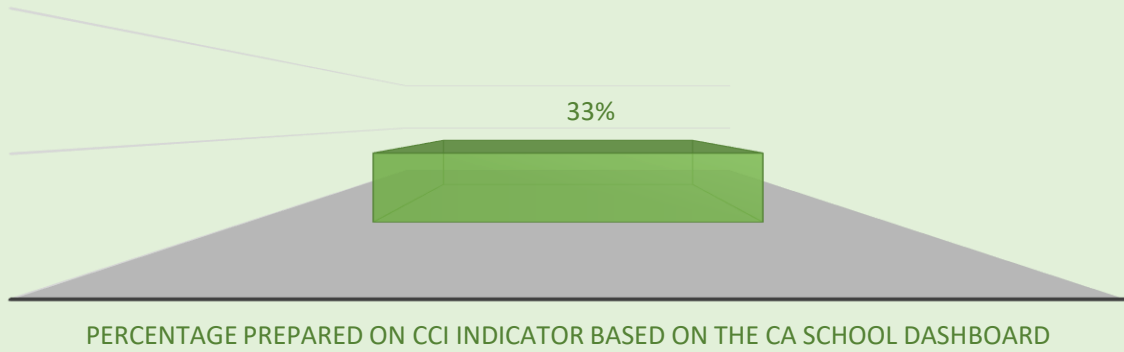


2023 - 2024 Percent of Graduates Completing: CTE Pathway and a-g Completion

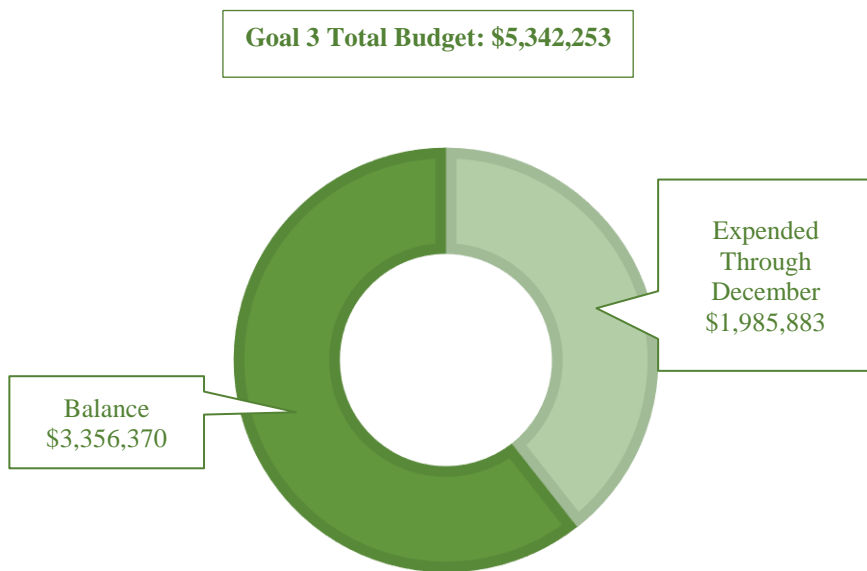


*Percentage of total AP test takers with a score of 3 or higher

2023 - 2024 Percent Meeting College/Career (CCI) Indicator



Goal 3 Expenditures



Goal 3 Metric Update

Metrics identified in LCAP Goal 3 include CAASPP/SBAC scores in ELA and Math for 11th graders, percentage of graduates meeting a-g requirements, and AP participation and assessment pass rates. Additional metrics consist of graduation rate and percentage of students completing 30 or more transferrable college units. Table 3.1 lists each metric identified in the LCAP along with the most recent results. The subsequent tables, 3.2 through 3.9 provide disaggregated data for each metric.

**Table 3.1
Goal 3 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC ELA Assessment (Grade 11)	All: 37% 11 th : 44%	All: 33% 11 th : 51%	TBD Spring 2025	Increase for all groups ≥ 10% Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC Math Assessment (Grade 11)	All: 22% 11 th : 16%	All: 22% 11 th : 22%	TBD Spring 2025	Increase for all groups ≥ 10% Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Percent of Students who are Prepared as Measured by the College/Career Indicator (California School Dashboard)	All: 36% AHS: 40% SHS: 3.4%	All: 33% AHS: 40% SHS: 4.5%	TBD Spring 2025	≥ 50%
Percent of Graduates Earning the California State Seal of Biliteracy	5%	16%	TBD Spring 2025	≥ 20%
Percent of Graduates Completing a CTE Pathway	New Metric	18%	TBD Spring 2025	≥ 30%
Graduation Rate (4-year Adjusted Cohort Rate)	District: 84% AHS: 80% SHS: 82%	District: 84% AHS: 83% SHS: 93%	TBD Spring 2025	≥ 95
Percent of Students Meeting UC/CSU Entrance Course Requirements (a-g)	District: 38% AHS: 37% SHS: 0%	District: 29% AHS: 35% SHS: 0%	TBD Spring 2025	≥ 50%
AP Exam Pass Rate (Percent of Total AP Test Takers with a Score of 3 or Higher)	District: 43% AHS: 41% SHS: 10%	District: 45% AHS: 45% SHS: 42%	TBD Spring 2025	≥ 60%
Percent of Graduates Completing a CTE Pathway and a-g Completion	All: 5% EL: 0% FY: 0% SED: 5%	All: 11% EL: 0% FY: 0% SED: 10%	TBD Spring 2025	≥ 20%
Percent of Students with Access to a Broad Course of Study as Defined by CA Ed Code 51210 and 51220 (a) - (i)	100%	100%	100%	100%

Table 3.2
2023 - 2024 ELA SBAC 11th Grade Students Meeting/Exceeding Standards

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD 11th Graders	51%	57%	46%	4%	*	31%	51%	12%	*	*	*	50%	55%
Azusa High School	54%	61%	47%	6%	*	30%	53%	11%	*	*	*	53%	*
Sierra High School	37%	29%	43%	8%	*	*	38%	*	*	*	*	35%	*

*N/A or data suppressed to protect student privacy

Table 3.3
2023 - 2024 Math SBAC 11th Grade Students Meeting/Exceeding Standards

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD 11th Graders	22%	19%	26%	0%	*	7%	21%	2%	*	*	*	20%	45%
Azusa High School	26%	22%	31%	0%	*	7%	25%	2%	*	*	*	24%	*
Sierra High School	1%	0%	3%	0%	*	*	0%	*	*	*	*	2%	*

*N/A or data suppressed to protect student privacy

**Table 3.4
2024 Graduates Earning the Seal of Biliteracy**

	All	Females	Males	English Learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	16%	21%	12%	5%	0%	16%	0%	*	*	*	16%	*
Azusa High School	19%	26%	14%	7%	*	19%	0%	*	*	*	16%	*
Sierra High School	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

**Table 3.5
2024 Graduates CTE Pathway Completion**

	All	Females	Males	English Learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic	White
AUSD	18%	15%	14%	4%	*	18%	4%	*	*	*	18%	*
Azusa High School	22%	16%	13%	4%	*	14%	4%	*	*	*	16%	*
Sierra High School	1%	0%	1%	0%	*	1%	0%	*	*	*	1%	*

*N/A or data suppressed to protect student privacy

Table 3.6
2023 - 2024 Graduation Rate
(4-year Adjusted Cohort Rate)

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
AUSD	84%	88%	82%	77%	*	77%	84%	74%	*	*	*	85%	*
Azusa High School	83%	87%	80%	75%	*	72%	83%	67%	*	*	*	83%	*
Sierra High School	93%	93%	93%	96%	*	96%	93%	96%	*	*	*	93%	*

*N/A or data suppressed to protect student privacy

Table 3.7
2024 Graduates Meeting UC/Cal State Entrance Requirements
(a-g Completion Rate)

	All	Females	Males	English Learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	29%	34%	24%	7%	11%	28%	4%	*	*	*	28%	*
Azusa High School	35%	43%	29%	9%	*	34%	5%	*	*	*	34%	*
Sierra High School	0%	0%	0%	0%	*	0%	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.8
Spring 2024 AP Exam Pass Rate
(Percent of AP Students with a Score of 3 or Higher)

	All	Females	Males	English Learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	45%	*	*	*	*	*	*	*	*	*	*	*
Azusa High School	45%	*	*	*	*	*	*	*	*	*	*	*
Sierra High School	42%	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 3.9
Percent Meeting College/Career Preparation Indicator
(CA School Dashboard)

	All	English Learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	33%	5%	*	33%	5%	*	*	*	32%	*
Azusa High School	40%	7%	*	40%	7%	*	*	*	40%	*
Sierra High School	5%	*	*	5%	*	*	*	*	5%	*

Goal 3 Qualitative Analysis and Expenditures

Four actions/services are aligned to Goal 3. These actions/services contribute to student college and career preparedness. Table 3.10 outlines the progress AUSD is making in each action/service. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 3.10 Goal 3 Actions and Services		
Actions/Services Summary	Budget	Expenditures (December 2024)
<p>December 2024</p> <p>1. Counselors: At GMS, by the end of the first semester, all 6th, 7th, and 8th-grade students will have completed their first activity on Naviance, which includes lessons introducing various careers, interests, and strengths. Eighth-grade students will attend the Majors Fair at Azusa Pacific University to promote College and Career Readiness. Counselors have also spoken to eighth-grade classes about the Early College Program at Azusa High School, encouraging students to begin college readiness courses early. Additionally, counselors continue to meet with students to review grades and discuss the impact of failing classes. Eighth-grade students have the opportunity to meet with their counselor to discuss their Six-Year Plan, covering current grades, high school course selection, college options, and potential career paths. Middle school counselors guide students on high school electives before high school counselors visit for registration and emphasize the importance of a-g requirements for a smooth transition into high school. As part of their efforts, middle school counselors will take Cougar Pals students on a tour of Azusa Pacific University, where they will explore the dorms, dining hall, and other campus facilities to experience college life.</p> <p>At AHS, counselors attended workshops and conferences on Dual Enrollment, CSU/UC systems, and the California Association for School Counselors. They are actively meeting with seniors to discuss graduation, a-g requirements, college applications, and post-secondary plans, including trade schools and certificate programs. Counselors are also meeting with 9th graders and their parents to review graduation requirements, four-year plans, post-secondary options, mental health support, and academic resources. During Coffee with the Principal, counselors presented on graduation requirements and addressed parent questions. The Early College Program (ECP) Parent Information Night was held on November 19, 2024. Counselors continue to meet with students across all grade levels to finalize spring schedules and plans. Citrus College admissions representatives are working with seniors on the Promise Program. From October to November 2024, college workshops were offered on Wednesdays after school. Funds have supported professional learning opportunities such as AVID training, CSU/UC workshops, and dual enrollment conferences. They have also been used for AVID and ECP student field trips and to renew essential licenses and subscriptions, including IB, Albert IO, Powerschool/Naviance.</p>	<p>\$250,000</p>	<p>\$43,183</p>
<p>December 2024</p> <p>2. Middle school counselors play a pivotal role in preparing students for career readiness by guiding them to explore their interests and teaching essential soft skills through social-emotional counseling lessons. These lessons help students understand the connection between their education and future opportunities. Through daily interactions, counselors support students in developing effective communication, problem-solving, and time-management skills.</p> <p>The College & Career Ready Lab at Gladstone Middle School engages students in career exploration through authentic problem-based learning experiences. These activities align with Azusa High School’s CTE pathways and provide exposure to a wide range of career clusters.</p> <p>7th Grade:</p> <p>During the first semester, seventh-grade Science, Technology, Engineering, Arts, and Math (STEM) students’ study and build electric circuits using Elenco Electronic Snap Circuit sets. The course follows the Project Lead the Way (PLTW) curriculum and teaches the basics of electricity and electronics through hands-on activities. Students enhance their</p>	<p>\$870,000 \$345,000 (CTE Grant Funding)</p>	<p>\$292,424 \$316,000 (CTE Grant Funding)</p>

