

AZUSA UNIFIED SCHOOL DISTRICT

LOCAL CONTROL AND ACCOUNTABILITY PLAN

JANUARY UPDATE 2026



546 S. Citrus Avenue ♦ Azusa, CA 91702

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 2025-2026 school year. During the 2025-2026 school year, AUSD met with educational partners to give feedback on the LCAP actions and services. The 2025-2026 LCAP is year two 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 AUSD 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 2025-2026 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 10.2 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 of 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. As a result, the suspension rate decreased by 2%, bringing the current rate to 2% compared to the previous school year.
- Opportunities for AUSD students to access college and career preparation resources, courses, and support continue to grow, producing strong results. Notably, the 2025 CCI Indicator increased 10%, from 33.3% to 43.5%. Additionally, the Graduation Rate on the California School Dashboard rose 3.9%, reaching 88.0% for the 2024–2025 school year.
- Technology access for students is nearly 1-to-1 in each classroom. Site technology infrastructure meets 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 have been installed in classrooms to increase engagement and access.
- Improving District attendance and reducing chronic absenteeism continue to be priorities, as both directly impact student learning and achievement. The attendance rate has risen to 93%, and chronic absenteeism has decreased to 20%, compared to 24% reported on the 2025 California School Dashboard.
- A continued focus on achievement is essential for English learners, Long-Term English Learners (LTELs), foster youth, and students with disabilities to reduce the performance gaps identified in this report. Graduation rates for English learners and students with disabilities were maintained in 2024-2025 compared to the previous school year. Additionally, 70% of students are earning A–C grades, and reclassification rates continue to show steady progress.

Strong, data-driven professional learning opportunities, combined with a focus on all students and student groups, are actively addressing the learning needs of AUSD students.

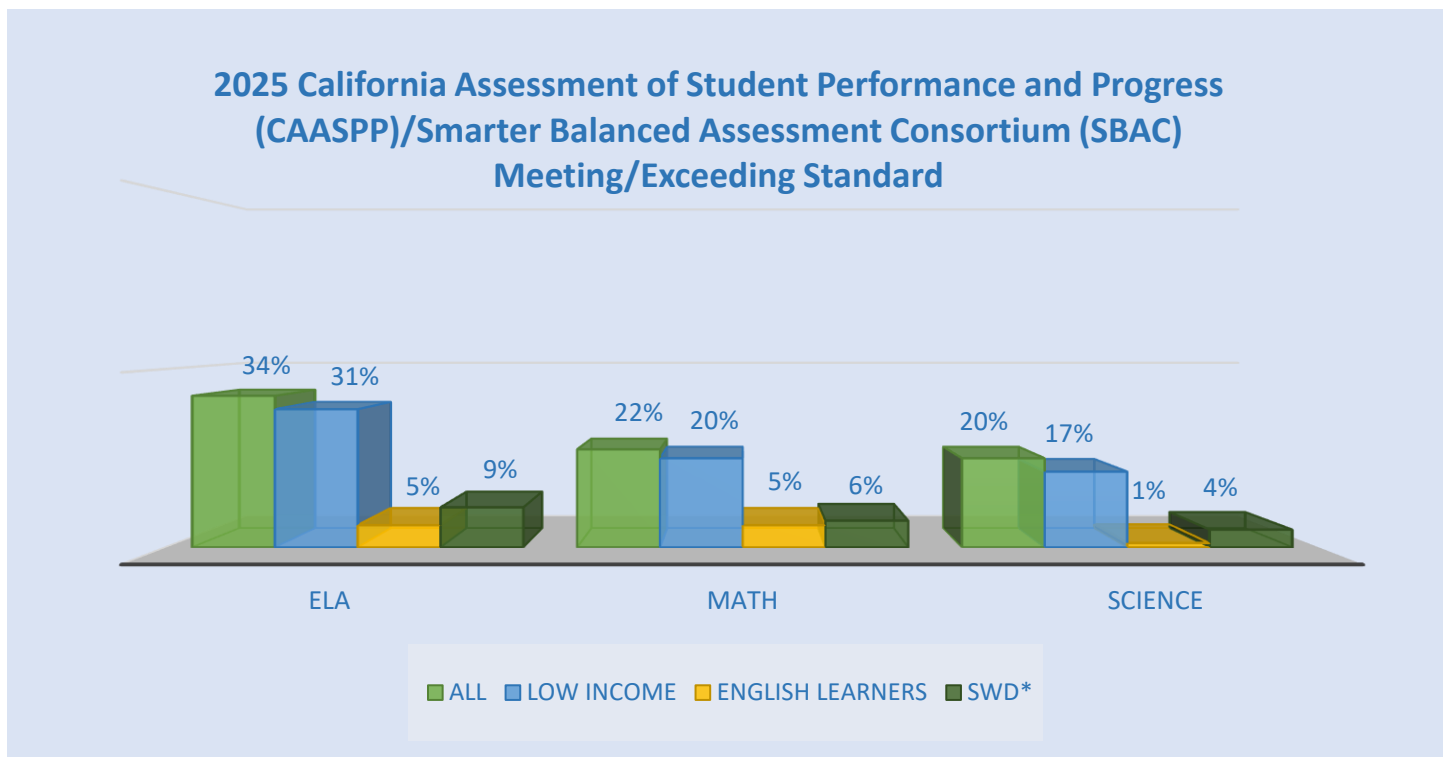
SECTION 1

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 2025 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 English language arts (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.

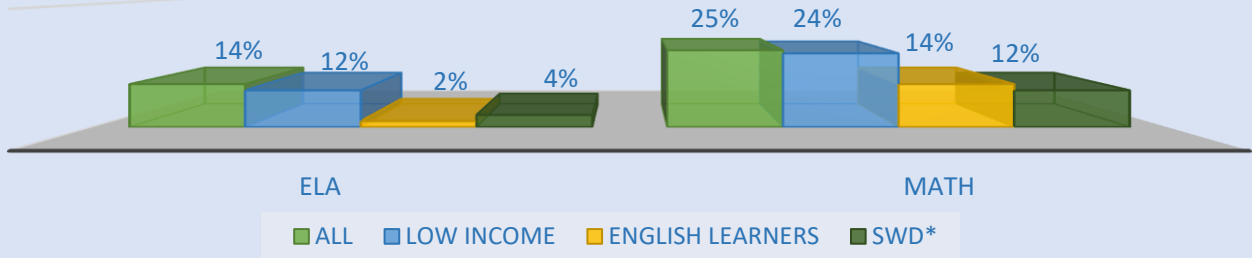
The following are summary graphic representations of Goal 1 progress. The visual displays portray the overall factors measuring academic achievement. These graphics provide a broad view of the data aligned to Goal 1. A comprehensive and detailed examination of the metrics and expenditures can be found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

Student Achievement



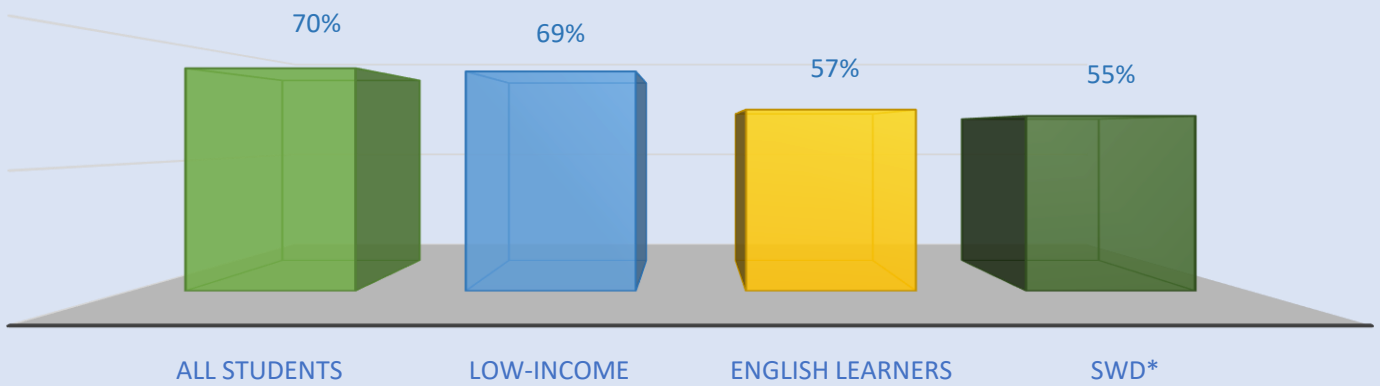
*Students with Disabilities

2025 Local Assessments Meeting/Exceeding Standard



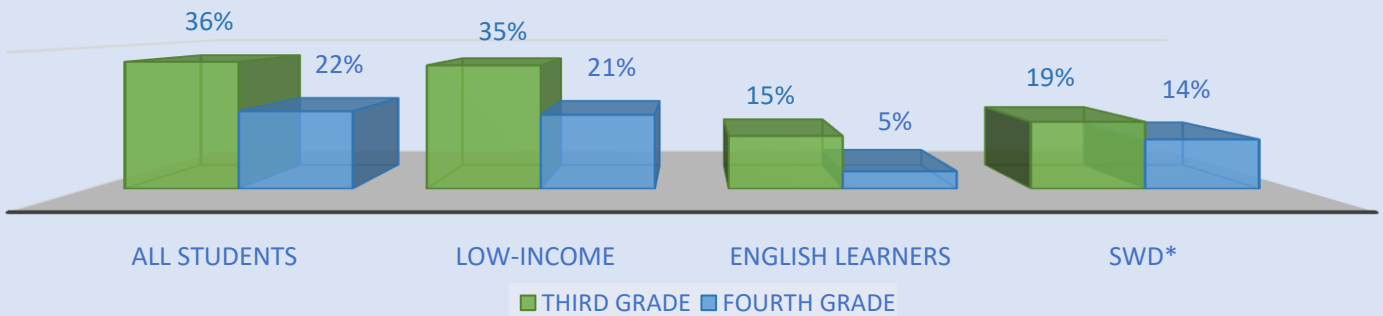
*Students with Disabilities

A-C Grades Earned by 9th Graders December 2025



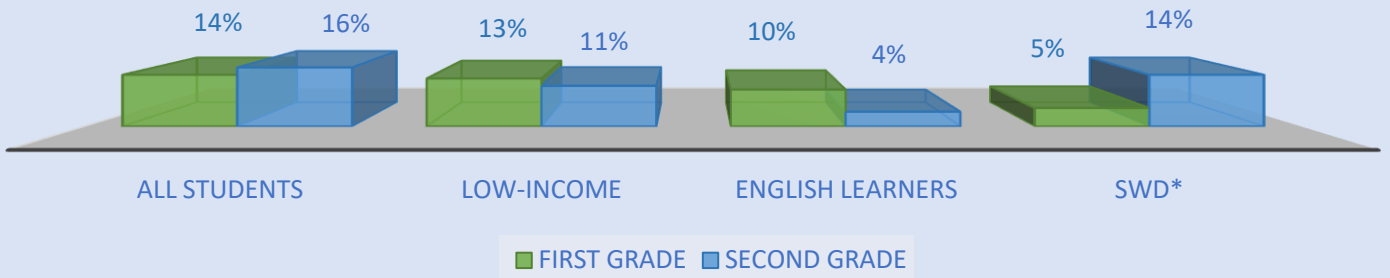
*Students with Disabilities

Grade 3 and 4 Reading Proficiency (i-Ready Diagnostic Reading Screener) On Grade Level or Above December 2025