<p>language and note-taking skills while being tested on key concepts from the <i>Student Guide to Electronic Circuits</i>. This program develops foundational skills for careers in Electrical Engineering. From February to the end of the academic year, students shift their focus to Civil Engineering projects. These activities emphasize structural and mechanical engineering principles while incorporating their understanding of electricity. Both semesters include supplemental math and science units designed to foster critical and creative thinking skills.</p> <p>8th Grade:</p> <p>In the Computer Science for Innovators and Makers class, eighth-grade students use input devices such as pressure sensors, flex sensors, and light sensors, along with output devices like LEDs, buzzers, and servos. These components are connected to a microcontroller called a micro bit using alligator clips. Students program the micro bit via Microsoft's MakeCode for micro bit website to produce outputs, such as turning on a light, sounding a buzzer, or spinning a servo, based on sensor inputs. For example, applying pressure to a sensor may trigger a buzzer. The curriculum emphasizes coding for cause-and-effect relationships (if-then logic) between inputs and outputs.</p> <p>In the App Creators, 2nd Semester class, students use Massachusetts Institute of Technology's (MIT's) App Inventor to design and code apps, focusing on game development. They test and debug their apps to ensure functionality, which requires strong analytical and problem-solving skills. Students who excel in this challenging course are well-prepared for the high school Information Technology pathway.</p> <p>High Schools:</p> <p>All students are offered access to CTE pathways in our open choice enrollment system. Students complete a concentrator course before advancing to the capstone course in their chosen pathway. In concentrator courses, students explore career interests using the NAF (formerly National Academy Foundation) curriculum, which includes personal skills assessments and activities targeting six essential future-ready soft skills. Students participate in Career Expo events, interact with industry professionals through classroom presentations and informational interviews, and attend field trips aligned with their interests.</p> <p>The partnership with the San Gabriel Valley Economic Partnership has expanded opportunities, such as a two-day field trip to Fresno, where Engineering students learn about transportation careers with High-Speed Rail and explore Fresno State's School of Engineering. Azusa Pacific University also hosts medical pathway students for hands-on lessons in state-of-the-art biology labs, and Grand Canyon University provides interactive sessions.</p> <p>Students in all pathways have had success in their Career and Technical Student Organization (CSTO) participation. In the 2023-24 school year a robotics team was started comprised of computer science and engineering students. They participated in the For Inspiration and Recognition of Science and Technology (FIRST) Robotics Competition and placed fourth in their league their first year. SkillsUSA students advanced and placed at the state level competition and HOSA (formerly known as the Health Occupations Students of America) students advanced from the state competition to nationals. All CTSO chapters on campus provide leadership opportunities for students and are open to all. All capstone students in the CTE pathways participate in career readiness activities as they complete the process to obtain internships including a resume workshop, mandatory mock interviews, and job readiness workshops. The increase in the number of students obtaining a summer internship has continued to grow with an increase of almost 80% from last year. Articulation continues with the two area community colleges, Citrus, and Mt. San Antonio, in the Engineering and Medical Pathways. Citrus College saw a 61% increase in the number of Engineering students granted articulation credit. A new agreement for the Computer Science pathway is set to be implemented this year at Citrus College.</p>		
<p>December 2024</p> <p>3. Staffing support includes counselors who work closely with students to create six-year plans that incorporate a career pathway. Counselors provide students with information on financial aid, college readiness, and career exploration. They also connect students, particularly those from disadvantaged backgrounds, to community resources. These resources include McKinley, Foothill Family Services, and APU interns, which provide essential social-emotional support.</p>	<p>\$3,835,683 \$30,000 (CTE Grant Funding)</p>	<p>\$1,272,177 \$0 (CTE Grant Funding)</p>

<p>Counselors utilize trauma-informed practices to help students overcome obstacles outside of their control and empower them to see beyond immediate challenges. For English learners, additional support is offered to address language barriers. This includes zero-period and after-school tutoring, enrollment in Advancement Via Individual Determination (AVID), and participation in Dual Language Immersion (DLI) programs. These opportunities enable students to pursue career exploration despite limited schedule availability. Support also extends to teachers, particularly those instructing IB and CTE classes, who benefit from district-level assistance provided by the Director and Secretary. Most of the funding for CTE programs is sourced from CTE grants, ensuring these opportunities remain accessible to students.</p>		
<p>December 2024</p> <p>4. At Gladstone Middle School, Spanish language courses are now offered for both beginners and heritage speakers. This initiative recognizes and builds upon the cultural and linguistic assets of our community, where 90% of students identify as Latinx. The program not only supports language development but also fosters pride and a deeper connection to students’ cultural heritage.</p> <p>At the high school level, Latino Studies courses provide positive representation of Latinx culture and history. These courses are designed to engage students with rigorous academic content aligned with Common Core and College and Career Ready Standards, while affirming their cultural identities and lived experiences. To further expand access to diverse and inclusive educational opportunities, resources have been allocated for:</p> <ul style="list-style-type: none"> • One full-time equivalent (FTE) World Language teacher at the middle school level to support language acquisition • One FTE Art teacher to encourage creative expression and develop artistic skills • One FTE Latinx Studies teacher to deepen students’ understanding of Latinx cultural history and contributions <p>These efforts underscore our commitment to providing equitable access to a comprehensive and inclusive curriculum. By empowering students to succeed academically while celebrating their cultural and linguistic diversity, we strive to create a learning environment that honors and reflects the richness of our community.</p>	<p>\$386,570</p>	<p>\$62,099</p>
<p>TOTAL EXPENDITURES</p>	<p>Supplemental/Concentration Base Federal/Grants</p>	<p>\$ 1,669,883 \$ 0 \$ 316,000</p>

SECTION 4

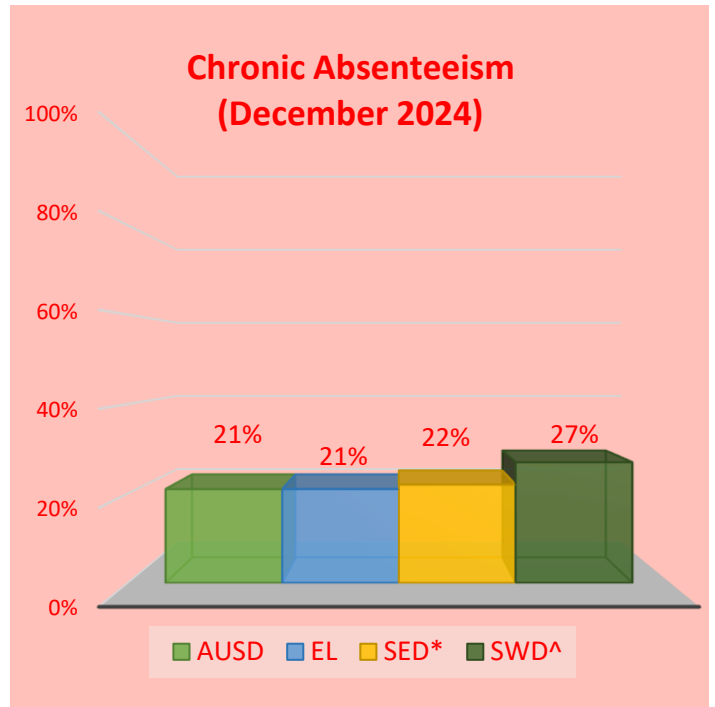
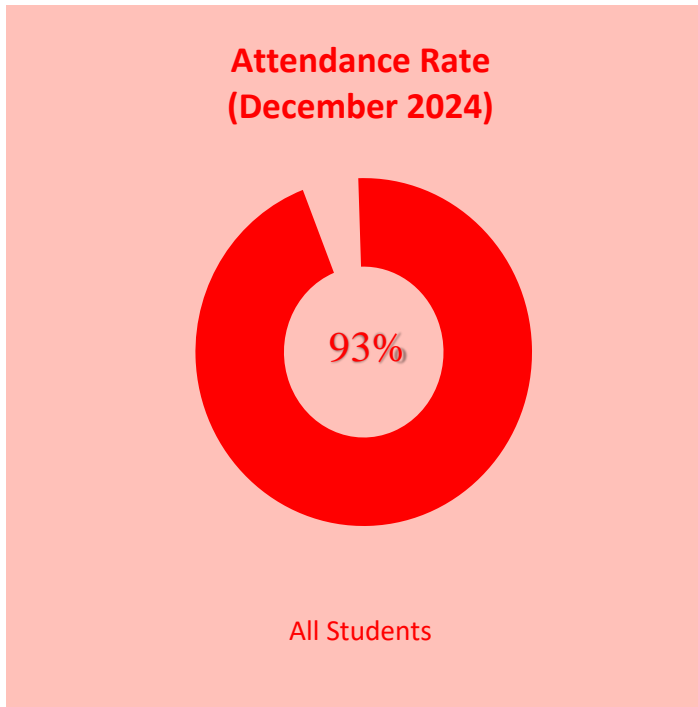
Goal 4: AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.

The District’s LCAP Goal 4 focuses on fostering collaboration with parents and families to support the success of all students. Recognized statewide for its impactful community engagement, AUSD strives to maintain high-quality initiatives while expanding leadership opportunities for parents, families, students, and staff. Research underscores the positive effects of authentic family engagement and strong school-family partnerships on student outcomes, a priority deeply embedded in AUSD's history of collaboration.

Feedback from the District Annual YouthTruth Survey highlights both strengths and areas of growth in parent engagement and relationships across elementary, middle, and high school levels. At the elementary level, 71% of parents reported feeling engaged, compared to 46% at the middle school level and 50% at the high school level. Similarly, 87% of elementary families perceived positive relationships with schools, while secondary families reported lower levels (64% at middle school and 62% at high school). AUSD is committed to addressing these disparities by strengthening partnerships and creating more opportunities for collaboration with families.

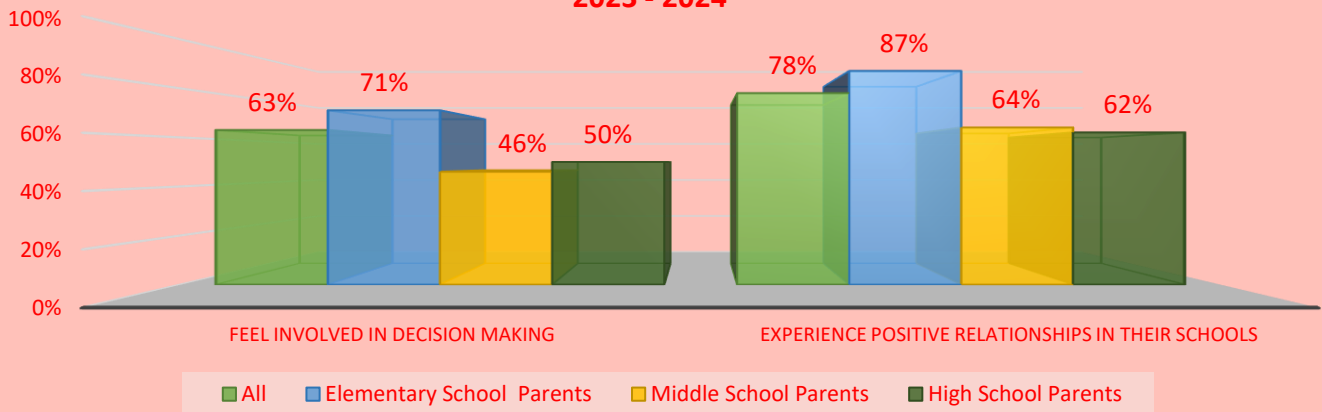
The following are summary graphic representations of Goal 4 progress. The visuals portray the factors measuring community engagement and overall expenditures to date for Goal 4. The District Annual YouthTruth Survey also provides important data for measuring our progress. This includes data on parent, student, and staff engagement and positive perceptions of the District and schools. The graphics below provide a broad view of the data aligned to Goal 4. A comprehensive, detailed examination of the metrics can be found in the subsequent sections following the infographics.

Attendance and Engagement Measures

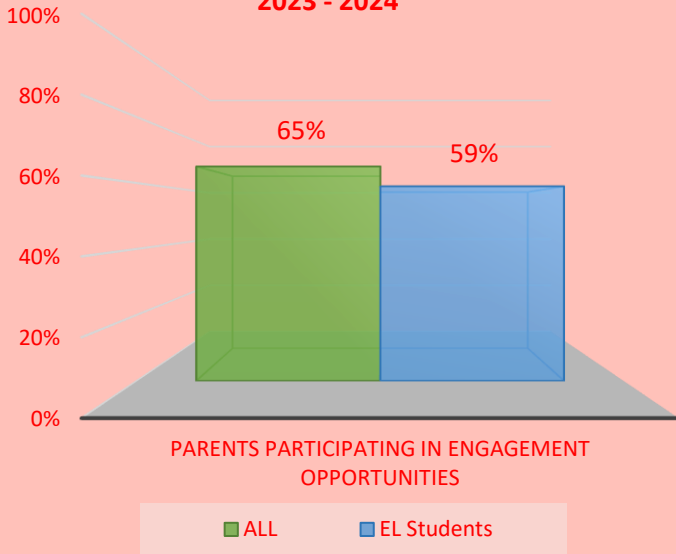


*Socioeconomically disadvantaged
^Students with disabilities

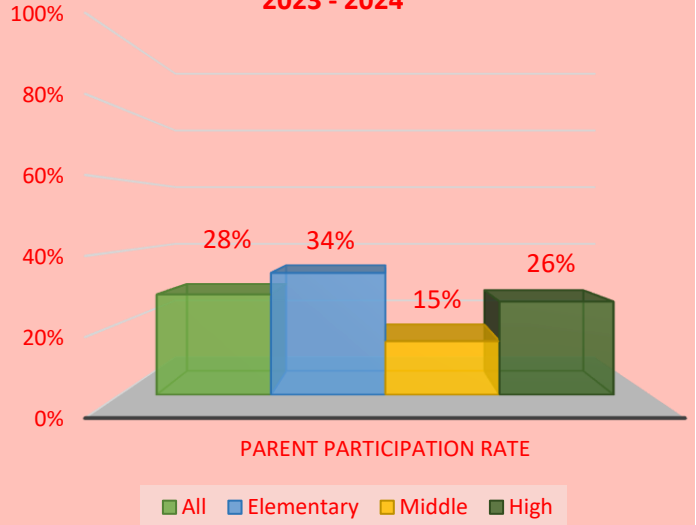
**District Annual YouthTruth Survey
Percent Positive Responses
2023 - 2024**



**District Annual YouthTruth Survey
Percent Positive Responses
2023 - 2024**

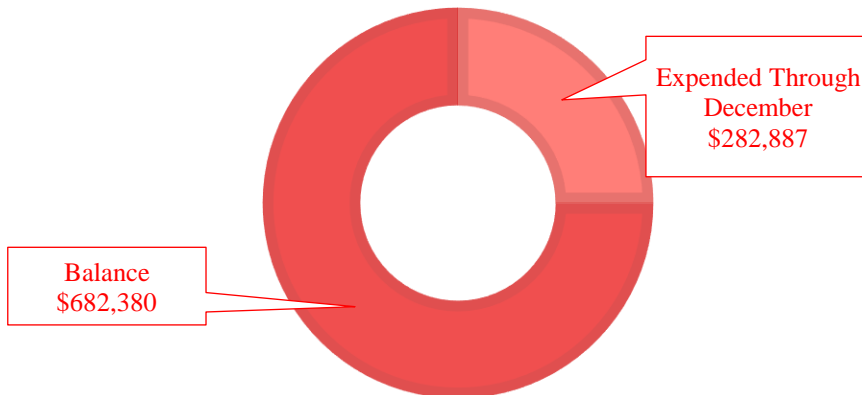


**District Annual YouthTruth Survey
Participation Rate
2023 - 2024**



Goal 4 Expenditures

Goal 4 Total Budget: \$965,267



Goal 4 Metric Update

The District’s LCAP Goal 4 seeks to increase parent leadership, engagement, and positive perceptions in the District. Multiple studies, including a 2014 meta-analysis by Dr. Sandra Wilder at the University of Akron, Ohio, have found that parental involvement, in all forms, is positively correlated to student achievement. These findings were true for all grade levels, all socio-economic groups, and all ethnicities. Therefore, the District continues to prioritize parent, family, and student engagement as a key focus within the LCAP framework. Currently, AUSD’s overall attendance rate stands at 93%, which is below the expected average of 96%. Like many other districts, AUSD is actively working to reengage families post-pandemic, as traditional attendance patterns were significantly disrupted during this period. Chronic absenteeism also increased sharply during the pandemic, and while district-wide improvements have been made, it remains an area requiring focused attention and strategic response. To sustain the positive trends in attendance and chronic absenteeism while addressing persistent challenges at specific school sites, AUSD aims to strengthen family engagement through leadership opportunities and professional learning initiatives. These efforts will include targeted outreach to low-income families, EL parents, and foster families, ensuring equitable engagement across the system. This strategic focus on engagement and relationships is designed to positively influence student achievement and improve overall California State Dashboard scores. Table 4.1 illustrates key metric data over time. As this is the first year of the new three-year LCAP cycle, metric targets have been updated to align with this plan.

Table 4.1 Goal 4 LCAP Metrics				
Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
District Attendance Rate	91%	91%	93%	≥ 96% for all groups
Chronic Absenteeism	ALL: 32% EL: 28% SED: 33% SWD: 43%	ALL: 22% EL: 24% SED: 23% SWD: 30%	ALL: 21% EL: 21% SED: 22% SWD: 27%	≤ 7%
Parent Perceptions: Decision Making	Elementary: 69% Middle: 54% High: 54%	Elementary: 71% Middle: 46% High: 50%	TBD Spring 2025	Increase ≥ 5% for all groups
Parent Perceptions: Experience Positive Relationships in their Schools	New Metric	Elementary: 87% Middle: 64% High: 62%	TBD Spring 2025	Increase ≥ 5% for all groups
Participation Rate on District YouthTruth Survey	New Metric	Elementary: 34% Middle: 15% High: 26%	TBD Spring 2025	Increase ≥ 5% for all groups
Participation Rate of Parents in Engagement Opportunities	New Metric	ALL: 65% EL: 59%	TBD Spring 2025	Increase ≥ 5% for all groups

**Table 4.2
Attendance Rate as of December 2024**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	93%	93%	93%	93%	93%	93%	92%	92%	91%	96%	92%	93%	93%
Azusa High School	93%	94%	93%	89%	*	92%	93%	92%	*	92%	97%	93%	93%
Charles H. Lee Elementary School	93%	93%	93%	94%	*	91%	93%	91%	*	*	*	92%	95%
Clifford D. Murray Elementary School	94%	95%	94%	94%	*	94%	94%	93%	*	*	*	94%	*
Gladstone Middle School	93%	93%	93%	93%	*	92%	93%	92%	*	95%	88%	93%	91%
Henry Dalton Elementary School	93%	94%	93%	92%	*	94%	93%	92%	*	*	*	93%	*
Magnolia Elementary School	94%	95%	94%	94%	*	94%	91%	75%	*	*	*	94%	97%
Paramount Elementary School	94%	95%	94%	96%	*	97%	94%	94%	*	*	*	95%	96%
Sierra High School	89%	87%	90%	85%	*	89%	89%	87%	*	*	*	88%	*
Valleydale Elementary School	94%	94%	94%	94%	*	93%	94%	94%	*	*	90%	94%	*
Victor F. Hodge Elementary School	94%	94%	94%	94%	*	93%	94%	94%	*	*	*	94%	94%

*N/A or data suppressed to protect student privacy

**Table 4.3
Chronic Absenteeism as of December 2024**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	24%	23%	24%	23%	26%	25%	24%	28%	32%	9%	19%	24%	24%
Azusa High School	22%	23%	22%	33%	*	28%	22%	23%	*	17%	3%	23%	22%
Charles H. Lee Elementary School	24%	22%	27%	23%	*	31%	24%	28%	*	*	*	26%	11%
Clifford D. Murray Elementary School	19%	17%	21%	16%	*	22%	19%	23%	*	*	*	20%	*
Gladstone Middle School	23%	24%	21%	23%	*	28%	23%	27%	*	17%	17%	23%	29%
Henry Dalton Elementary School	24%	24%	25%	20%	*	22%	24%	27%	*	*	*	25%	*
Magnolia Elementary School	20%	19%	20%	18%	*	12%	20%	32%	*	*	*	20%	8%
Paramount Elementary School	21%	18%	23%	13%	*	24%	21%	24%	*	*	*	20%	9%
Sierra High School	43%	48%	40%	40%	47%	*	41%	43%	54%	*	*	44%	*
Valleydale Elementary School	21%	22%	21%	18%	*	21%	21%	17%	*	*	*	20%	*
Victor F. Hodge Elementary School	18%	15%	21%	17%	*	25%	18%	21%	*	*	*	18%	7%