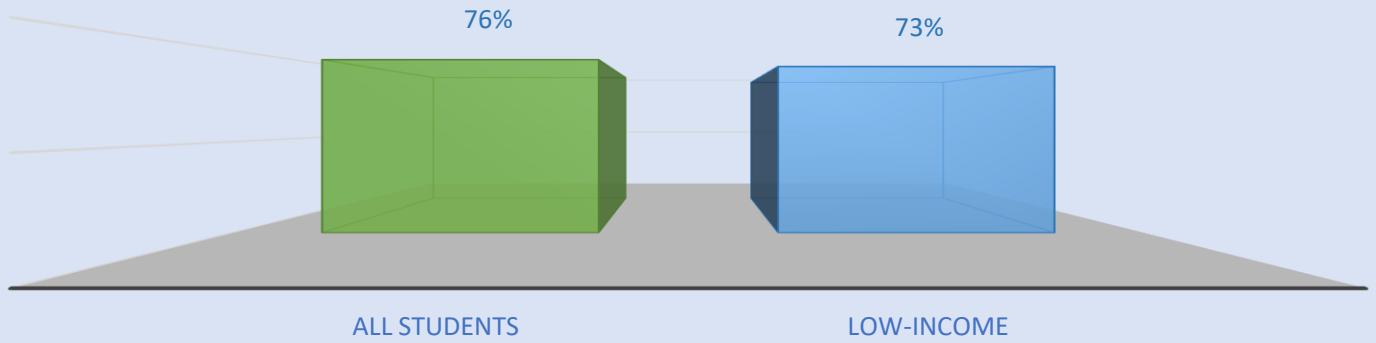
*Students with Disabilities

**Grade 1 and 2 Math Proficiency
(i-Ready Diagnostic Math Screener)
On Grade Level or Above
December 2025**

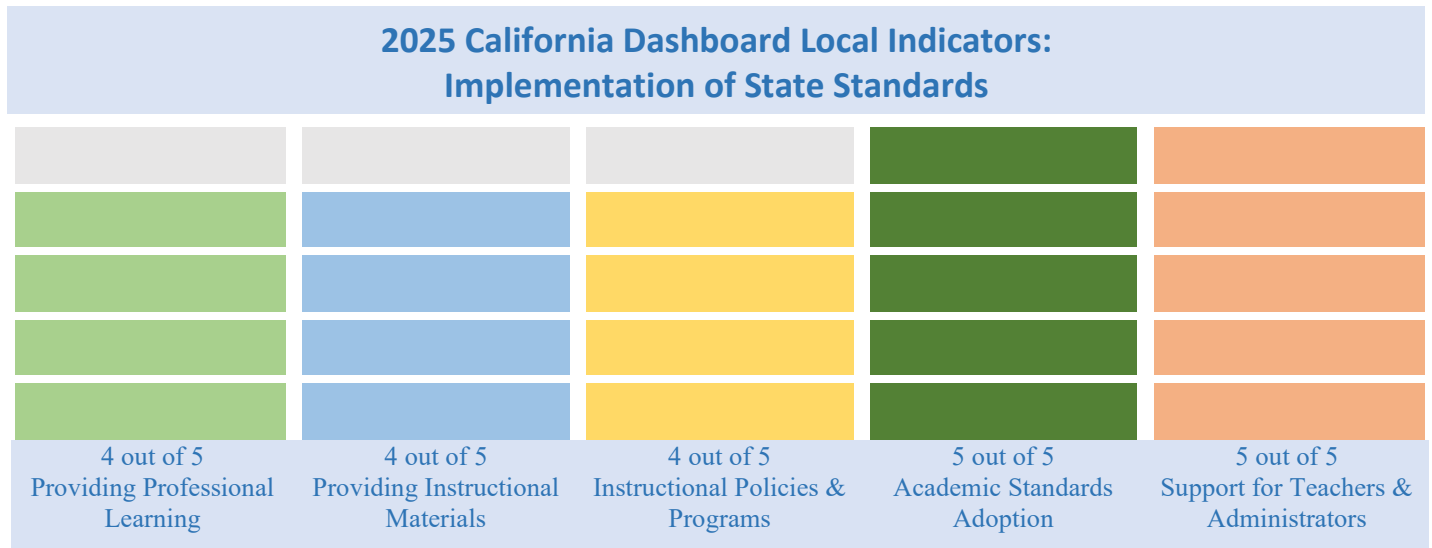
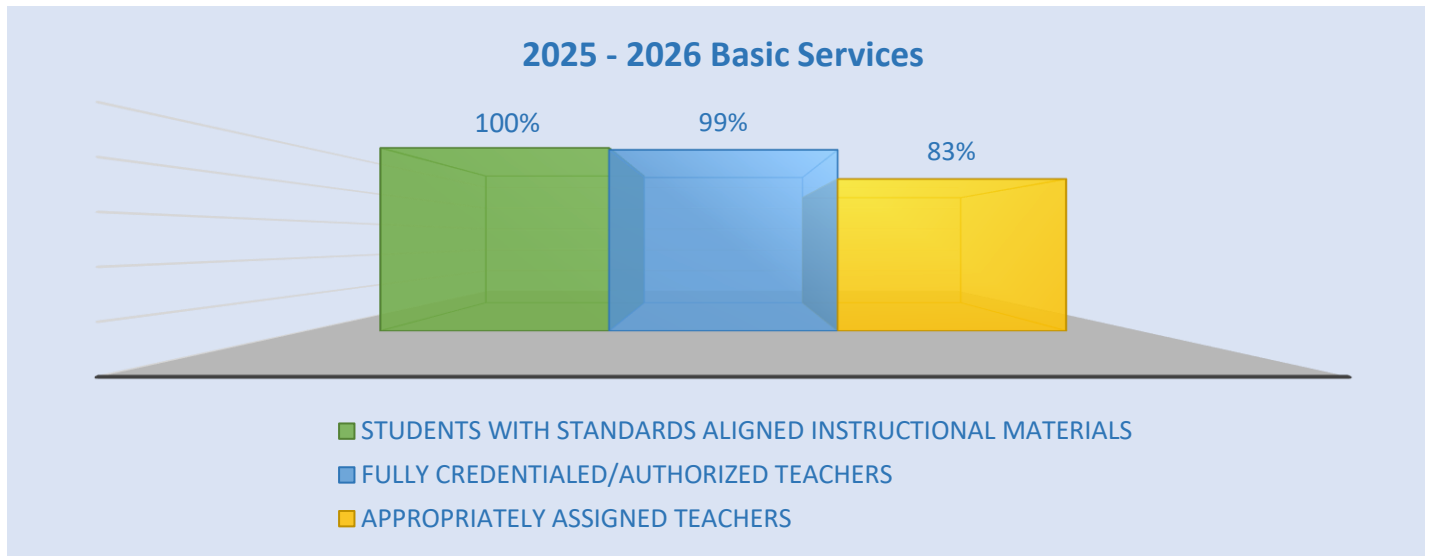


*Students with Disabilities

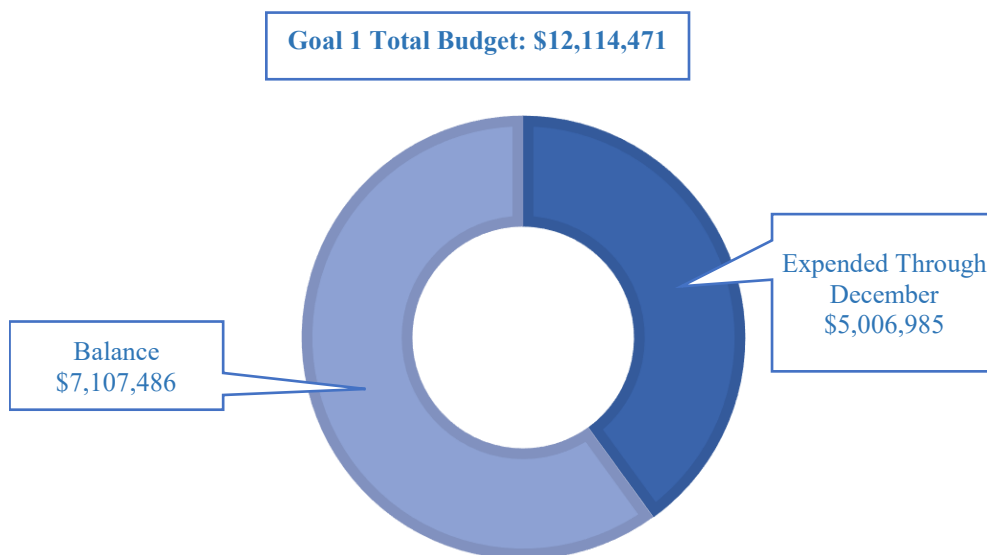
**Transitional Kinder (TK) Local Math Assessment
Percentage Meeting or Exceeding Standard
December 2025**



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.

Metric	2022-2023	2023 - 2024	2024 - 2025	2025 - 2026 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%	ALL: 34% EL: 5% SED: 32% SWD: 9%	TBD Spring 2026	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%	ALL: 22% EL: 5% SED: 20% SWD: 6%	TBD Spring 2026	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%	ALL: 20% EL: 1% SED: 17% SWD: 4%	TBD Spring 2026	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%	ALL: 70% EL: 69% SED: 57% SWD: 55%	≥ 77% for all groups
Third Grade Reading Proficiency Rate (Lexile)		44%	40%	36%	≥ 67%
Fourth Grade Reading Proficiency Rate (Lexile)		24%	24%	22%	≥ 67%
First Grade Math Proficiency Rate (Math Diagnostic Assessment)		27%	12%	14%	≥ 67%
Second Grade Math Proficiency Rate (Math Diagnostic Assessment)		12%	15%	16%	≥ 67%
Percent of Students with Standards-Aligned Instructional Materials		100%	100%	100%	100%

Metric	2022-2023	2023 - 2024	2024 - 2025	2025 - 2026 January Update	Three Year Metric Target
Percent of Fully Credentialed/Authorized Teachers		100%	99%	98.91%	100%
Percent of Appropriately Assigned Teachers		100%	99%	83%	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	Providing Professional Learning: 4 Standards-based Materials: 4 Instructional Policies & Programs: 4 Academic Standards Adoption: 5 Support for Teachers and Administrators: 5	TBD Spring 2026	Providing Professional Learning: 5 Standards-based Materials: 5 Instructional Policies & Programs: 5 Academic Standards Adoption: 5 Support for Teachers and Administrators: 5

Table 1.2
2025 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	34%	36%	32%	5%	11%	25%	32%	9%	38%	43%	57%	33%	51%
Azusa High School	47%	48%	46%	0%	*	47%	45%	9%	*	*	*	47%	64%
Charles H. Lee Elementary School	31%	33%	30%	23%	*	20%	28%	19%	*	*	*	31%	*
Clifford D. Murray Elementary School	18%	14%	14%	8%	*	10%	18%	13%	*	*	*	19%	*
Gladstone Middle School	34%	38%	30%	1%	*	20%	31%	7%	*	54%	75%	32%	51%
Henry Dalton Elementary School	32%	32%	33%	3%	*	26%	30%	9%	*	*	*	33%	*
Magnolia Elementary School	29%	26%	32%	0%	*	25%	27%	*	*	*	*	28%	*
Paramount Elementary School	36%	38%	34%	6%	*	13%	33%	18%	*	*	*	34%	*
Sierra High School	21%	19%	23%	*	*	*	21%	*	*	*	*	22%	*
Valleydale Elementary School	33%	35%	30%	13%	*	39%	31%	0%	*	*	*	32%	*
Victor F. Hodge Elementary School	38%	39%	37%	12%	*	37%	35%	10%	*	*	*	38%	*

*N/A or data suppressed to protect student privacy

Table 1.3
2025 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%	5%	11%	13%	20%	6%	22%	57%	50%	20%	34%
Azusa High School	18%	18%	17%	0%	*	12%	17%	2%	*	*	*	17%	27%
Charles H. Lee Elementary School	17%	21%	12%	4%	*	0%	16%	11%	*	*	*	16%	*
Clifford D. Murray Elementary School	18%	14%	17%	7%	*	6%	16%	25%	*	*	*	16%	*
Gladstone Middle School	18%	16%	19%	2%	*	9%	16%	4%	*	66%	56%	16%	29%
Henry Dalton Elementary School	34%	29%	38%	7%	*	16%	30%	9%	*	*	*	33%	*
Magnolia Elementary School	27%	15%	36%	3%	*	18%	26%	*	*	*	*	26%	*
Paramount Elementary School	32%	26%	37%	11%	*	15%	30%	9%	*	*	*	30%	*
Sierra High School	0%	0%	0%	*	*	*	0%	*	*	*	*	0%	*
Valleydale Elementary School	30%	27%	33%	14%	*	25%	26%	7%	*	*	*	28%	*
Victor F. Hodge Elementary School	36%	27%	43%	11%	*	35%	34%	10%	*	*	*	35%	*

*N/A or data suppressed to protect student privacy

Table 1.4
2025 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	36%	42%	33%	14%	78%	35%	19%	*	*	*	*	32%	75%
Charles H. Lee Elementary School	38%	36%	39%	12%	^	40%	*	*	*	*	*	37%	*
Clifford D. Murray Elementary School	24%	24%	23%	4%	^	24%	*	*	*	*	*	31%	*
Henry Dalton Elementary School	44%	61%	34%	14%	^	45%	*	*	*	*	*	31%	*
Magnolia Elementary School	32%	39%	24%	0%	^	27%	*	*	*	*	*	25%	*
Paramount Elementary School	43%	43%	42%	11%	^	42%	*	*	*	*	*	39%	*
Valleydale Elementary School	32%	35%	31%	38%	^	28%	*	*	*	*	*	31%	*
Victor F. Hodge Elementary School	44%	58%	34%	14%	^	43%	20%	*	*	*	*	43%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

**Table 1.5
2025 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	22%	22%	24%	5%	45%	21%	14%	*	*	*	*	21%	46%
Charles H. Lee Elementary School	28%	32%	24%	13%	^	28%	*	*	*	*	*	26%	*
Clifford D. Murray Elementary School	19%	21%	15%	4%	^	18%	*	*	*	*	*	18%	*
Henry Dalton Elementary School	17%	14%	20%	0%	^	13%	*	*	*	*	*	12%	*
Magnolia Elementary School	14%	7%	20%	0%	^	10%	*	*	*	*	*	14%	*
Paramount Elementary School	28%	25%	31%	0%	^	26%	*	*	*	*	*	25%	*
Valleydale Elementary School	21%	20%	24%	11%	^	19%	*	*	*	*	*	18%	*
Victor F. Hodge Elementary School	26%	27%	25%	0%	^	27%	10%	*	*	*	*	27%	28%

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

Table 1.6
2025 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	14%	11%	18%	10%	75%	13%	5%	*	*	75%	*	14%	27%
Charles H. Lee Elementary School	14%	15%	14%	6%	^	15%	*	*	*	*	*	14%	*
Clifford D. Murray Elementary School	7%	10%	4%	0%	^	5%	0%	*	*	*	*	7%	*
Henry Dalton Elementary School	24%	21%	27%	24%	^	24%	*	*	*	*	*	19%	*
Magnolia Elementary School	16%	19%	15%	0%	^	14%	*	*	*	*	*	16%	*
Paramount Elementary School	16%	3%	28%	14%	^	13%	*	*	*	*	*	16%	*
Valleydale Elementary School	19%	14%	23%	16%	^	14%	*	*	*	*	*	14%	*
Victor F. Hodge Elementary School	9%	7%	12%	8%	^	7%	7%	*	*	*	*	10%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

Table 1.7
2025 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	16%	11%	20%	3%	42%	14%	11%	*	*	33%	7%	15%	27%
Charles H. Lee Elementary School	12%	4%	18%	0%	^	11%	8%	*	*	*	*	11%	*
Clifford D. Murray Elementary School	20%	17%	24%	4%	^	16%	*	*	*	*	*	22%	*
Henry Dalton Elementary School	8%	5%	12%	*	^	5%	*	*	*	*	*	8%	*
Magnolia Elementary School	26%	4%	42%	11%	^	28%	*	*	*	*	*	24%	66%
Paramount Elementary School	16%	19%	12%	0%	^	14%	*	*	*	*	*	16%	*
Valleydale Elementary School	16%	14%	20%	6%	^	14%	*	*	*	*	*	14%	*
Victor F. Hodge Elementary School	12%	8%	16%	0%	^	8%	6%	*	*	*	*	12%	*

*N/A or data suppressed to protect student privacy

^Disaggregated data by school site is unavailable

Table 1.8
2025 - 2026 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	70%	67%	81%	77%	64%	*	*	*	77%	*
Azusa High School	70%	67%	81%	77%	64%	*	*	*	77%	*