*N/A or data suppressed to protect student privacy

Table 4.4 Parent Survey Results 2023 - 2024				
Key Indicators of Parent/Family Engagement	All	Elementary Schools	Middle School	High Schools
Degree to Which Families are Engaged and Empowered to Influence Decision Making	63%	71%	46%	50%
Degree to Which Families Experience Positive Relationships	78%	87%	64%	62%

Table 4.5 Engagement Opportunities 2023 - 2024		
Key Indicators of Parent/Family Engagement	All	EL Students
Participation Rate of Parents/Families Participating in Engagement Opportunities	65%	59%

Table 4.6 Participation Rate 2023 - 2024				
Key Indicators of Parent/Family Engagement	ALL	Elementary Schools	Middle School	High Schools
Participation Rate of Parent/Families Who Are Completing the District Annual YouthTruth Survey	28%	34%	15%	26%

**Table 4.7
Goal 4 Actions and Services**

Actions/Services Summary	Budget	Expenditures (December 2024)
<p>December 2024 1. The community liaisons are engaged in the important work of engaging parents and families as a means to improve student achievement. They meet monthly at community liaison meetings to learn about local community resources, develop professionally, and share best practices. They ensure that parents receive and understand school site communication and information about the school that may directly impact each family. The information provided includes coordinating communications and disseminating information between the school, home, and the community, facilitating home and community understanding of school programs and objectives. Community liaisons play an essential role in supporting and engaging parents who speak a language other than English. We are actively recruiting to fill four vacancies at Magnolia, Murray, Lee, and Longfellow, but have been challenged by employee shortages.</p>	<p>\$327,779 \$220,284 (Title I)</p>	<p>\$81,876 \$41,512 (Title I)</p>
<p>December 2024 2. The Director of Educational Services submitted the proposed 2024-2027 LCAP to the Los Angeles County Office of Education and has implemented the Local Control Funding Formula LCAP process for the 2024-2025 school year. The director facilitates the Parent Advisory Council + (PAC+) meetings and the Student Advisory Council meetings which are scheduled throughout the academic year. The director updated all District LCAP communication tools and documents to reflect the three-year LCAP; this work is ongoing with District administrators, teachers, and classified staff to understand the LCAP and to effectively use data to drive improvements and student growth. The director continues to support all District departments and schools in implementing District goals, actions, and services.</p>	<p>\$340,125</p>	<p>\$156,301</p>
<p>December 2024 3. The District continues to offer our parents opportunities to learn and partner with schools in the education of students. In the fall of 2024, the District offered Project 2 INSPIRE Mastery Level, a parent leadership program in collaboration with the California Association for Bilingual Education (CABE). Parents from all schools will have the opportunity to participate to become trained facilitators for their school site. Additionally, school sites have offered workshops supporting student achievement as well as workshops in partnership with the Los Angeles County Mental Health Department.</p>	<p>\$267,363</p>	<p>\$40,683</p>
<p>December 2024 4. Student Support Services staff supports pupil engagement by monitoring and working to improve attendance, chronic absenteeism, suspension, expulsions, and drop-out rates. Staff have supported school sites, students, and their families in addressing pupil engagement.</p>	<p>\$838,402 (Base Funding)</p>	<p>\$335,360 (Base Funding)</p>
<p>December 2024 5. The District has provided additional staff and support for translation as a means to engage and connect families as partners for low incidence languages below 15% within the school's population. This has been instrumental in the rollout of our Mandarin DLI program at Dalton Elementary.</p>	<p>\$30,000</p>	<p>\$4,027</p>
<p>TOTAL EXPENDITURES</p>	<p align="center">Supplemental/Concentration Base Federal</p>	<p>\$ 282,887 \$ 335,360 \$ 41,512</p>

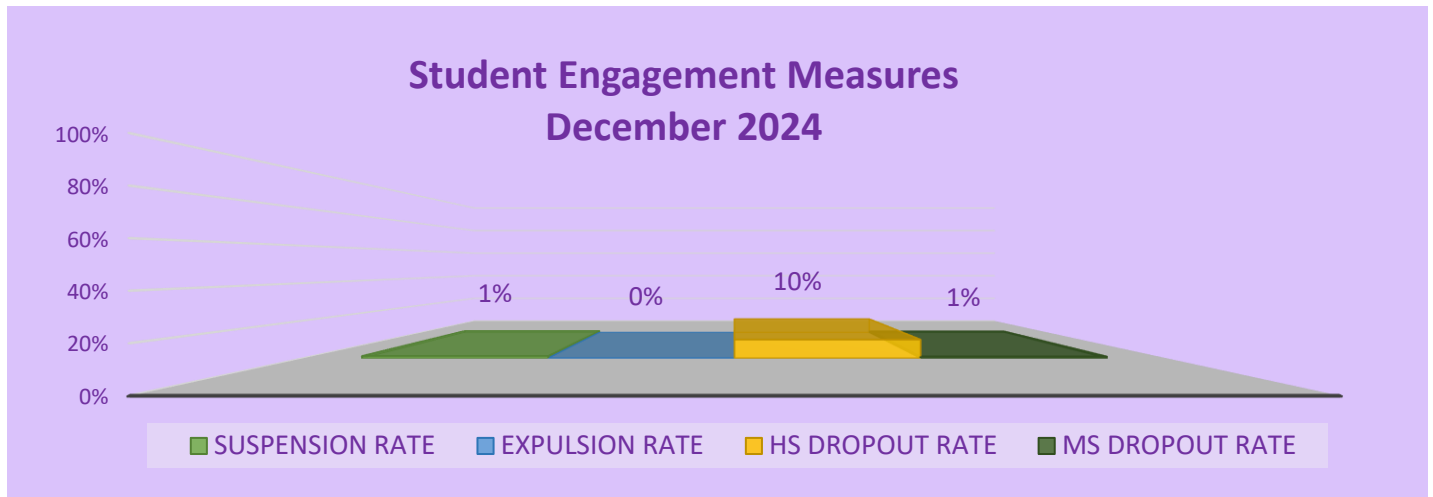
SECTION 5

Goal 5: AUSD will ensure safe and restorative school climates.

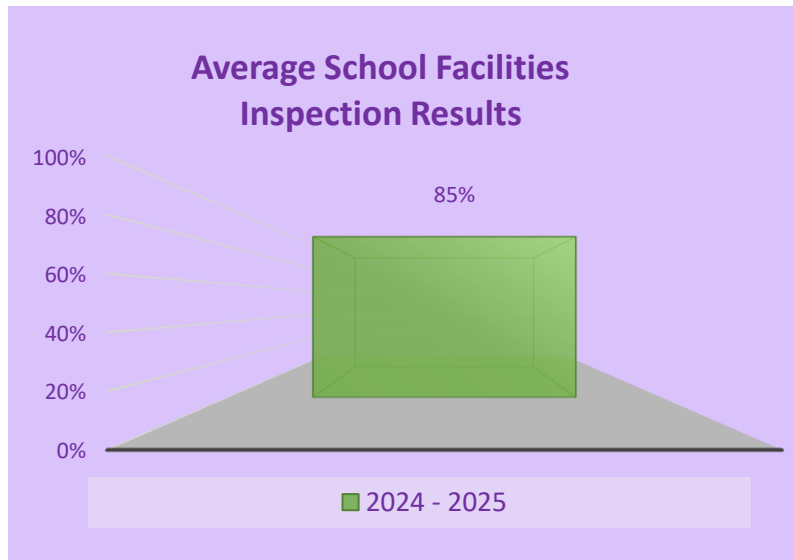
Through a collaborative effort with students, families, staff, and community partners, AUSD continues to improve students' learning environments and associated outcomes by providing safe and restorative learning climates that support student engagement in learning. Restorative environments are built on the principles of relationship, respect, responsibility, repair, and reintegration. As a Community School District, safe and restorative learning climates are an expectation and are essential for student success. AUSD's Annual Survey data indicates a need to continue to create safe and restorative learning environments. The percent of parents who reported students are safe at school varied by school level: 71% of elementary families, 33% of middle school families, and 39% of high school families. Based on the District Annual YouthTruth Survey data, Goal 5 focuses on increasing staffing, providing professional learning centered on restorative practices, and building systems of support for our students.

The following are summary graphic representations of student engagement measures, YouthTruth perception data, and facilities inspections results that measure progress in Goal 5 and overall budget expenditures through December 2024. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