*N/A or data suppressed to protect student privacy

Table 1.9
2025 - 2026 Basic Services

	Students with Standards-Aligned Instructional Materials	Students with Fully Credentialed Teachers	Percent of Appropriately Assigned Teaching Staff
AUSD	100%	98.91%	83%
Azusa High School	100%	98.85%	72.7%
Charles H. Lee Elementary School	100%	100%	100%
Clifford D. Murray Elementary School	100%	95.65%	81.3%
Gladstone Middle School	100%	98.48%	73.6%
Henry Dalton Elementary School	100%	100%	92.6%
Longfellow School	100%	100%	100%
Magnolia Elementary School	100%	100%	100%
Paramount Elementary School	100%	100%	100%
Sierra High School	100%	100%	75.3%
Valleydale Elementary School	100%	100%	87.0%
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 2025)
<p>December 2025 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>	\$691,360	\$110,854
<p>December 2025 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)	\$130,898 (Base Funding)
<p>December 2025 3. The District is committed to supporting all students, particularly English learners (EL), foster, and low-income students, by closely monitoring their progress using District assessments and diagnostic results to identify specific learning needs in language arts and math. Added learning support is provided during the school day and after school. A key component of this support is delivered by resource teachers and success coach teachers at the elementary level, who offer foundational and small-group supports during school-wide small group time. Students are strategically grouped to meet their differentiated needs. These teachers also provide focused support for EL students, including newcomers, using diagnostic assessments to identify specific academic and language acquisition needs. elementary combo support teachers strengthen early learning outcomes by providing additional instructional support that helps reduce class sizes. This increases opportunities for individualized instruction in foundational literacy and numeracy, which research indicates improves student achievement, especially for those needing targeted support. For ELs, this allows staff to provide more strategic and intentional scaffolding and differentiated instruction aligned with the California English Learner Roadmap. Success Coaches are deployed at every site (one at elementary; Math and ELA coaches at secondary) to support at-risk students academically and socio-emotionally. They build strong relationships and provide targeted academic interventions through push-in classroom support or pull-out sessions. Research supports this approach, showing that combining relationship-based support with academic intervention enhances both social-emotional skills and academic achievement.</p>	\$2,661,284 \$1,146,000 (Title I Funding) \$1,087,568 [Learning Recovery Emergency Block Grant Funding (LREBG)]	\$670,441 \$492,417 (Title I Funding) \$375,840 (LREBG Funding)
<p>December 2025 4. The District has renewed its contract with Illuminate (Data and Assessment System) for the 2025-2026 school year, reaffirming its commitment to a data-driven approach. Illuminate plays a critical role in supporting the tracking and monitoring of all student data, serving as a central hub for academic performance metrics. A key feature of this system is its compatibility with the District's student information system, AERIES, enabling seamless data exchange between the two platforms. This integration offers significant efficiencies for staff. For example, teachers who use Illuminate for administering assessments and tracking lesson progress can directly push these results to their AERIES grade book, streamlining the grading process and ensuring student records</p>	\$100,000	\$491,506

<p>are immediately up-to-date. This integration maximizes the utility of both systems for efficient data management and analysis.</p>		
<p>December 2025 5. AUSD remains committed to ensuring that families are active partners in the educational process. To increase parent participation in decision-making, the District provides dedicated translators for Individualized Education Plan (IEP), 504, and school conference meetings. These translators provide a vital bridge for families, ensuring they have appropriate access to understand and provide meaningful input that directly affects their student's educational program and school experience. Simultaneously, the District continues to focus support for students facing challenges in meeting academic standards. A key component of this effort is increasing student time within the general education setting to ensure access to "best first instruction." To facilitate this, the District utilizes instructional aides who provide the necessary support for students to successfully participate and thrive alongside their peers in the general education environment.</p>	<p>\$492,680</p>	<p>\$127,776</p>
<p>December 2025 6. AUSD continues to utilize the Sobrato Early Academic Language (SEAL) program, focusing on strategies that enhance early academic language acquisition in young children. Early Childhood Education (ECE) SEAL Cohort 4 began training in September and will complete the program in April 2026. The District continues its work in the Preschool through Third Grade Coherence Collaboration (P3CC) to further develop alignment between math instruction and assessment from preschool through third grade. Preschool and Transitional Kindergarten (TK) teachers receive ongoing support in implementing Counting Collections and SEAL strategies. To support increased and improved services for Azusa's youngest learners, the District provides TK classes and a dedicated Early Childhood Director. At the beginning of the 2025-2026 school year, the District implemented the California State Preschool Program (CSPP) at Hodge Elementary School; AUSD now offers part-day CSPP at all elementary school sites. Additionally, the new full-day/full-year CSPP at Longfellow School continues to grow, with a second class scheduled to be added by March 2026.</p>	<p>\$1,321,540 (Base Funding) \$212,176 (State Preschool Program Funding)</p>	<p>\$564,063 (Base Funding) \$89,219 (State Preschool Program Funding)</p>
<p>December 2025 7. The Teacher on Special Assignment (TOSA) team plays a vital role in enhancing instructional quality across the District by providing tailored professional learning and coaching to teachers, ensuring all support aligns with California Department of Education professional learning standards. Their core focus areas include strengthening mathematics instruction, emphasizing conceptual understanding, problem-solving, and fostering a growth mindset; improving Literacy development through foundational skill building, comprehension strategies, and the integration of academic language; and boosting student engagement using research-based strategies that promote active learning, collaboration, and equitable participation. Furthermore, the TOSA team offers crucial targeted assistance for English learners (ELs) and Long-Term English Learners (LTELs), which involves coaching on implementing differentiated instructional strategies to support simultaneous language development and content mastery, collaborating on lessons that integrate academic language and culturally responsive practices, and guiding the use of formative assessments to monitor EL progress and inform instruction, ultimately empowering teachers to create inclusive, engaging, and academically rigorous learning environments for every student.</p>	<p>\$1,602,693 \$158,293 (Title II Funding)</p>	<p>\$495,795 \$130,257 (Title II Funding)</p>
<p>December 2025 8. AUSD implemented a successful summer school program in the summer of 2025. LCAP funds supported over 1,000 students during the summer of 2025 in classes such as science exploration, math and ELA support, ELD, credit recovery, original credit, and dual enrollment. Our partnership with Citrus College (costs paid by Citrus College and not from AUSD LCAP) ensured that approximately 400 students were able to take classes for credit recovery. Planning for the summer of 2026 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-</p>	<p>\$500,000</p>	<p>\$99,907</p>

level standards. S&C funding for summer school will be expended in late spring and early summer.		
December 2025 9. AUSD has 98.91% of teachers fully credentialed and appropriately assigned. There are four vacant positions that the District is actively trying to fill.	\$51,225,108 (Base Funding) \$85,000 (Title II Funding)	\$15,298,501 (Base Funding) \$0 (Title II Funding)
December 2025 10. This initiative engages a grant-writing consultant to actively secure external funding that expands services for our low-income, English learner, and foster youth students. Leveraging specialized expertise has already generated over \$18 million in additional resources, including Community Schools funding for all schools, specifically designed to support these student groups. This funding strengthens academic programs, enhances student supports, and increases community engagement. Continuing this partnership ensures we sustain and expand equitable opportunities across all schools.	\$75,000	\$73,992
December 2025 11. Visual and Performing Arts (VAPA) funds continue to provide robust support for all elementary and secondary schools to maintain and grow their arts programs. Funding was secured to add four elementary art teacher positions to deliver dedicated instruction across the sites; currently, three of these positions are filled, with one remaining vacant. Our three existing elementary art teachers are actively engaged, visiting each elementary school once every three weeks to provide a high-quality, standards-aligned art lesson to all grade levels. The dedicated art team is focused on vertically aligning their curriculum, working diligently to ensure lessons align with grade-level standards, school themes, and site initiatives. To deepen arts integration, the art teachers have successfully provided a professional development workshop designed to help elementary classroom teachers incorporate art into their daily instruction. Furthermore, the VAPA team promotes community engagement by organizing and hosting art exhibits at both elementary and secondary levels. All elementary and secondary art teachers participate in Professional Learning Communities (PLCs) to strengthen instructional practices and ensure seamless curriculum transition between grade spans.	\$809,416	\$280,861
December 2025 12. The District is on track with its comprehensive music instruction program for the 2025-2026 school year, successfully delivering music instruction to students at all levels. This investment fully funds in-school and after-school music instructors across all school sites and ensures equitable access by providing all participating elementary and secondary students with essential instruments and supplies. A key highlight is the continued success of the second-year strings program for fifth-grade students, which is actively expanding musical opportunities for younger learners. Additionally, the music department has focused on professional growth and alignment, utilizing PLC meetings to refine its vision and share best practices District-wide. The dedication of students and staff has been visibly demonstrated through numerous successful performances by various band and musical ensembles at community events and venues throughout the year, effectively showcasing student achievement.	\$1,424,380	\$487,512
December 2025 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 Wi-Fi 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	\$2,963,658	\$2,039,578

<p>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.</p>		
<p>December 2025 14. Leveraging the alignment between site-level School Plan for Student Achievement (SPSA) goals and District LCAP priorities, school sites have invested in a wide range of targeted services designed to improve academic outcomes and enrich the student experience. Key investments include implementing hands-on learning experiences and programs like after-school Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities to foster academic discourse and significantly improve engagement. Additionally, to support a positive learning environment, sites have funded professional development in social-emotional learning and dedicated staff hours to enhance inclusive instructional practices. Furthermore, funds cover expanded learning opportunities such as field trips that directly connect instructional content to real-world experiences, along with the necessary resources such as substitute time, extra planning hours, materials, and supplies required for effective implementation.</p>	<p>\$519,000</p>	<p>\$84,963</p>
<p>December 2025 15. Committed to expanding access to culturally relevant literature and resources school sites are strategically updating school libraries and enhancing classroom collections with a wide range of books by diverse authors and centered on Diversity, Equity, and Inclusion (DEI) topics. This initiative ensures all students see themselves reflected in literature and provides schools with the foundational content necessary for deeper engagement. Moreover, the District provides comprehensive support by funding DEI-focused instructional materials, implementing staff training, and offering targeted student and family services. These services have included one-on-one academic tutoring and specialized family resources, which are essential to promoting equity, increasing access to opportunities, and ensuring all students are holistically prepared for college and career success.</p>	<p>\$275,000</p>	<p>\$43,800</p>
<p>December 2025 16. AUSD partners with HeyTutor to provide high-dosage tutoring at every elementary school. High-dosage tutoring is an evidence-based intervention designed to accelerate student learning by offering consistent, small-group instruction that complements core classroom teaching.</p> <p>Each school site is supported by two tutors who work with small groups of one to four students in English Language Arts or mathematics. These sessions take place five days per week, allowing for ongoing progress monitoring and targeted support. Tutoring groups are flexible, enabling students to move in and out as their needs evolve throughout the year. The Board of Education has approved the contract for the 2025-2026 school year, and tutors began working at school sites in early October. This sustained, personalized approach helps reinforce foundational skills, boost student confidence, and close learning gaps.</p>	<p>\$385,000 [Learning Recovery Emergency Block Grant (LREBG)]</p>	<p>\$16,507 (LREBG)</p>
<p>TOTAL EXPENDITURES</p>	<p>Supplemental/Concentration Base State/Federal</p>	<p>\$ 5,006,985 \$15,993,462 \$ 1,104,240</p>

SECTION 2

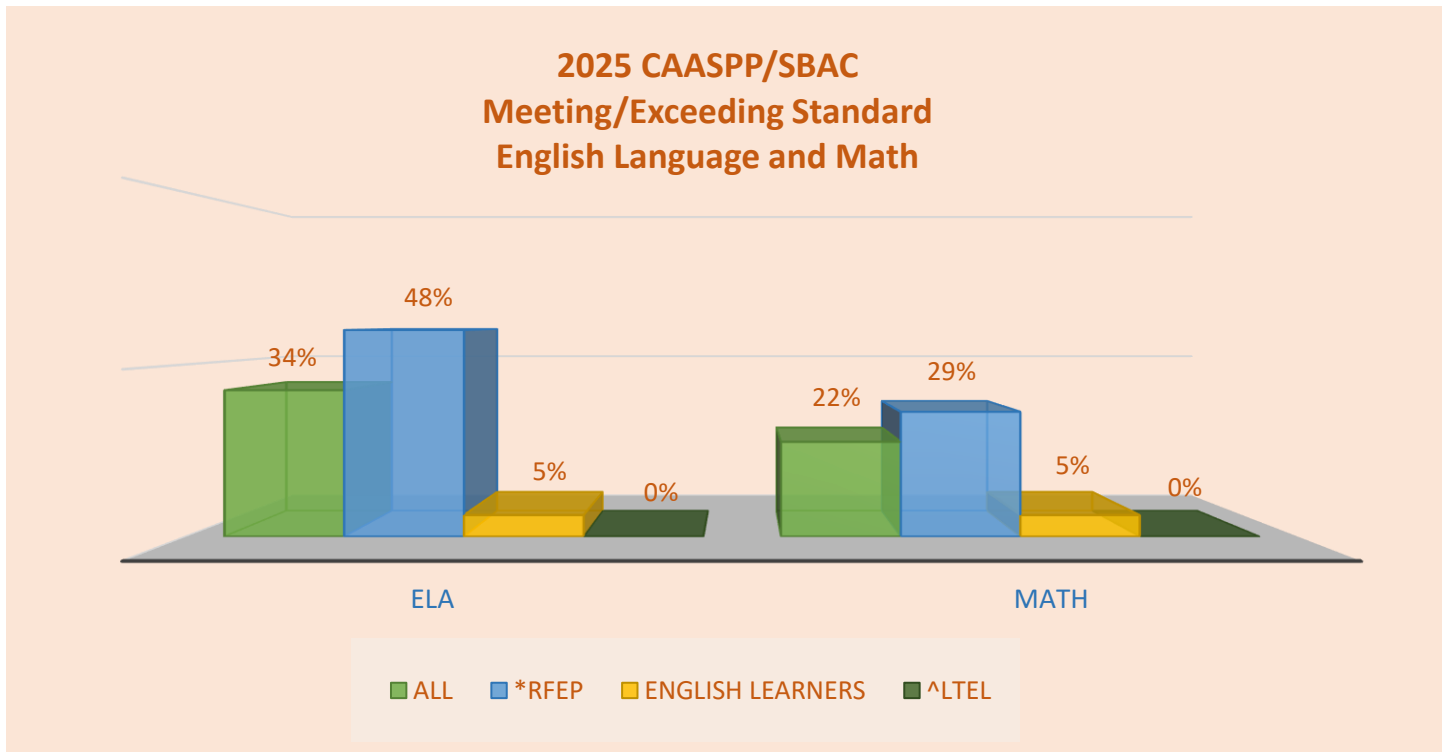
Goal 2: AUSD will meet the diverse needs of English learner (EL) students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

The District’s second LCAP Goal is dedicated to supporting its diverse population of English learners (EL), who make up 23% 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 ELA and math, as reflected in the 2024-2025 state assessments where only 5% of ELs met ELA standards compared to 34% of all students, and just 5% met 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 the District moving from a “red” indicator to an “orange” indicator, with some schools in the “green” and “yellow.” 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
TOWARDS PROFICIENCY 2024-2025

English Learners Meeting Reclassification Criteria

7%

■ CURRENT RECLASSIFICATION RATE 2025-2026

Percentage of ELs Classified as LTELs

8%

11%

■ 2023-2024

■ 2024-2025

2025 CAASPP/SBAC Meeting/Exceeding Standard English Language Arts

34%

21%

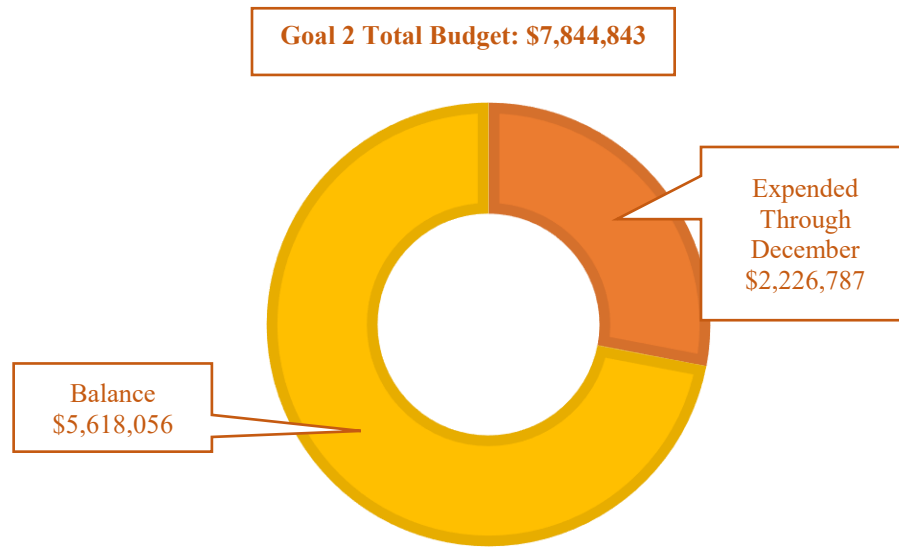
5%

■ 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 2.1 – 2.7 display the disaggregated data for student groups and schools in AUSD.

Metric	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026 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%	ALL: 34% EL: 5% RFEP: 48% LTEL: 0% FOSTER: 11%	TBD Spring 2026	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%	ALL: 22% EL: 5% RFEP: 29% LTEL: 0% FOSTER: 11%	TBD Spring 2026	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	50%	39%	39%	TBD Spring 2026	Increase ≥ 60%

**Table 2.1
Goal 2 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026 January Update	Three Year Metric Target
on the CA School Dashboard Based on ELPAC Scores					
Rate of Reclassification of EL Students	New Metric	14%	9%	Current 7%	Increase \geq 15%
Reduction of the Percent of EL Students who are LTELs	11%	8%	11%	TBD Spring 2026	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%	ALL: 34% EL: 5% DLI EL Students: 21%	TBD Spring 2026	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
2025 ELA CAASPP/SBAC Students Meeting/Exceeding Standards

	All	English Learners	Reclassified Fluent English Proficient
AUSD	34%	5%	48%
Azusa High School	47%	0%	57%
Charles H. Lee Elementary School	31%	23%	29%
Clifford D. Murray Elementary School	18%	8%	47%
Gladstone Middle School	34%	1%	45%
Henry Dalton Elementary School	32%	3%	44%
Magnolia Elementary School	29%	0%	50%
Paramount Elementary School	36%	6%	58%
Sierra High School	21%	*	29%
Valleydale Elementary School	33%	13%	69%
Victor F. Hodge Elementary School	38%	12%	53%

*N/A or data suppressed to protect student privacy

Table 2.3
2025 Math CAASPP/SBAC Students Meeting/Exceeding Standards

	All	English Learners	Reclassified Fluent English Proficient
AUSD	22%	5%	29%
Azusa High School	18%	0%	22%
Charles H. Lee Elementary School	17%	4%	36%
Clifford D. Murray Elementary School	18%	7%	47%
Gladstone Middle School	18%	2%	25%
Henry Dalton Elementary School	34%	7%	44%
Magnolia Elementary School	27%	3%	44%
Paramount Elementary School	32%	11%	58%
Sierra High School	0%	*	0%
Valleydale Elementary School	30%	14%	62%
Victor F. Hodge Elementary School	36%	11%	47%

*N/A or data suppressed to protect student privacy

**Table 2.4
EL Reclassification Rates**

	EL Students	2025 - 2026 Reclassification Rate
AUSD	1,216	7%
Azusa High School	191	10%
Charles H. Lee Elementary School	105	0%
Clifford D. Murray Elementary School	147	3%
Gladstone Middle School	251	16%
Henry Dalton Elementary School	61	9%
Magnolia Elementary School	90	5%
Paramount Elementary School	110	0%
Sierra High School	21	5%
Valleydale Elementary School	138	1%
Victor F. Hodge Elementary School	92	10%

Table 2.5
2025 Percent of EL Students Making Progress Toward Proficiency

	EL Students	2024 - 2025
AUSD	1,080	39%
Azusa High School	195	42%
Charles H. Lee Elementary School	75	39%
Clifford D. Murray Elementary School	119	29%
Gladstone Middle School	271	42%
Henry Dalton Elementary School	56	45%
Magnolia Elementary School	70	39%
Paramount Elementary School	96	27%
Sierra High School	*	*
Valleydale Elementary School	120	35%
Victor F. Hodge Elementary School	68	56%

*N/A or data suppressed to protect student privacy

Table 2.6
2025 ELA CAASPP/SBAC Students Meeting/Exceeding Standards

	All	English Learners	English Learners In DLI
AUSD	34%	5%	21%
Gladstone Middle School	34%	1%	18%
Valleydale Elementary School	33%	13%	33%
Victor F. Hodge Elementary School	38%	12%	20%

**Table 2.7
Goal 2 Actions and Services**

Actions/Services Summary	Budget	Expenditures (December 2025)
<p>December 2025 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>	<p>\$376,553 \$237,445 (Title I Funding)</p>	<p>\$145,352</p>
<p>December 2025 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 differing typologies of English learner students in their classrooms. District staff has provided additional supplementary English acquisition materials. To date, the District has used one-time funding sources to provide these resources.</p>	<p>\$200,000</p>	<p>\$0</p>
<p>December 2025 3. Bilingualism provides benefits including the capacity to communicate in more than one language, enhanced cognitive skills, and improved academic outcomes. The District's Spanish Dual Language Immersion (DLI) program expanded to include 8th grade last school year at Gladstone Middle School. The first cohort of DLI Spanish Program students has promoted to Azusa High School where they are receiving two courses in Spanish. Spanish DLI classes are now offered at Hodge Elementary School, Valleydale Elementary School, Gladstone Middle School, and Azusa High School. This year, both Hodge Elementary School and Valleydale Elementary School have DLI students enrolled in Preschool through 5th grade. In addition, we have partnered with CABA to continue to provide middle school Spanish DLI professional learning.</p> <p>Dalton Elementary School continues to implement a Mandarin DLI program in TK, Kindergarten, and Grade 1 with the goal to expand one grade level per year. A Foreign Language Enrichment Program (FLEX) in Mandarin is offered for students in Grades 2nd-5th. This year Dalton Elementary School is working with a Mandarin Language/Program consultant to provide program instructional professional learning. DLI teachers participated in 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, including the purchase of materials and supplies. Additionally, funds have been spent specifically on DLI professional learning.</p>	<p>\$4,512,247</p>	<p>\$1,834,383</p>
<p>December 2025 4. This school year, we are implementing the Sobrato Early Academic Language (SEAL) professional learning model for staff at all seven of our elementary 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. Our school sites are currently at different stages of implementation, with Magnolia and Paramount Elementary schools representing the newest cohort. Various Teachers on Special Assignment (TOSAs) support teacher professional learning for administrators, co-administrators, and support staff to increase the achievement of emerging bilinguals across these sites. To further support this initiative, teachers are provided with planning and collaboration time, including dedicated hours and substitutes. To date, the District has used one-time funding sources to support this action.</p>	<p>\$460,000</p>	<p>\$0</p>

<p>December 2025</p> <p>5. The District has renewed its subscription to ELLevation for the 2025–2026 school year. ELLevation is a program management platform that organizes all data for EL/emerging multilingual students, supports critical meeting and monitoring processes, and enables accurate reporting. We are currently using ELLevation to determine our first round of reclassifications for the 2025–2026 school year. To date, 89 students have been reclassified using the ELLevation system for Fall 2025. Additionally, schools and teachers are in the process of monitoring RFEP students to ensure that all reclassified students are progressing and receiving the necessary support.</p> <p>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 with data in a timely and formative manner about students’ language development and progress. As TELL aligns with English Learner Proficiency Assessment for California (ELPAC), site staff can use TELL data to progress monitor and predict areas of need for the ELPAC in order to respond with intervention and support.</p>	<p>\$58,000 (Title III Funding)</p>	<p>\$61,853 (Title III Funding)</p>
<p>December 2025</p> <p>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>	<p>\$950,663</p>	<p>\$158,924</p>
<p>December 2025</p> <p>7. The Expository Reading and Writing Course (ERWC) is a research-based, college-preparatory curriculum that is especially impactful for long-term English learners. Its emphasis on rhetorical reading, academic vocabulary, and analytical writing provides targeted support for students who may be fluent socially but continue to need structured development in academic language. Studies, including WestEd evaluations, highlight ERWC’s positive effects on literacy and college readiness when implemented with fidelity. To expand equitable access to this high-impact instruction, ensuring that more LTELs benefit from a rigorous, linguistically responsive pathway that strengthens their readiness for postsecondary success. Course is currently offered at Azusa High School.</p>	<p>\$275,000</p>	<p>\$0</p>
<p>December 2025</p> <p>8. We provide 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>	<p>\$200,350</p>	<p>\$88,128</p>
<p>December 2025</p> <p>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. 	<p>\$870,030 \$150,000 (Title II Funding) \$110,000 (LREBG Funding)</p>	<p>\$0</p>

<ul style="list-style-type: none"> • 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 delivering culturally relevant, high-impact instruction that prepares all students for success. <p>To date, the District has used one-time funding sources to support this action.</p>		
TOTAL EXPENDITURES	Supplemental/Concentration Base State/Federal	\$ 2,226,787 \$ 0 \$ 61,853

SECTION 3

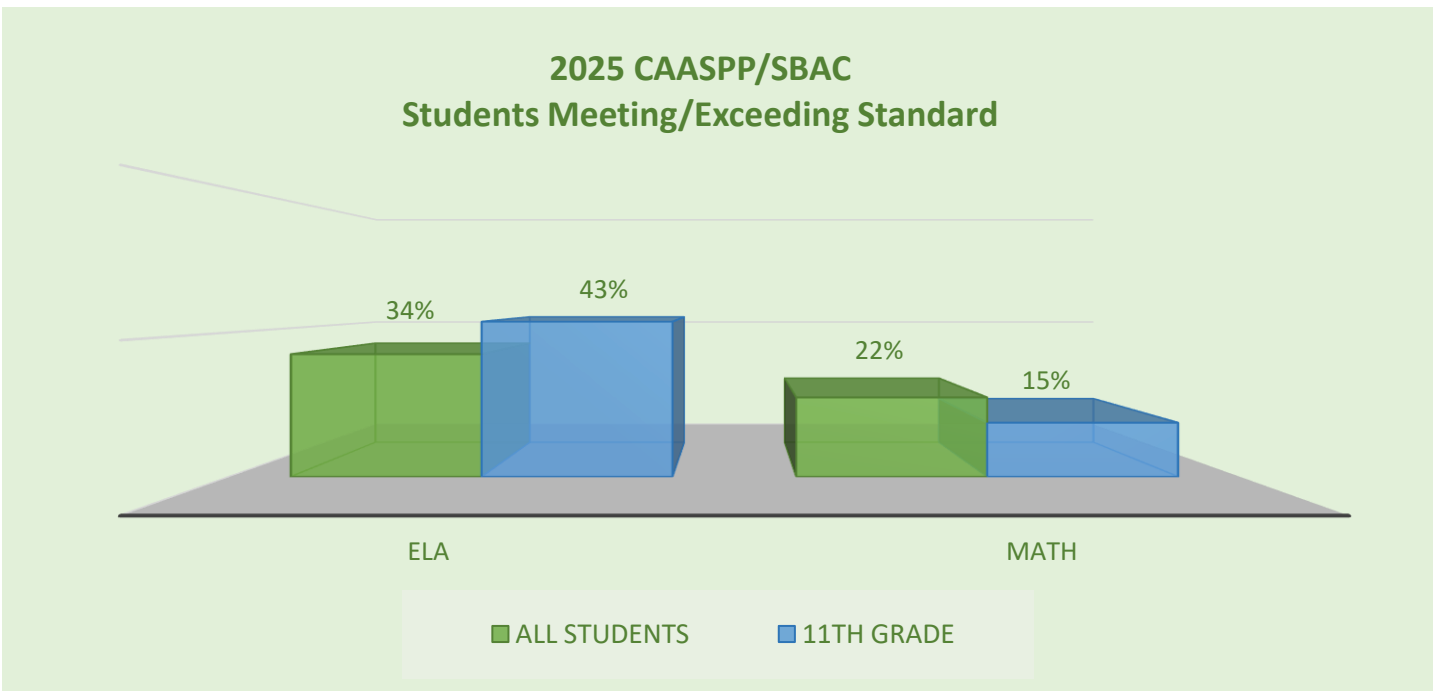
Goal 3: AUSD students will graduate and be prepared for college or post-secondary opportunities.

Through extensive stakeholder engagement and data collection, AUSD identified the critical need for our third goal, which is preparing students for college or post-secondary opportunities. This outcome was strongly prioritized by all stakeholders during the LCAP development, leading to Goal 3.