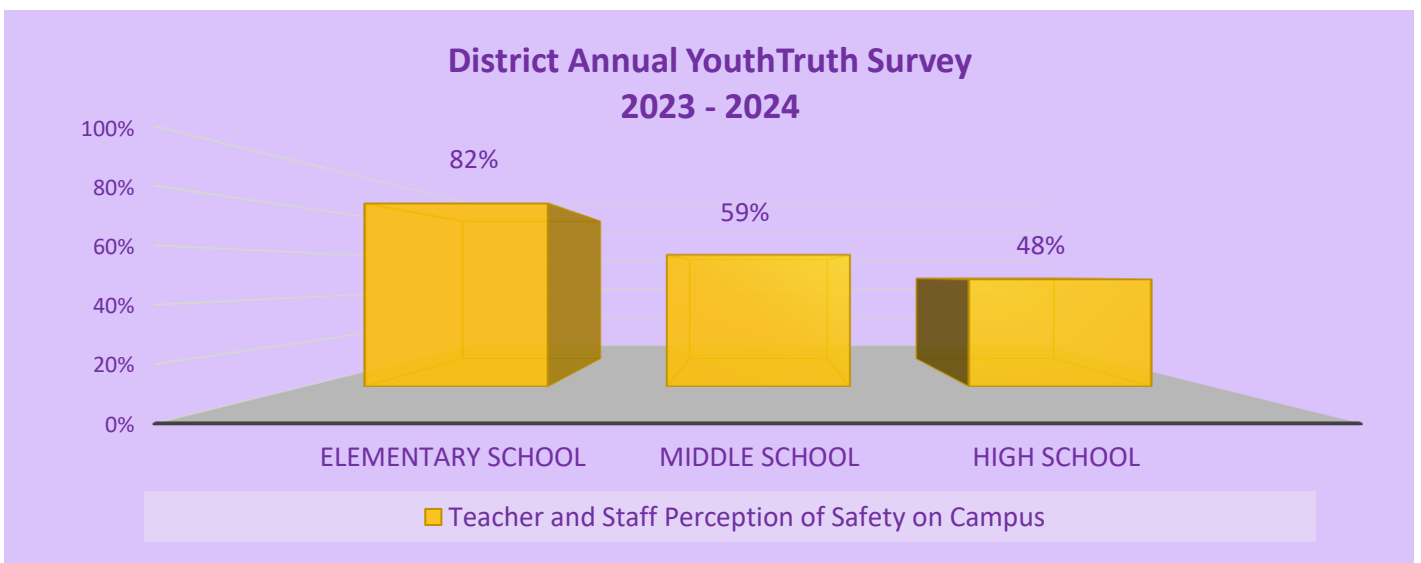
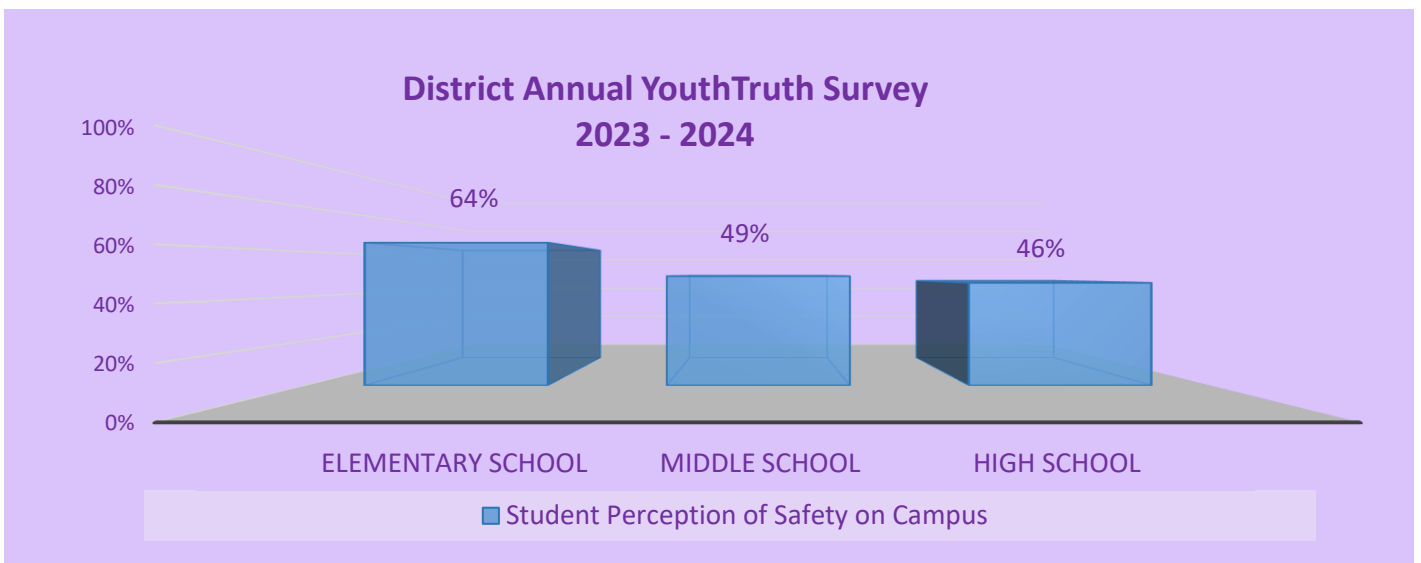
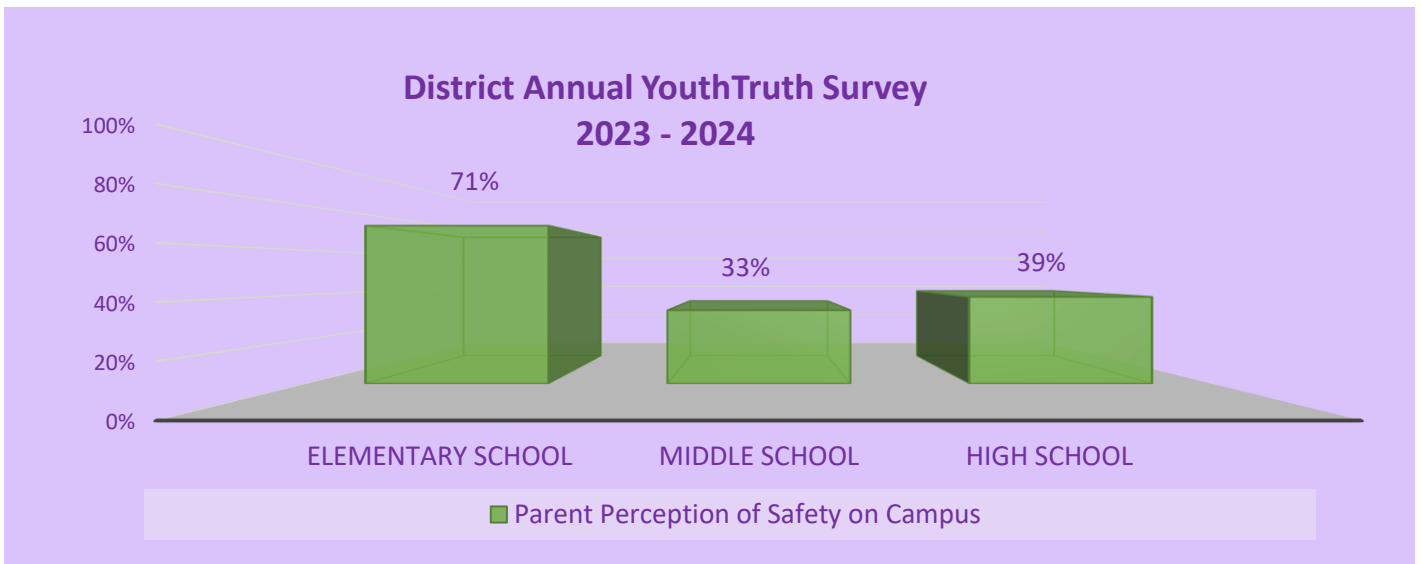
Student Engagement Measures



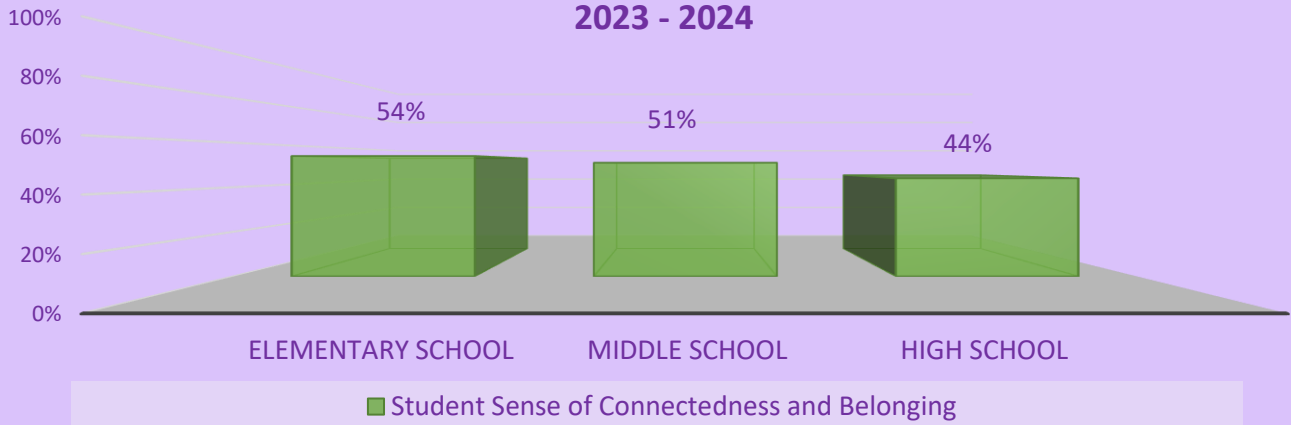
Basic Services



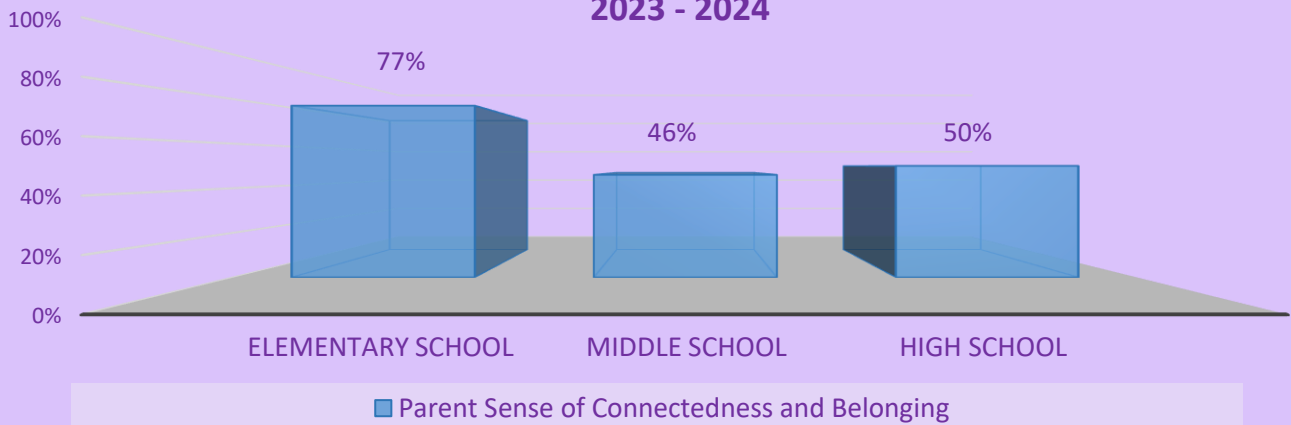
2023-2024 District Annual YouthTruth Survey Results



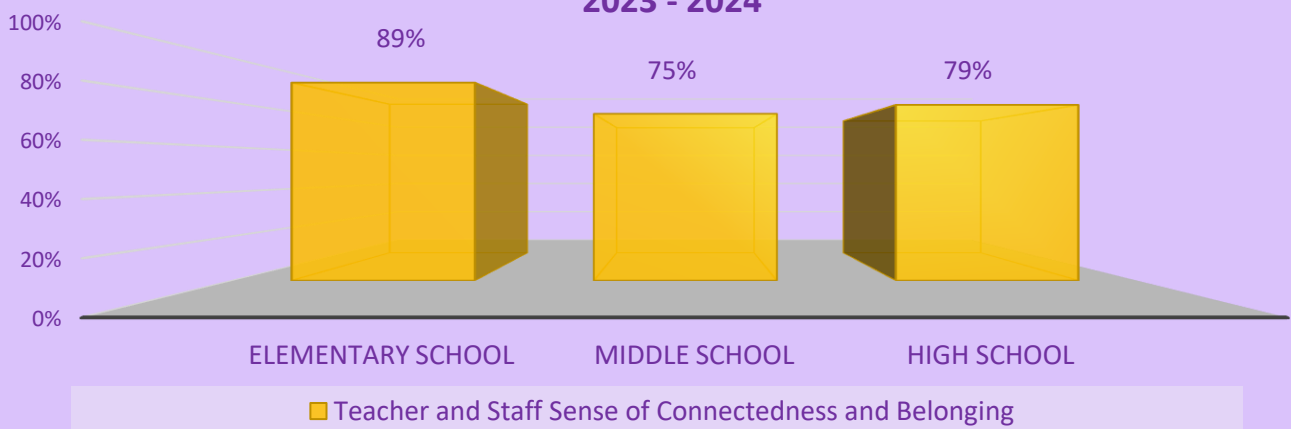
District Annual YouthTruth Survey 2023 - 2024