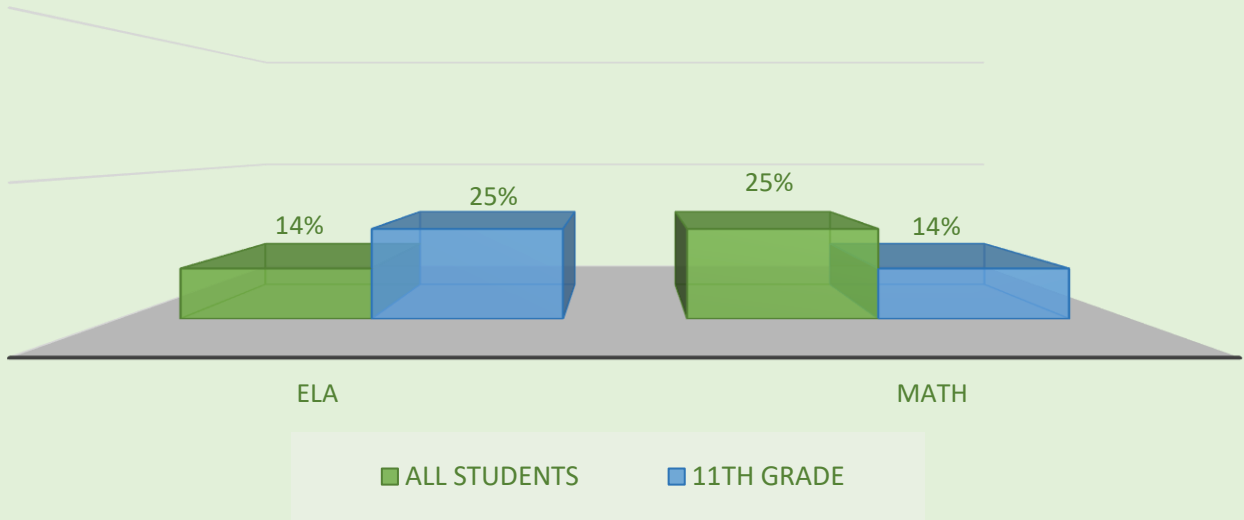
Data from the California School Dashboard's College and Career Indicator (CCI) highlight this need. While overall CCI reporting was suspended from 2020-2022, the 2023 report showed 36% of AUSD graduates were considered prepared. By 2025, this figure had increased to 44%. However, significant equity gaps persist such as, the readiness rates for our Students with Disabilities (SWD) and English learner (EL) students are notably lower. These differences demonstrate the urgent need to provide targeted support and opportunities to achieve college and/or career readiness for all students. Additionally, graduation rates for subgroups require attention. The 2025 four-year cohort graduation rate for AUSD overall was 88%. While we seek to maintain a focus on meeting graduation requirements, especially given the impact of the COVID-19 pandemic, two subgroups exhibit lower rates: EL students (77%) and SWD students (73%). Therefore, additional resources and support staff will be specifically directed to these two high-need subgroups to ensure their successful graduation and increase overall college/career readiness.

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 Dual Enrollment and 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

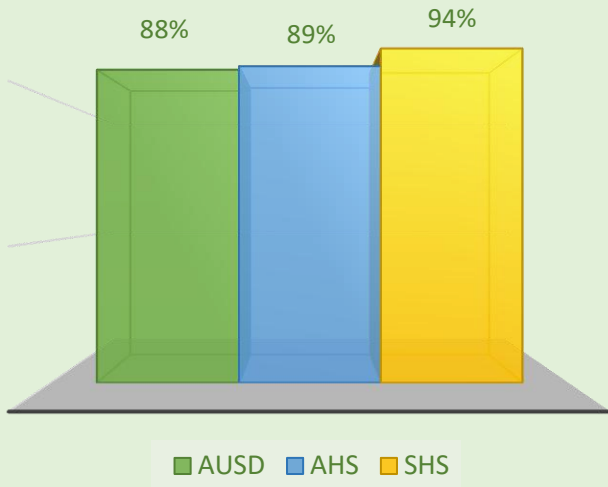


2025 Local Assessments Students Meeting/Exceeding Standard

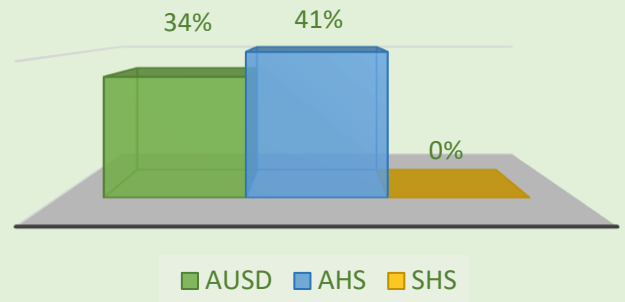


Graduation Outcomes

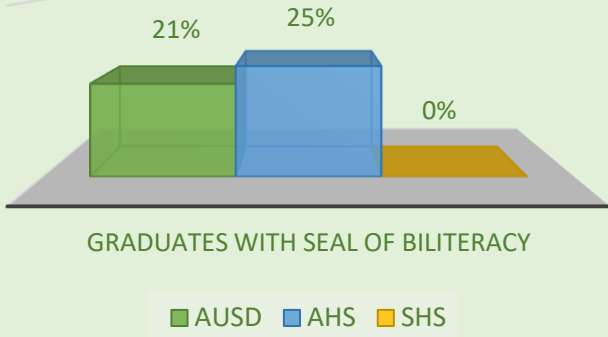
2025 Graduation Rate (4-Year Adjusted Cohort)



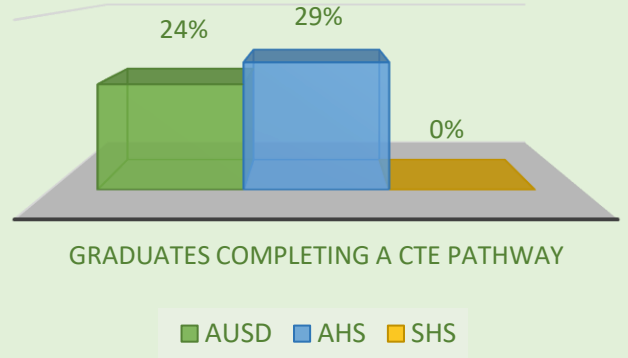
2025 Graduates Meeting UC/CSU Entrance Course Requirements (a-g)



2025 Graduates: Seal of Biliteracy

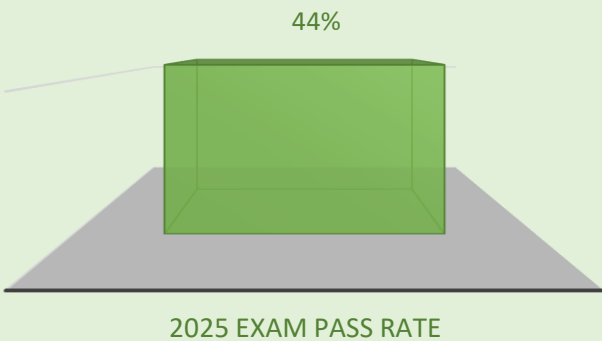


2025 Graduates: CTE Completers

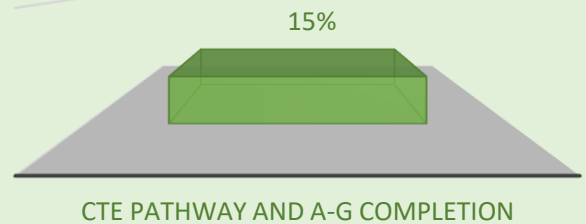


College and Career Readiness

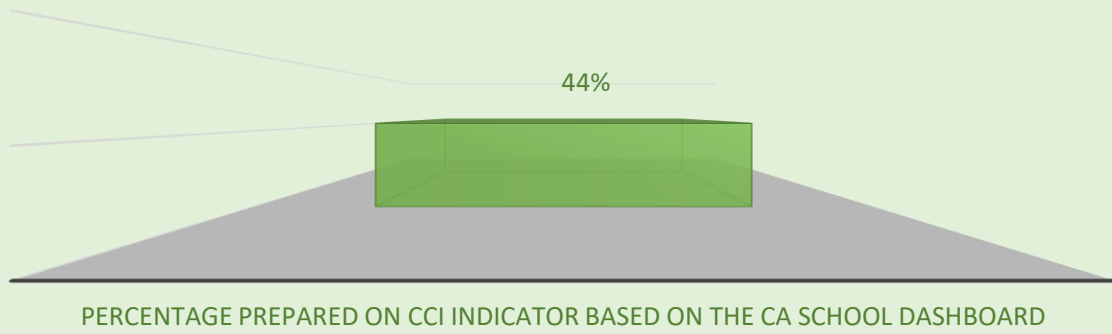
2024 - 2025 Advance Placement Course Exam Pass Rate



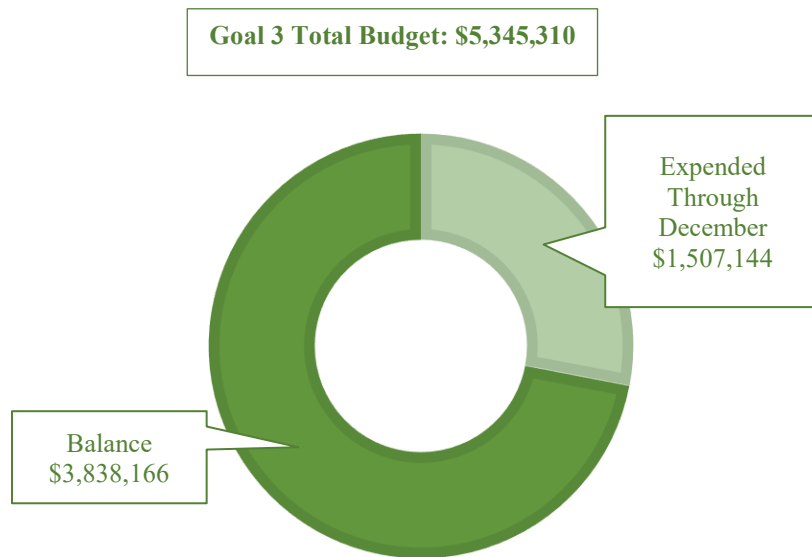
2024 - 2025 Percent of Graduates Completing: CTE Pathway and a-g Completion



2024 - 2025 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 transferable 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	2025 – 2026 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%	ALL: 34% 11 th : 43%	TBD Spring 2026	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%	ALL: 22% 11 th : 15%	TBD Spring 2026	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%	ALL: 44% AHS: 51% SHS: 5.6%	TBD Spring 2026	≥ 50%
Percent of Graduates Earning the California State Seal of Biliteracy	5%	16%	21%	TBD Spring 2026	≥ 20%
Percent of Graduates Completing a CTE Pathway	New Metric	18%	24%	TBD Spring 2026	≥ 30%
Graduation Rate (4-year Adjusted Cohort Rate)	ALL: 84% AHS: 80% SHS: 82%	ALL: 84% AHS: 83% SHS: 93%	ALL: 88% AHS: 89% SHS: 94%	TBD Spring 2026	≥ 95
Percent of Students Meeting UC/CSU Entrance Course Requirements (a-g)	ALL: 38% AHS: 37% SHS: 0%	ALL: 29% AHS: 35% SHS: 0%	ALL: 34% AHS: 41% SHS: 0%	TBD Spring 2026	≥ 50%
AP Exam Pass Rate (Percent of Total AP Test Takers with a Score of 3 or Higher)	ALL: 43% AHS: 41% SHS: 10%	ALL: 45% AHS: 45% SHS: 42%	ALL: 44% AHS: 45% SHS: 0%	TBD Spring 2026	≥ 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%	ALL: 15% EL: 4% FY: 0% SED: 15%	TBD Spring 2026	≥ 20%

**Table 3.1
Goal 3 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025	2025 – 2026 January Update	Three Year Metric Target
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%	100%

**Table 3.2
2024 - 2025 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	43%	45%	41%	0%	*	41%	51%	9%	*	*	*	42%	67%
Azusa High School	47%	48%	46%	0%	*	47%	45%	9%	*	*	*	47%	*
Sierra High School	21%	19%	23%	8%	*	*	21%	*	*	*	*	21%	*

*N/A or data suppressed to protect student privacy

Table 3.3
2024 - 2025 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	15%	16%	14%	0%	*	11%	14%	2%	*	*	*	14%	27%
Azusa High School	18%	18%	17%	0%	*	12%	17%	2%	*	*	*	16%	*
Sierra High School	0%	0%	3%	*	*	*	0%	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.4
2025 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	21%	25%	16%	9%	0%	21%	2%	*	*	*	22%	*
Azusa High School	25%	30%	20%	12%	*	26%	2%	*	*	*	27%	*
Sierra High School	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.5
2025 Graduates CTE Pathway Completion

	All	Females	Males	English Learners	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic	White
AUSD	24%	48%	52%	9%	*	23%	10%	*	*	*	23%	29%
Azusa High School	29%	48%	52%	11%	*	29%	16%	*	*	*	28%	*
Sierra High School	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.6
2024 - 2025 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	88%	93%	86%	77%	*	80%	89%	73%	*	*	*	89%	*
Azusa High School	89%	92%	85%	78%	*	81%	89%	73%	*	*	*	89%	*
Sierra High School	94%	97%	93%	*	*	*	94%	*	*	*	*	96%	*

*N/A or data suppressed to protect student privacy

Table 3.7
2025 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	34%	45%	34%	10%	*	34%	12%	*	*	*	34%	*
Azusa High School	41%	52%	42%	12%	*	41%	14%	*	*	*	41%	*
Sierra High School	0%	0%	0%	*	*	0%	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.8
Spring 2025 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	44%	*	*	*	*	*	*	*	*	*	*	*
Azusa High School	45%	*	*	*	*	*	*	*	*	*	*	*
Sierra High School	0%	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 3.9
2025 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	43%	14%	*	43%	14%	*	*	*	43%	*
Azusa High School	51%	17%	*	51%	16%	*	*	*	50%	*
Sierra High School	6%	*	*	6%	*	*	*	*	4%	*