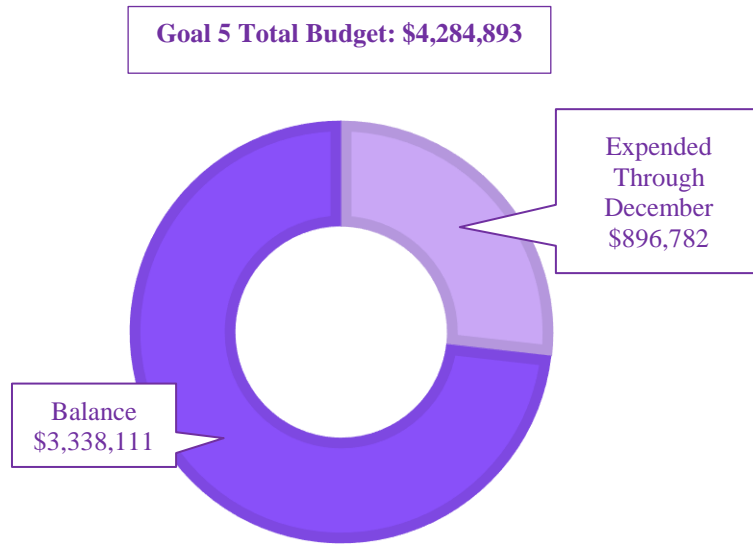
District Annual YouthTruth Survey 2023 - 2024



District Annual YouthTruth Survey 2023 - 2024



Goal 5 Expenditures



Goal 5 Metric Update

The primary metrics identified in LCAP Goal 5 are from the District Annual YouthTruth Survey which includes targeted safety, school connectedness, and belonging questions. Table 5.1 lists each metric identified in the LCAP along with the most recent results. Tables 5.2 – 5.8 reflect the most recent survey results. AUSD will administer the 2024-2025 District Annual Survey in January 2025 and results will be available in the LCAP Annual Update.

Table 5.1 Goal 5 LCAP Metrics				
Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Suspension Rate	5%	12%	1%	≤ 2.5% for all groups
Expulsion Rate	0%	0%	0.03%	≤ 1% for all groups
Middle School Dropout Rate	3%	1%	TBD Spring 2025	≤ .5% for all groups
High School Dropout Rate	3%	10%	TBD Spring 2025	≤ 1% for all groups
Average Schools' Facilities Inspection Results	79%	73%	85%	≥ 96% for all schools

**Table 5.1
Goal 5 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Parent Perception of Safety on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 80% Middle: 57% High: 51%	Elementary: 71% Middle: 33% High: 39%	TBD Spring 2025	Increase \geq 5% for all groups
Student Perception of Safety on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 59% Middle: 54% High: 43%	Elementary: 64% Middle: 49% High: 46%	TBD Spring 2025	Increase \geq 5% for all groups
Teacher and Staff Perception of Safety on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 86% Middle: 64% High: 54%	Elementary: 82% Middle: 59% High: 48%	TBD Spring 2025	Increase \geq 5% for all groups
Parent Perception of Connectedness and Belonging on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 76% Middle: 60% High: 54%	Elementary: 77% Middle: 46% High: 50%	TBD Spring 2025	Increase \geq 5% for all groups
Student Perception of Connectedness and Belonging on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 55% Middle: 56% High: 39%	Elementary: 54% Middle: 51% High: 44%	TBD Spring 2025	Increase \geq 5% for all groups
Teacher and Staff Perception of Connectedness and Belonging on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 88% Middle: 73% High: 69%	Elementary: 89% Middle: 75% High: 79%	TBD Spring 2025	Increase \geq 5% for all groups

**Table 5.2
Suspension Rate as of December 2024**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%
Azusa High School	3%	2%	3%	1%	*	1%	3%	1%	*	0%	0%	2%	0%
Charles H. Lee Elementary School	1%	0%	1%	0%	*	0%	1%	1%	*	0%	0%	1%	0%
Clifford D. Murray Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	0%	0%	0%	*
Gladstone Middle School	3%	1%	4%	1%	*	1%	2%	1%	*	*	*	2%	0%
Henry Dalton Elementary School	1%	0%	1%	0%	*	1%	1%	0%	*	*	*	1%	*
Magnolia Elementary School	1%	0%	1%	0%	*	0%	1%	1%	*	*	*	1%	*
Paramount Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Sierra High School	3%	*	*	0%	*	2%	2%	0%	*	*	*	2%	*
Valleydale Elementary School	1%	0%	2%	1%	*	1%	1%	1%	*	*	*	1%	*
Victor F. Hodge Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	0%

*N/A or data suppressed to protect student privacy

**Table 5.3
Expulsion Rate as of December 2024**

	ALL	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	0.03%	0%	0.05%	0.01%	0%	0%	0%	0%	0%	0%	0%	0.03%	0.04%
Azusa High School	0.13%	*	0.24%	0.06%	*	*	*	*	*	*	*	0.14%	0.15%
Charles H. Lee Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Clifford D. Murray Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Gladstone Middle School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Henry Dalton Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Magnolia Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Paramount Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Sierra High School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Valleydale Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Victor F. Hodge Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

**Table 5.4
2023 - 2024 Dropout Rate**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	10%	8%	17%	20%	*	24%	10%	21%	*	*	*	13%	*
Azusa High School	11%	4%	24%	20%	*	13%	14%	26%	*	*	*	10%	*
Sierra High School [^]	7%	22%	13%	7%	*	46%	16%	15%	*	*	*	16%	*

*N/A or data suppressed to protect student privacy

[^] CDE Notation regarding dropout data: It may be inappropriate to compare dropout rates for alternative schools to comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

**Table 5.5
2024 - 2025 Facilities Inspections Ratings**

Key Indicators of Basic Services	Facilities Inspection Ratings
AUSD	85%
Azusa High School	84%
Charles H. Lee Elementary School	84%
Clifford D. Murray Elementary School	86%
Gladstone Middle School	78%
Henry Dalton Elementary School	84%
Longfellow School	93%
Magnolia Elementary School	88%
Paramount Elementary School	79%
Sierra High School	89%
Valleydale Elementary School	85%
Victor F. Hodge Elementary School	88%

Table 5.6
2023 - 2024 District Annual YouthTruth Survey
School Safety Perceptions

Key Indicators of School Climate	Elementary Schools	Middle School	High Schools
Percent of Parents Positively Responding to a Sense of Safety on Campuses	71%	33%	39%
Percent of Students Positively Responding to a Sense of Safety on Campuses	64%	49%	46%
Percent of Teachers and Staff Positively Responding to a Sense of Safety on Campuses	82%	59%	48%

Table 5.7
2023 - 2024 District Annual YouthTruth Survey
Student Belonging & Connectedness

Key Indicators of School Climate	Elementary Schools	Middle School	High Schools
The Degree to Which Parents are Connected and Have a Sense of Belonging to School	77%	46%	50%
The Degree to Which Students are Connected and Have a Sense of Belonging to School	55%	56%	39%
The Degree to Which Teachers and Staff are Connected and Have a Sense of Belonging to School	89%	75%	79%

Goal 5 Qualitative Analysis and Expenditures

Eleven actions/services are aligned to Goal 5. These actions/services are intended to student, parent and staff perception of safety and to provide restorative school climates throughout the District. Table 5.8 outlines the progress AUSD is making in each action and service associated with Goal 5. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 5.8 Goal 5 Actions and Services		
Actions/Services Summary	Budget	Expenditures (December 2024)
<p>December 2024</p> <p>1. In alignment with our commitment to fostering safe, supportive, and inclusive learning environments, we are providing 2nd Call restorative supports alongside leadership coaching and support for administrators. This initiative is designed to build the resiliency of our school communities by addressing trauma, promoting restorative practices, and supporting positive behavior, with a focus on meeting the needs of low-income students, English learners (ELs), and foster youth. Through this action, students will benefit from:</p> <ul style="list-style-type: none"> • Trauma-informed healing circles to create safe spaces for emotional expression and community building • Push-in support to provide real-time behavioral and emotional assistance within the classroom <p>Additionally, staff and administrators will receive professional development and coaching focused on trauma-informed practices, restorative justice, and strategies for creating safe and supportive school environments.</p>	<p>\$910,000 \$10,000 (Title IV)</p>	<p>\$247,682 \$2,342 (Title IV)</p>
<p>December 2024</p> <p>2. The District is providing ongoing training and support for the implementation of trauma-informed practices in conjunction with the restorative practices training being offered by the Western Justice Center.</p>	<p>\$90,193</p>	<p>\$1,167</p>
<p>December 2024</p> <p>3. Positive Behavioral Intervention and Supports have become a foundational practice at AUSD sites. Over the summer site teams participated in training at LACOE to review and update practices for the coming year. Site teams focus on clear guidelines for students and the school community to support a positive and engaging environment through guidance, incentives, and social supports.</p>	<p>\$150,000</p>	<p>\$56,217</p>
<p>December 2024</p> <p>4. LCAP S&C funds support a position for a Board-Certified Behavior Analyst (BCBA). This position provides training for General Education and Special Education teachers and Classified staff to address student behaviors at all levels. In addition, the BCBA consults with Principals, Psychologists, Counselors and Social Workers to draft Behavior Plans to provide specific supports for individual students who need guidance to access the educational program. This work helps increase attendance, participation, and achievement. Additionally, we have filled 9 out of the 10 School Social Worker positions. School Social Workers play a crucial role in supporting students' social-emotional development through trauma-informed practices. They have also been trained by the Western Justice Center in Peer Mediation and Restorative Practices, enabling them to effectively address conflicts and promote positive school environments.</p>	<p>\$1,621,058</p>	<p>\$301,306</p>
<p>December 2024</p> <p>5. Nurses provide scheduled support for student procedures ranging from diabetic care, asthma management, catheterization, and Gastrostomy tubes (G-tube) feeds. The procedures are conducted at all Azusa sites. The Family Resource Center Team has a</p>	<p>\$475,068</p>	<p>\$126,313</p>

schedule to ensure all student needs are addressed on a regular schedule and that nurses are available to respond when unexpected needs arise.		
December 2024 6. The District seeks to improve and enhance facilities through the Maintenance and Operations department in the District. Facility improvements have occurred throughout the summer and into the current school year.	\$7,088,002 (Base Funding)	\$1,913,487 (Base Funding)
December 2024 7. Nutrition Services is utilizing LCAP funding this school year to facilitate more scratch cooking. School gardens are educational areas where students learn about growing, harvesting, and preparing food. Gardens can help students develop healthy eating habits, improve social development, and enhance academic achievement. Students can learn how food is grown and how to make healthy choices. One study found that students who regularly participate in hands-on nutrition learning eat up to three times more fruits and vegetables at school lunch. We identified a vacant lot at Slauson, where the old schoolhouse was housed. This will be the location of our new District-wide school garden. We are in the early stages of getting the land ready for planting in the spring. Supplies have been purchased. Nutrition Services will use school garden products in the cafeteria daily, from herbs to spice up a pizza to serving garden-grown lettuce in the salad bar to roasting vegetables as part of a reimbursable meal. This space will also be a learning space for all students and a relaxation space where students can come and enjoy a picnic catered by the central kitchen staff. Students and volunteers will maintain the garden. Recycling is done at all school sites, and the compost will be used as fertilizer in our District garden.	\$25,000	\$15,000
December 2024 8. AUSD has an active ongoing partnership with the Western Justice Center (WJC). The WJC restorative program manager for Azusa and his program assistant spend time at all AUSD schools weekly. They work closely with the Community Schools program specialists, addressing needs at the school site. Their support includes staff development, peer mediation training for students, and support with community building circles and healing circles. WJC staff worked with AUSD community schools program specialists to prepare and deliver a restorative school professional development for all District classified staff on September 16th, 2024. WJC brought seven staff members to AUSD on November 20th and led a full day of peer mediation training "boot camp" for elementary and secondary students. Additionally, WJC has led restorative practices professional development at two Instructional Leaders (IL) meetings for principals and directors as well as two IL2 meetings for Teachers on Special Assignment.	\$672,804 \$155,000 (Community Schools Grant Funding)	\$126,697 \$45,455 (Community Schools Grant Funding)
December 2024 9. The District Family Specialist identifies students in foster care through notifications from school sites and also coordinates transportation needs, including arrangements for the school of origin, as applicable to individual cases. AUSD maintains a Memorandum of Understanding (MOU) with the Los Angeles County Office of Education (LACOE) to address school of origin transportation. Additionally, the District Family Specialist provides students with school materials and personal essentials, such as clothing and shoes.	\$125,770	\$22,400
December 2024 10. For the 2024-2025 school year, the District is looking to continue training and preparation in partnership with local law enforcement and other agencies that can support with increased training and staff development. Additional, safety measures have been added at all school sites and have been funded through other funding sources.	\$215,000	\$0
December 2024 11. Student Support Services staff supports student engagement by monitoring and working to improve attendance, chronic absenteeism, suspension, expulsions, and	\$838,402 (Base Funding)	\$335,360 (Base Funding)

drop-out rates. Staff have supported school sites, students, and their families in addressing student engagement and supporting a positive school environment.			
TOTAL EXPENDITURES	Supplemental/Concentration Base Federal		\$ 896,782 \$ 2,248,847 \$ 47,797

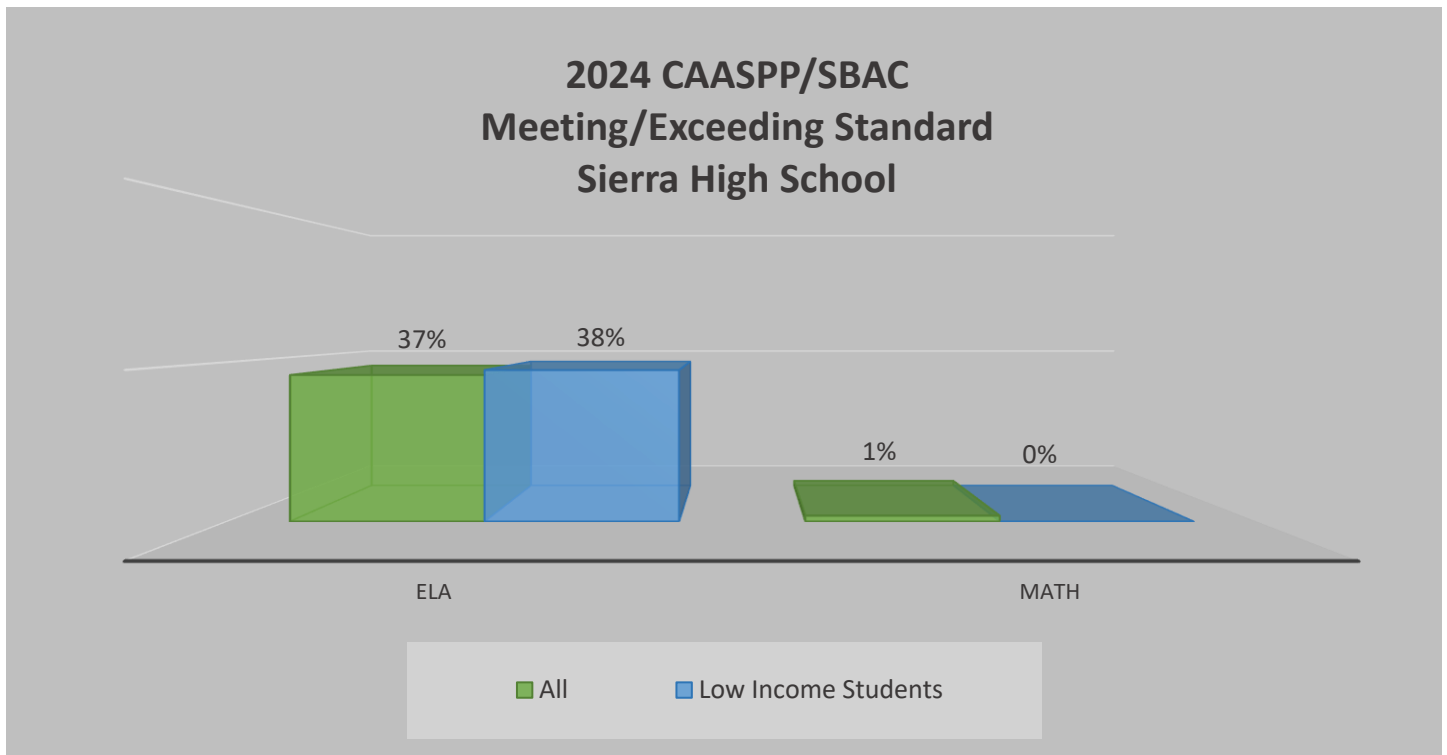
SECTION 6

Goal 6: By June 2027, Sierra High School will increase the percentage of students meeting or exceeding standards by 10% points in ELA and math for all students, including Hispanic and low-income student subgroups, as measured by CAASPP assessments. Suspension rates will decrease to 7% or less for all students, including students with disabilities, Hispanic, low-income, and EL student subgroups. The College/Career Indicator (CCI) will increase to 10% or higher for all students, including the Hispanic and low-income student subgroups, as measured on the CA School Dashboard.

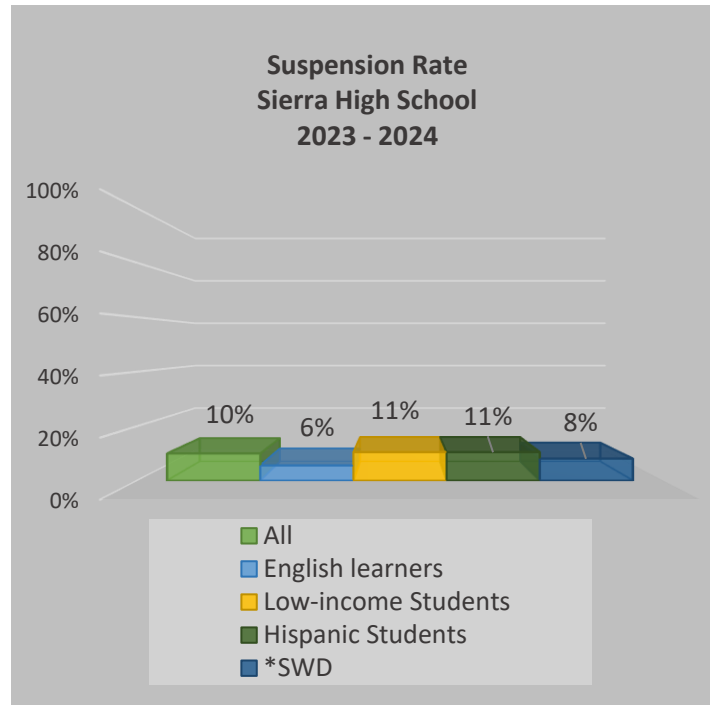
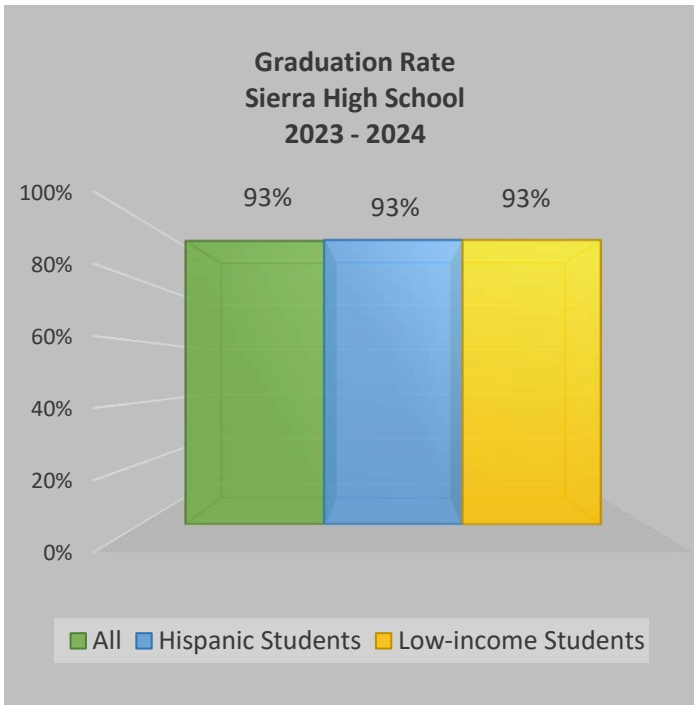
AUSD has set a goal to address the lowest performance levels (red indicators) for all students and subgroups at Sierra High School, driven by a commitment to equity and the unique challenges faced by students in continuation schools. Efforts will focus on improving proficiency in ELA and mathematics, foundational skills essential for academic and future success, while increasing graduation rates to empower students for post-secondary opportunities. Reducing suspension rates through alternative discipline and support systems will foster a positive and inclusive school climate, particularly for marginalized groups. Targeted outcomes include increased CAASPP ELA and math scores, reduced suspension rates, and enhanced College and Career Readiness for all students, with special attention to Hispanic, SED, EL, and SWD subgroups. These goals underscore AUSD’s dedication to fostering equity, excellence, and opportunity for all students.