Goal 3 Qualitative Analysis and Expenditures

Five 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 2025)
<p>December 2025</p> <p>1. Gladstone Middle School - All 6th, 7th, and 8th-grade students will complete their first Naviance activity by the end of the first semester, which includes lessons to introduce various careers, interests, and strengths. EL students received additional classroom presentations introducing them to the importance of career exploration. Students have a chance to engage in conversations about goal setting and life after high school. Counselors continue to meet with students to review grades and discuss the impact of failing classes. Middle School Counselors discuss high school electives prior to the high school counselors visiting for registration, as well as the importance of a-g requirements and how to ensure a successful transition into high school.</p> <p>Azusa High School - Students meet with counselors to develop 4-year plans and discuss career goals. Workshops on college applications and Free Application for Federal Student Aid (FAFSA) are provided. This year, Azusa High School added a UC Personal Insight Questions Workshop facilitated by a UCLA Transfer Specialist and Citrus College students in Phi Theta Kappa. All seniors were presented to by Citrus College about the Promise Program and its requirements. EL and Newcomer population has a dedicated counselor who creates individualized schedules based on their needs, collaborates with their teachers and aides, and supports them in their classrooms. They also received a dedicated Citrus College presentation. Furthermore, our students with disabilities receive a separate presentation from Citrus College with one-on-one assistance. The seniors also completed their first Naviance lesson—adding colleges. Counselors are continuing to meet with the freshmen to complete their 4-year plans, discussing classes and future career goals. Counselors meet with their caseload on a</p>	<p>\$110,000</p> <p>\$150,000 (a-g Access and Learning Loss Mitigation Grant)</p>	<p>\$16,670</p> <p>\$136,231(a-g Access and Learning Loss Mitigation Grant)</p>

<p>regular basis to discuss the consequences of failing a class and graduating on time. Our Engineering, Auto, and Computer Science classes are taken to Citrus College to hear a presentation on various careers in each field. We offer after-school college application workshops to assist seniors with their applications, and Financial Aid workshops are offered after school for parents and students to get assistance completing their financial aid applications. AUSD held its annual College and Career Fair that was open to all District students, and college representatives also came to AHS to present to students about their specific college. Finally, the Early College Program (ECP) continues to expand, and we now have three cohorts on track to earn an Associate of Arts in Sociology before graduating from high school. Students in the 2-year ECP earn at least 30 transferable college units.</p> <p>Sierra High - The school counselor conducts a series of college presentations covering topics such as community colleges, CSUs, UCs, and private universities to increase students' awareness of post-secondary education options. These presentations also include information on a-g requirements. The counselor collaborates closely with Citrus College to offer workshops that provide information about the Promise Program, application assistance, orientation support, and opportunities for students to meet with a Citrus College counselor to complete their Student Educational Plans (SEPs) in preparation for their first year of college. FAFSA workshops are also held on campus, including support for Spanish-speaking families. Additionally, field trips to Citrus College are available to all seniors, particularly those who have applied and plan to attend after graduation. This year, the counselor is also organizing visits to various CSU campuses to give students firsthand exposure to university environments and expand their understanding of higher education opportunities. School counselors meet with students to discuss graduation and credits and invite students to take advantage of the opportunity to take Dual Enrollment courses, as we currently have students taking Dual Enrollment Business classes.</p>		
<p>December 2025</p> <p>2. Gladstone Middle School - The 7th-grade Science Technology Engineering and Math (STEM) students engage in a two-part curriculum. During the first semester, ending in February, they study and build electric circuits using the Elenco Electronic Snap Circuit sets. This class follows the Project Lead The Way (PLTW) curriculum, providing hands-on learning in basic electricity and electronics and focusing on developing skills necessary for Electrical Engineering. Students practice language and notetaking skills and are tested on concepts from the Student Guide to Electronic Circuits. From February until the end of the year, students transition to projects focused on Civil Engineering, emphasizing the structural and mechanical aspects while allowing them to apply their earlier knowledge of electricity. Both semesters also include smaller units of study focused on math and science to develop critical and creative thinking. In PLTW, Computer Science for Innovators and Makers, students utilize a micro bit microcontroller, connecting input devices (such as pressure, flex, and light sensors) and output devices (including LEDs, buzzers, and servos) via alligator clips. Coding is performed on Microsoft's makecode.microbit website, with a primary focus on cause-and-effect (If-Then) logic to produce an output based on sensor input. The PLTW, App Creators course requires students to design and code apps, with an emphasis on games using MIT's App Inventor website. This process involves using multiple event handlers, designing, coding, checking functionality, and debugging until the app functions correctly for the user. This challenging course develops strong analytical skills, preparing successful students for the high school's Information Technology Pathway. Finally, the College & Career Ready Labs for 7th and 8th graders provide career exploration through authentic problem-based learning experiences. These activities help students prepare for their future by aiding in interest discovery, learning educational requirements, developing necessary skills, and navigating postsecondary and career decisions. Students choose from 24 different modules, working in pairs on one module for 10 days before rotating to a new one.</p> <p>Azusa High School - Azusa High School offers comprehensive programs in engineering and career preparation. PLTW Engineering students participate in the FIRST Robotics</p>	<p>\$1,115,000 \$485,000 (CTE Grant Funding)</p>	<p>\$396,341 \$229,992 (CTE Grant Funding)</p>

<p>club, gaining hands-on STEM learning that inspires innovation, builds self-confidence, and prepares them for life. The PLTW Honors Engineering Course is articulated with Citrus College, and students visit the campus for a presentation on various engineering careers. Through the AUSD College and Career Fair, students connect with college representatives to discuss necessary classes, career goals, and entrance requirements. Furthermore, through National Academy Foundation (NAF) and Career Technical Student Organization (CTSO) Programs, students can complete internships, participate in work-based learning, engage with industry partners, and help solve real-world problems. Azusa High School has also added more Dual Enrollment courses in engineering and computer programming, and the school’s NAF Pathway in Engineering earned a Distinguished designation.</p> <p>Sierra High School - At Sierra High School, students have the opportunity to participate in Career and Technical Education (CTE) programs, including Engineering, where they gain hands-on experience with Computer-Aided Design (CAD) and manufacturing skills in the brand-new SpyderLab. The school recently launched an Audio Technology program that allows students to explore music production and audio technology. The school counselor actively encourages all students, including ELs, to enroll in these courses and participate in CTE pathways. Additionally, the counselor is collaborating with Rio Hondo College to introduce a Welding Pathway through Dual Enrollment, which is available to both Sierra High School and Azusa High School students. To support this initiative, the counselor organizes presentations and will be hosting application workshops with Rio Hondo College.</p>		
<p>December 2025</p> <p>3. Gladstone Middle School – EL students at Gladstone Middle School are able to take a zero-period class to accommodate an extra elective, offering them an opportunity to take a college readiness class in addition to their required English Language Development (ELD) class. Counselors meet with all students to create six-year plans that include a defined career pathway, and they provide crucial information on financial aid, college readiness, and career exploration. Furthermore, counselors connect students to community resources, especially those from disadvantaged backgrounds, and facilitate connections to McKinley, Foothill Family Services, and Azusa Pacific University (APU) interns to ensure students receive necessary social-emotional support. Counselors utilize trauma-informed practices to help students see beyond obstacles outside of their control and become empowered individuals. ELs are given additional support to overcome the language barrier by being offered a zero period, after-school tutoring, and enrollment in Advancement Via Individual Determination (AVID) and DLI. Students find this beneficial as it allows them to pursue interests in careers, given that their standard schedules often have limited availability. The school offers both AP and CTE classes, with District support provided by a Director and Secretary. Notably, most funding for the CTE program comes from specific CTE grants.</p> <p>Azusa High School - At Azusa High School, counselors meet with all 9th-grade students and their parents to develop a four-year plan that defines college and career goals. Counselors continue this guidance by calling in all students individually throughout their high school career to discuss their progress, plans for future classes, and their specific post-high school intentions regarding college and career. To further support these plans, the school hosts a yearly College Fair and holds weekly workshops for college application assistance and FAFSA completion with both students and parents. Additionally, various college representatives visit Azusa High to discuss their programs, and the counseling team organizes multiple college campus visits for students.</p> <p>Sierra High School - The Sierra High School counselor, along with the dedicated support staff, including the Community Schools team, the Margaret’s Place counselor, and the school psychologist proactively visits nearly all classrooms at the beginning of the year to introduce herself and the team. This initiative ensures that students understand the many resources available to support them throughout the school year. Students learn that their counselor can assist with college applications, FAFSA workshops, career exploration, and job seeking, which includes practical help with resume building, job applications, and mock interviews. This year, the counselor is providing students with</p>	<p>\$3,733,740 \$90,000 (CTE Grant Funding)</p>	<p>\$976,198 \$23,121 (CTE Grant Funding)</p>

<p>opportunities to visit a community college, two California State Universities (CSU), and a Cal Poly campus. The counselor and school psychologist will lead these field trips, placing a particular focus on inviting Special Education students to learn about the resources available to them through the Offices for Students with Disabilities (OSD) once they begin college. Throughout the year, the counselor also hosts a Junior Night event for 11th-grade families. This event provides a comprehensive overview of graduation requirements and introduces parents to Sierra High’s CTE, AP, and dual enrollment course offerings. To ensure full inclusivity, the counselor delivers the presentation in both English and Spanish, making sure Spanish-speaking families are fully informed of all available opportunities. Finally, the counselor works closely with the Dual Enrollment teacher and Citrus College to actively support students enrolled in these courses by helping them complete the necessary college applications.</p>			
<p>December 2025 4. AUSD is expanding opportunities for low-income, foster, and EL students to meet college-readiness expectations, including completion of A–G requirements. Because many EL students must take ELD classes, their schedules often limit access to elective courses. To remove this barrier, all secondary schools will extend the daily schedule, allowing high-need students to take electives alongside their core classes. To further support equitable access to rigorous and enriching coursework aligned with the Common Core and College and Career Readiness Standards, we will fund one Full-Time Equivalent (FTE) middle school World Language teacher, one FTE middle school Art teacher, and one FTE Latinx Studies teacher. These added sections, along with zero and 7th period options, ensure that students can participate in a broader range of elective opportunities.</p>		\$386,570	\$117,935
<p>December 2025 5. The high school’s full-time credit recovery teacher uses Apex Learning, along with a designated intervention period, to support students in recovering credits needed for graduation. This targeted support allows students to make up coursework efficiently, stay on track, and graduate on time, while providing individualized guidance to address learning gaps and ensure mastery of required standards.</p>		\$423,272 (LREBG Funding)	\$62,074 (LREBG Funding)
TOTAL EXPENDITURES	Supplemental/Concentration Base Federal/Grants		\$ 1,507,144 \$ 0 \$ 451,418

SECTION 4

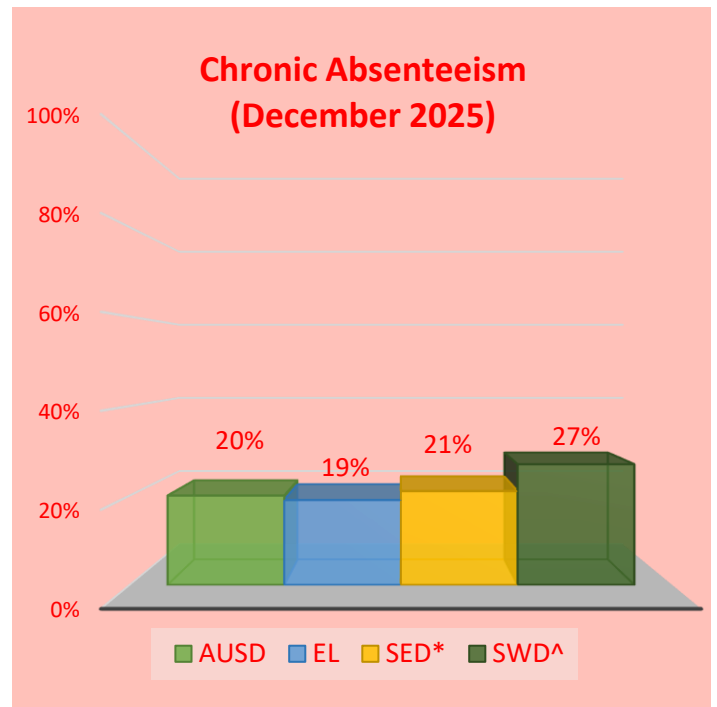
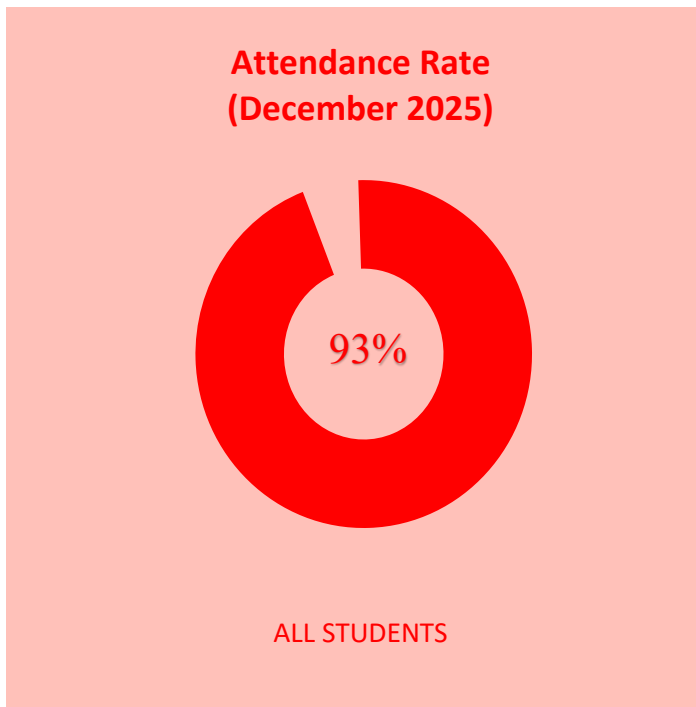
Goal 4: AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.

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, 70% of parents reported feeling engaged, compared to 53% at the middle school level and 64% at the high school level. Similarly, 87% of elementary families perceived positive relationships with schools, while secondary families reported lower levels (67% at middle school and 74% at high school). AUSD is committed to addressing these disparities by strengthening partnerships and creating more opportunities for collaboration with families.

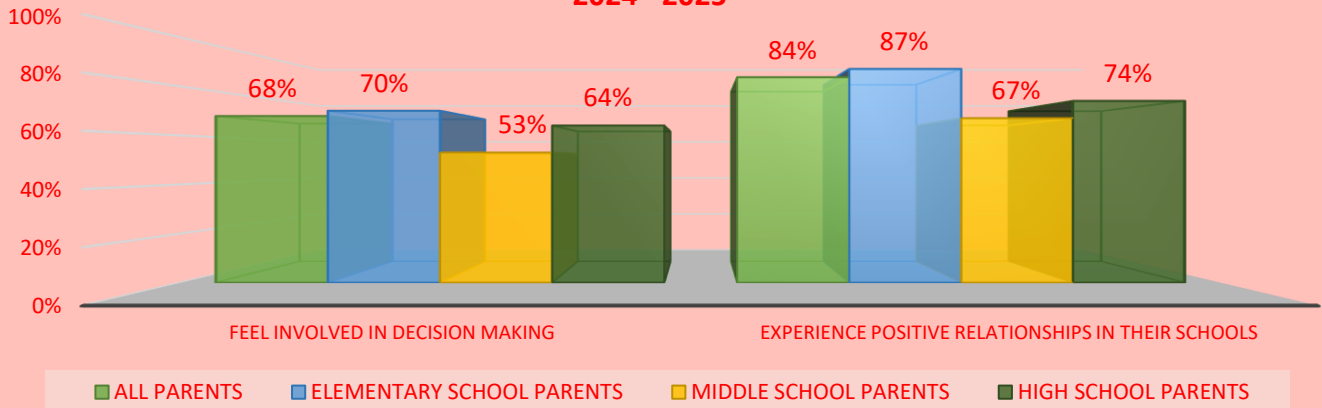
The following are summary graphic representations of Goal 4 progress. The visuals portray the factors measuring community engagement and overall expenditures to date for Goal 4. The District Annual YouthTruth Survey also provides important data for measuring our progress. This includes data on parent, 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

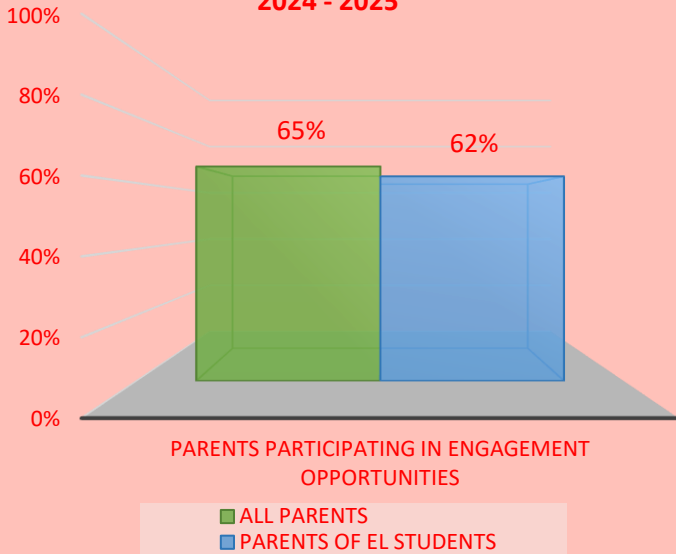


*Socioeconomically disadvantaged
^Students with disabilities

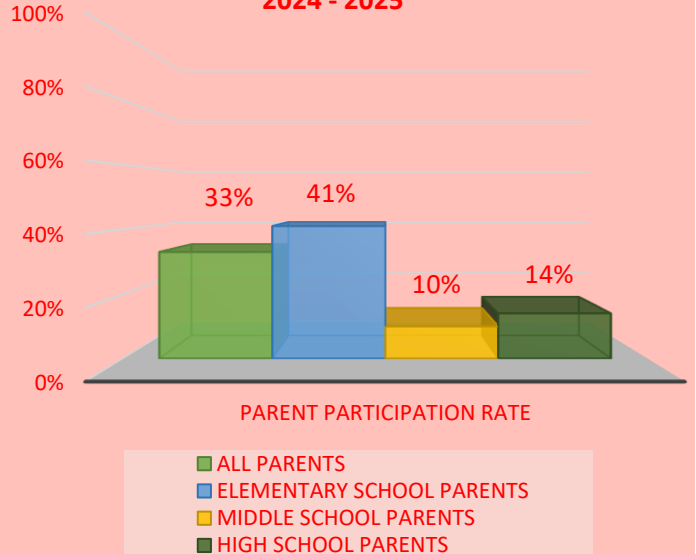
**District Annual YouthTruth Survey
Percent Positive Responses
2024 - 2025**



**District Annual YouthTruth Survey
Percent Positive Responses
2024 - 2025**

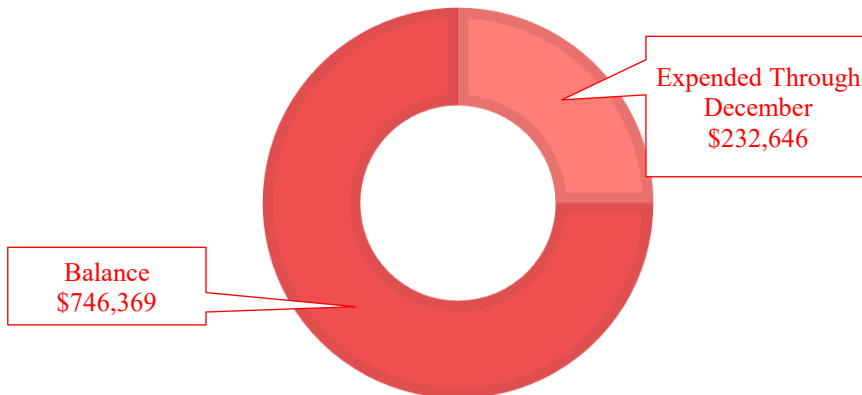


**District Annual YouthTruth Survey
Participation Rate
2024 - 2025**



Goal 4 Expenditures

Goal 4 Total Budget: \$979,015



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 second 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	2025 – 2026 January Update	Three Year Metric Target
District Attendance Rate	91%	91%	93%	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%	ALL: 20% EL: 19% SED: 21% SWD: 27%	≤ 7%
Parent Perceptions: Decision Making	Elementary: 69% Middle: 54% High: 54%	Elementary: 71% Middle: 46% High: 50%	Elementary: 70% Middle: 53% High: 64%	TBD Spring 2026	Increase ≥ 5% for all groups
Parent Perceptions: Experience Positive Relationships in their Schools	New Metric	Elementary: 87% Middle: 64% High: 62%	Elementary: 87% Middle: 67% High: 74%	TBD Spring 2026	Increase ≥ 5% for all groups
Participation Rate on District YouthTruth Survey	New Metric	Elementary: 34% Middle: 15% High: 26%	Elementary: 41% Middle: 10% High: 14%	TBD Spring 2026	Increase ≥ 5% for all groups
Participation Rate of Parents in Engagement Opportunities	New Metric	ALL: 65% EL: 59%	ALL: 65% EL: 62%	TBD Spring 2026	Increase ≥ 5% for all groups

Table 4.2
Attendance Rate as of December 2025

	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%	92%	93%	92%	92%	93%	95%	93%	92%
Azusa High School	92%	91%	92%	87%	*	89%	92%	91%	*	95%	94%	92%	86%
Charles H. Lee Elementary School	94%	94%	95%	94%	*	93%	94%	95%	*	*	*	94%	97%
Clifford D. Murray Elementary School	94%	94%	94%	95%	*	95%	94%	93%	*	*	*	94%	*
Gladstone Middle School	93%	92%	94%	93%	*	92%	93%	92%	*	97%	97%	93%	92%
Henry Dalton Elementary School	93%	94%	92%	93%	*	94%	93%	89%	*	*	*	93%	*
Magnolia Elementary School	94%	94%	93%	94%	*	94%	94%	92%	*	*	*	94%	96%
Paramount Elementary School	94%	94%	93%	96%	*	93%	94%	91%	*	*	*	94%	97%
Sierra High School	86%	83%	88%	86%	*	85%	86%	87%	*	*	*	86%	*
Valleydale Elementary School	95%	95%	95%	96%	*	95%	95%	94%	*	*	98%	95%	*
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 2025**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	20%	21%	19%	19%	19%	25%	21%	27%	35%	9%	8%	20%	23%
Azusa High School	20%	21%	19%	26%	*	28%	20%	30%	*	8%	9%	20%	26%
Charles H. Lee Elementary School	19%	21%	18%	18%	*	33%	20%	23%	*	*	*	21%	0%
Clifford D. Murray Elementary School	22%	23%	22%	18%	*	18%	22%	38%	*	*	*	22%	*
Gladstone Middle School	17%	21%	14%	16%	*	25%	19%	19%	*	0%	11%	17%	19%
Henry Dalton Elementary School	23%	24%	24%	15%	*	19%	26%	38%	*	*	*	26%	*
Magnolia Elementary School	22%	21%	23%	24%	*	31%	22%	27%	*	*	*	22%	11%
Paramount Elementary School	18%	19%	18%	7%	*	12%	17%	29%	*	*	*	18%	30%
Sierra High School	50%	56%	47%	57%	*	*	51%	62%	54%	*	*	49%	*
Valleydale Elementary School	16%	17%	16%	14%	*	12%	17%	24%	*	*	*	16%	*
Victor F. Hodge Elementary School	18%	17%	19%	23%	*	27%	21%	15%	*	*	*	19%	9%

*N/A or data suppressed to protect student privacy

**Table 4.4
Parent Survey Results 2024 - 2025**

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	68%	70%	53%	64%
Degree to Which Families Experience Positive Relationships	84%	87%	67%	74%

**Table 4.5
Engagement Opportunities 2024 - 2025**

Key Indicators of Parent/Family Engagement	All	EL Students
Participation Rate of Parents/Families Participating in Engagement Opportunities	65%	62%

**Table 4.6
Participation Rate 2024 - 2025**

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	33%	41%	10%	14%

**Table 4.7
Goal 4 Actions and Services**

Actions/Services Summary	Budget	Expenditures (December 2025)
<p>December 2025 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. These types of information may include 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 important role in supporting and engaging parents who speak a language other than English. We are actively recruiting to fill vacancies at Magnolia, Murray, and Longfellow but have been challenged by employee shortages.</p>	<p>\$344,062 \$194,000 (Title I)</p>	<p>\$52,863 \$79,838 (Title I)</p>
<p>December 2025 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 2025-2026 school year. The director facilitates the Parent Advisory Council Plus (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>\$347,090</p>	<p>\$166,045</p>
<p>December 2025 3. The Parent Learning Network currently focuses its efforts at the school level using SEAL and content-area TOSAs to provide parent workshops and support during parent coffees and principal meetings. Research indicates that student achievement improves when parents, especially those of high-need students, are engaged and equipped to support academic, social-emotional, and leadership development (Goodall & Montgomery, 2013). As a Community Schools District, we will expand this model into a comprehensive, District-wide Azusa Parent Learning Network, featuring a multi-session parent education model for families and staff. This expanded network will strategically increase engagement, particularly among low-income, EL, and foster families, empowering parents to take on leadership roles and strengthening relationships to positively impact student achievement and California School Dashboard outcomes.</p>	<p>\$250,863</p>	<p>\$12,388</p>
<p>December 2025 4. Student Support Services staff support 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 2025 5. District-provided written translation services have been effective in communicating with parents and the school community in languages such as Spanish. For Mandarin, we utilize an outside agency offering written translation services. Additionally, live interpretation services are provided for in-person District meetings and events to engage and connect families with their children's educational experiences and academic achievements. For low-incidence languages, interpretation services are provided by an outside agency on an as-needed basis.</p>	<p>\$37,000</p>	<p>\$1,350</p>
<p>TOTAL EXPENDITURES</p>	<p align="right">Supplemental/Concentration Base Federal</p>	<p>\$ 232,646 \$ 335,360 \$ 79,838</p>

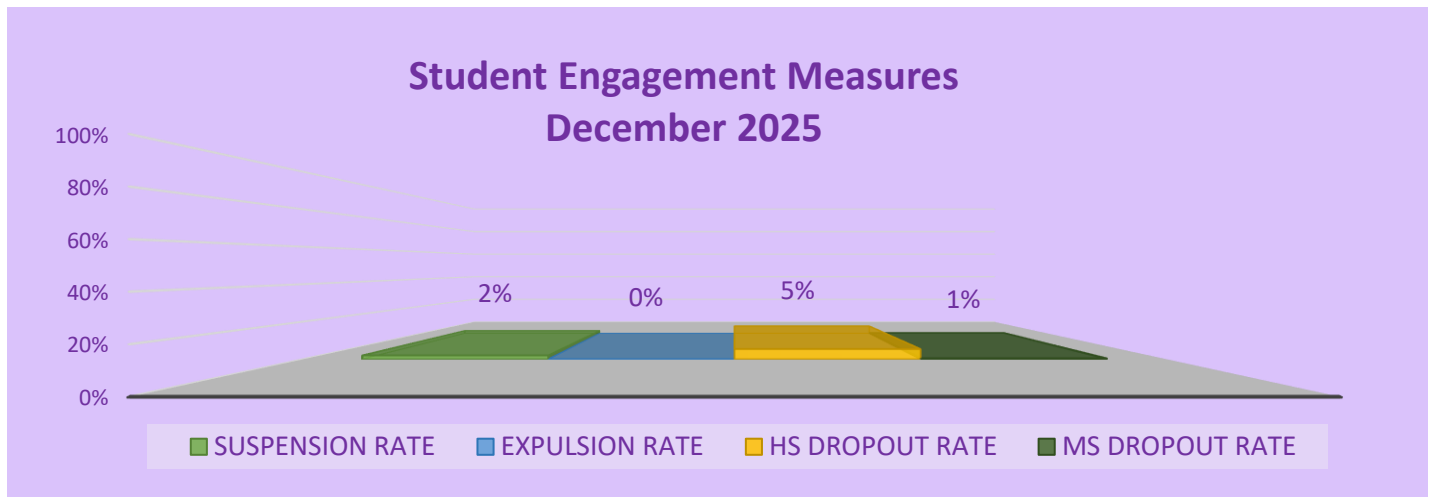
SECTION 5

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

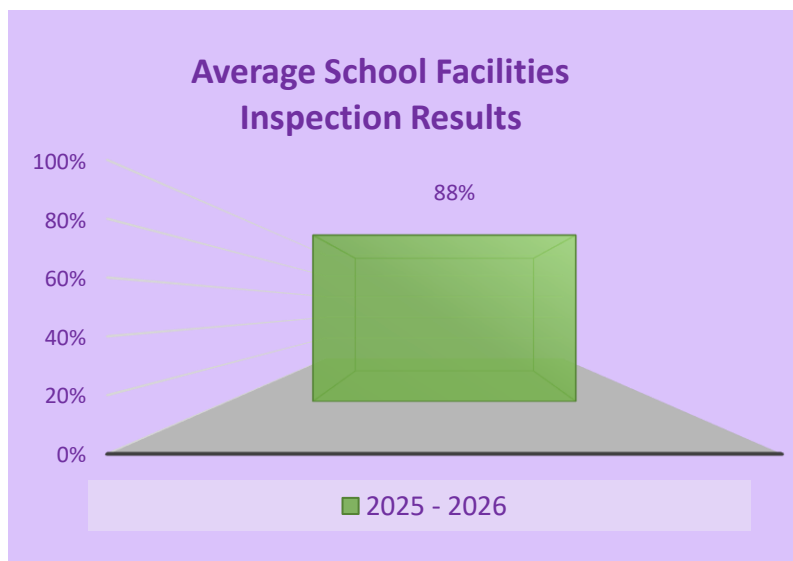
Through a collaborative effort with students, families, staff, and community partners, AUSD continues to improve students' learning environments and associated outcomes by providing safe and restorative learning climates that support student engagement in learning. Restorative environments are built 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 percentage of parents who reported students are safe at school varied by school level: 72% of elementary families, 46% of middle school families, and 55% 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 that measure progress in Goal 5 and overall budget expenditures through December 2025. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