The following are summary graphic representations of Goal 6 progress. The visual displays portray Sierra High School’s state assessment scores, graduation rate, suspension, college and career preparedness, and overall budget expenditures for Goal 6 to date. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

Student Achievement

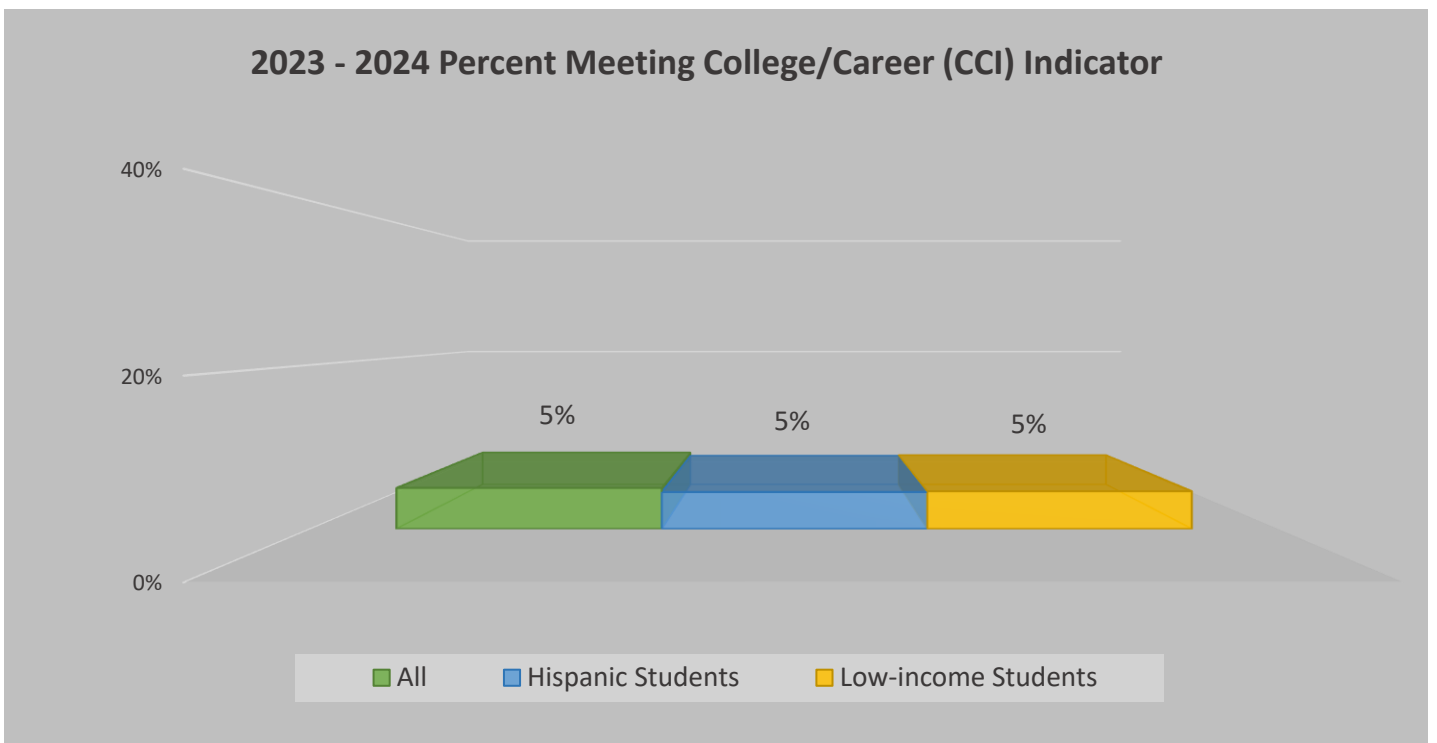


Student Engagement Measures



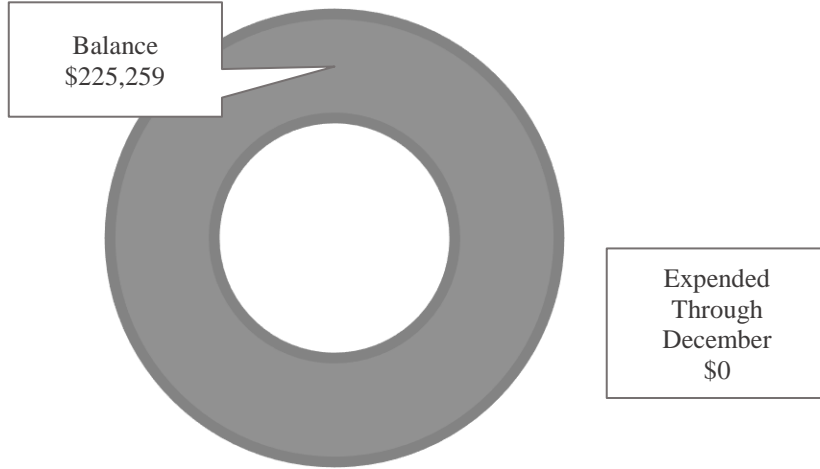
*Students with disabilities

College and Career Readiness Measures



Goal 6 Expenditures

Goal 6 Total Budget: \$225,259



Goal 6 Metric Update

The primary metrics identified in LCAP Goal 6 are academic, climate, and college and career readiness indicators. Table 6.1 lists each metric identified in the LCAP along with the most recent results. Tables 6.2 – 6.6 reflect the most recent demographic results for specific subgroups with more than eleven students.

Table 6.1 Goal 6 LCAP Metrics				
Metric	2022 - 2023	2023 - 2024	2024 - 2025 January Update	Three Year Metric Target
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC ELA Assessment (Grade 11)	ALL: 34% EL: 8% SED: 36% SWD: 5%	ALL: 37 % EL: * SED: 38% SWD: *	TBD Spring 2025	Increase ≥ 10% for all groups Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Percent of Students who met or Exceeded Standards on the CAASPP/SBAC Math Assessment (Grades 11)	ALL: 1% EL: 0% SED: 1% SWD: 0%	ALL: 2% EL: * SED: 0% SWD: *	TBD Spring 2025	Increase ≥ 10% for all groups Year 1 increase ≥ 3.33% Year 2 increase ≥ 3.33% Year 3 increase ≥ 3.34%
Graduation Rate (4-year Adjusted Cohort Rate)	All: 82% Hispanic: 83% SED: 83%	All: 93% Hispanic: 93% SED: 93%	TBD Spring 2025	≥95
Suspension Rate	11%	10%	3%	≤ 2.5% for all groups
Percent of Students who are Prepared as Measured by the College/Career Indicator (CA School Dashboard)	All: 3.4% Hispanic: 3.5% SED: 3.4%	All: 4.5% Hispanic: 4.5% SED: 4.6%	TBD Spring 2025	≥10%

*N/A or data suppressed to protect student privacy

Table 6.2
2024 ELA CAASPP/SBAC Students Meeting/Exceeding Standards

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	33%	38%	28%	7%	0%	20%	31%	9%	25%	63%	69%	32%	50%
Sierra High School	37%	29%	43%	*	*	*	38%	*	*	*	*	35%	*

*N/A or data suppressed to protect student privacy

Table 6.3
2024 Mathematics CAASPP/SBAC Students Meeting/Exceeding Standards

	All	Females	Males	English learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	22%	19%	24%	6%	*	11%	21%	7%	4%	55%	48%	20%	37%
Sierra High School	2%	0%	3%	*	*	*	0%	*	*	*	*	2%	*

*N/A or data suppressed to protect student privacy

Table 6.4
2023 - 2024 Graduation Rate
(4-year Adjusted Cohort)

	All	Females	Males	English learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
AUSD	84%	88%	82%	77%	*	77%	84%	74%	*	*	*	85%	*
Sierra High School	93%	93%	93%	96%	*	96%	93%	96%	*	*	*	93%	*

*N/A or data suppressed to protect student privacy

Table 6.5
Suspension Rate as of December 2024

	All	Females	Males	English learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	1%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	1%	0%
Sierra High School	3%	*	*	0%	*	2%	2%	0%	*	*	*	2%	*

*N/A or data suppressed to protect student privacy

Table 6.6
Percent Meeting College/Career Preparation Indicator
(CA School Dashboard)

	All	English learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	33%	5%	*	33%	5%	*	*	*	32%	*
Sierra High School	4.5%	*	*	4.6%	*	*	*	*	4.5%	*

*N/A or data suppressed to protect student privacy

Goal 6 Qualitative Analysis and Expenditures

Five actions/services are aligned to Goal 6. These actions/services are intended to increase and improve academic achievement, reduce suspension rates, and increase the college/career indicator for students at Sierra High School. Table 6.7 outlines the progress Sierra High School and AUSD is making in each action and service associated with Goal 6. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 6.7
Goal 6 Actions and Services

Actions/Services Summary	Budget	Expenditures (December 2024)
December 2024 1. Sierra High School staff provides intervention and support to at-risk students, including small group instruction, one-on-one tutoring, and differentiated learning opportunities. Currently Sierra High School provides extra hours and an overload for these services, including a credit recovery opportunity using other funding sources.	\$115,000 (Equity Multiplier Funding)	\$0
December 2024 2. Staff at Sierra High School receive professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices, with a focus on recognizing and addressing implicit bias, fostering inclusive classroom environments, and integrating diverse perspectives into the curriculum. Professional development has been provided on site and off campus around these topics but has been funded through other funding sources.	\$33,000 (Equity Multiplier Funding)	\$0

<p>December 2024 3. Sierra High School staff is working to establish support systems and wraparound services to address the social, emotional, and academic needs of at-risk students, including counseling services, mentoring programs, and partnerships with community organizations. Currently Sierra High School houses a new wellness center with a full-time mental health professional to support student needs. Additionally, a new partnership has been established to provide twice monthly social emotional learning lessons with monthly staff professional development opportunities. These additional services are funded with other funding sources.</p>	<p>\$52,000 (Equity Multiplier Funding)</p>	<p>\$0</p>
<p>December 2024 4. Sierra High School implements restorative justice practices and alternative discipline approaches to reduce suspension rates and promote positive behavior, including training staff in conflict resolution techniques, implementing peer mediation programs, and creating a supportive disciplinary environment. These services are provided through a partnership with a restorative justice organization as well as increased positive behavior interventions and recognitions. These additional services are funded with other funding sources.</p>	<p>\$33,000 (Equity Multiplier Funding)</p>	<p>\$0</p>
<p>December 2024 5. Sierra High School staff is focused on fostering meaningful partnerships with families and the community to support student success by providing resources and workshops for parents/guardians, establishing regular communication channels, and involving community partners in decision-making processes. Sierra offers parents monthly workshops through partnerships such as Los Angeles County Office of Education (LACOE) and additional community partners. These partnerships have provided services at no cost to Sierra High School.</p>	<p>\$10,259 (Equity Multiplier Funding)</p>	<p>\$0</p>
<p>TOTAL EXPENDITURES</p>	<p>Other State Funding: Equity Multiplier Funding</p>	<p>\$225,259</p> <p>\$ 0</p>