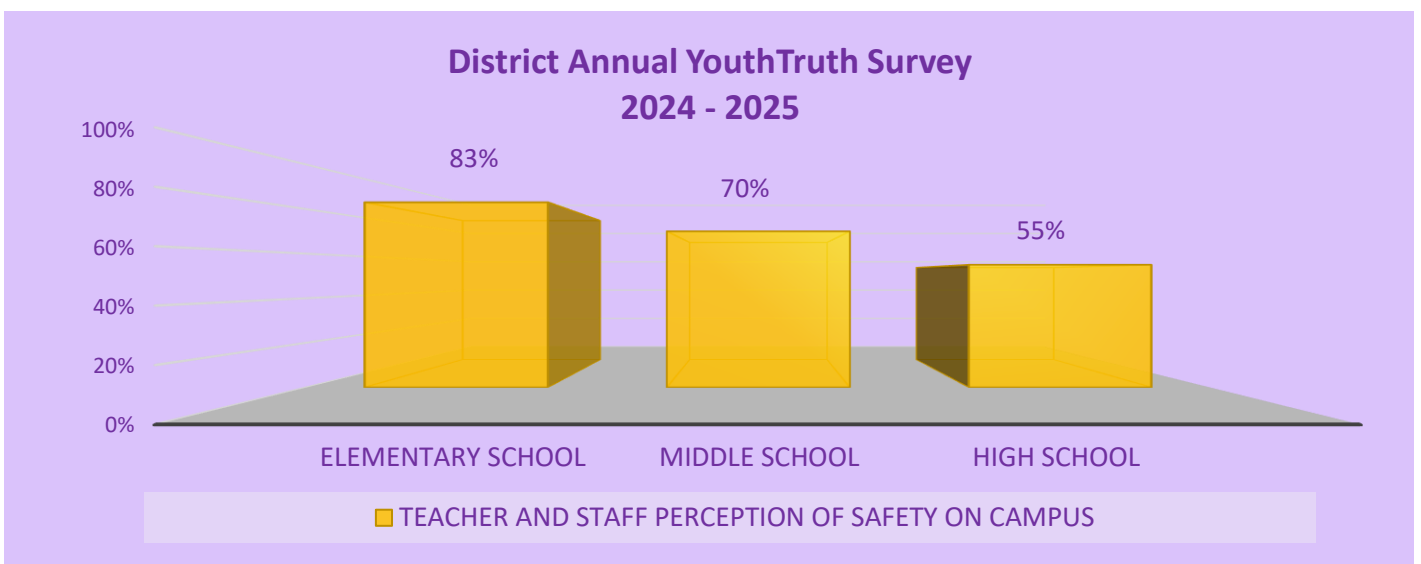
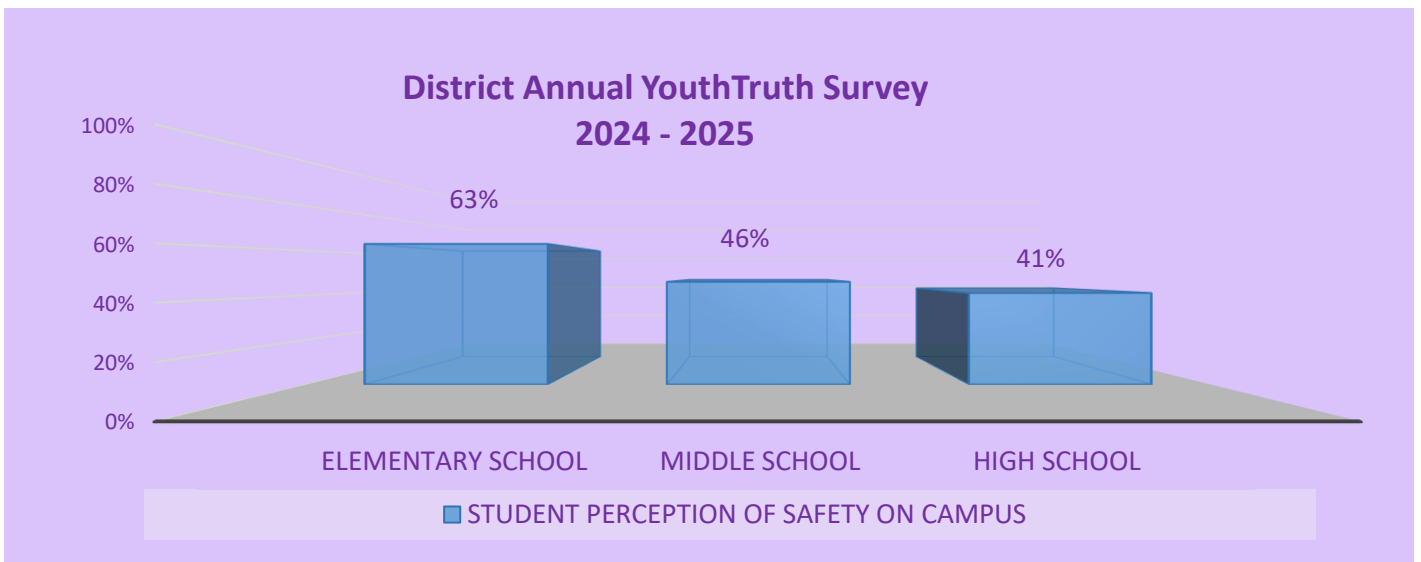
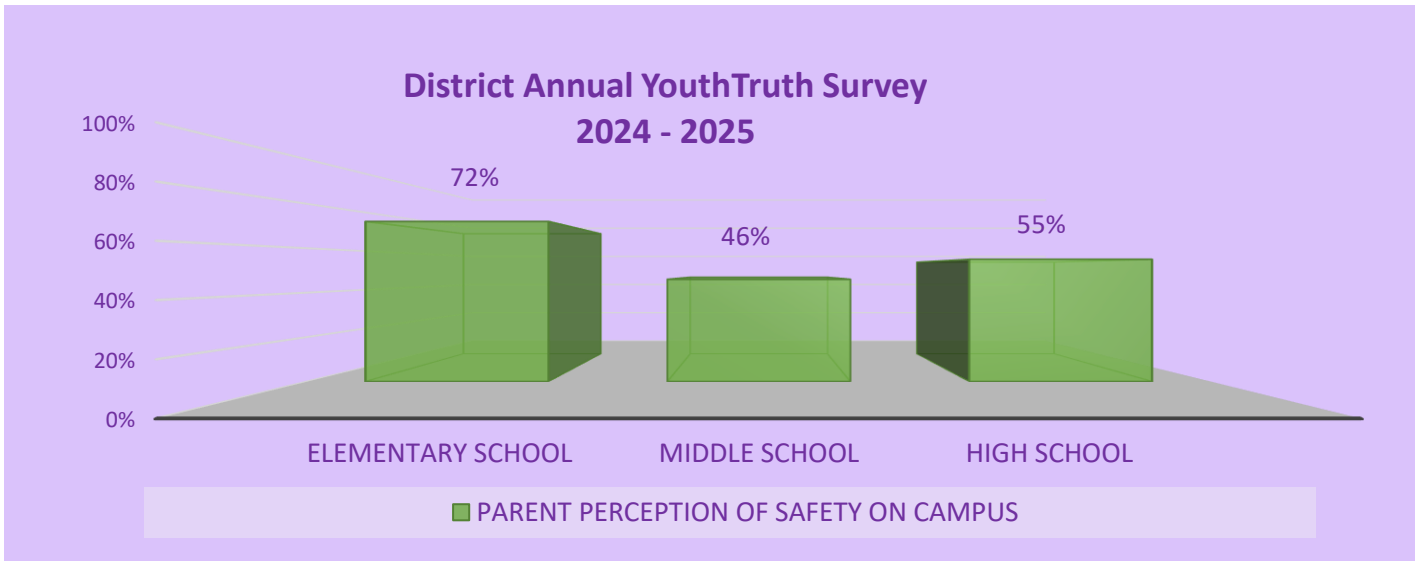
Student Engagement Measures



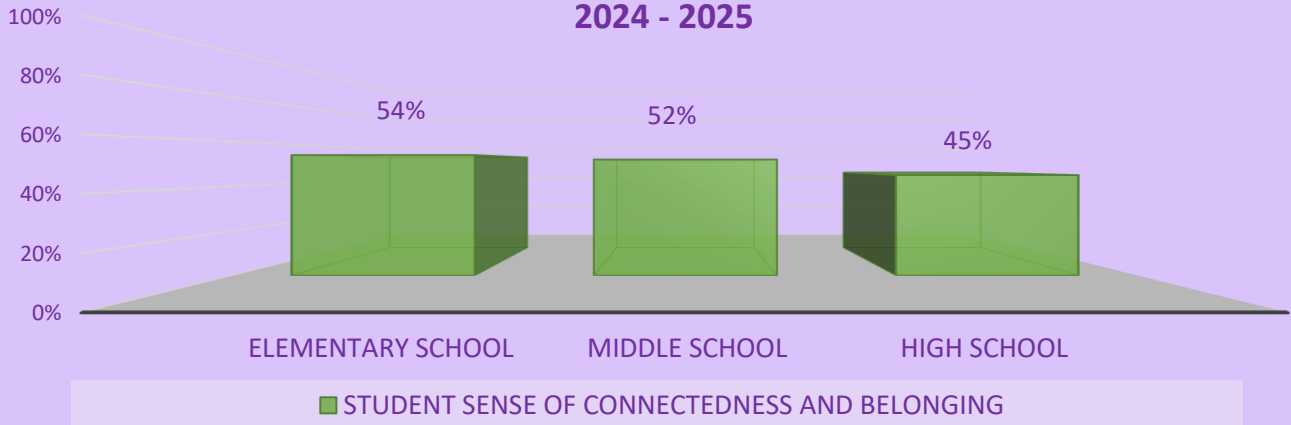
Basic Services



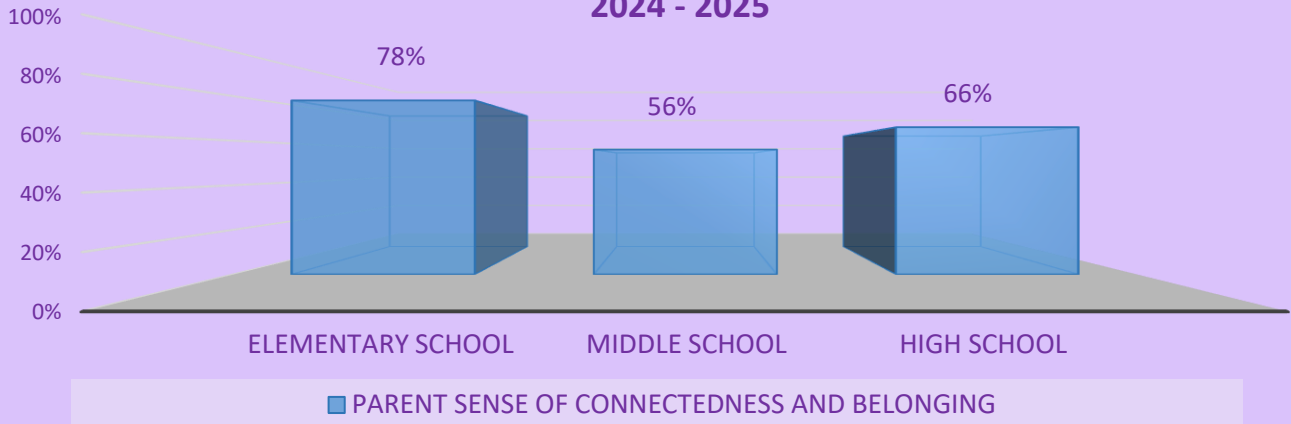
2024 - 2025 District Annual YouthTruth Survey Results



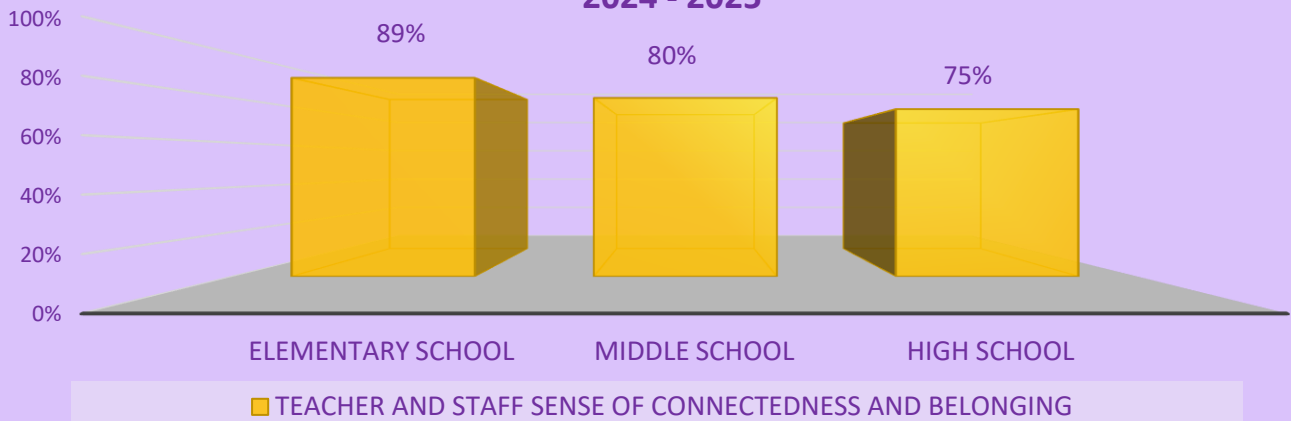
District Annual YouthTruth Survey 2024 - 2025



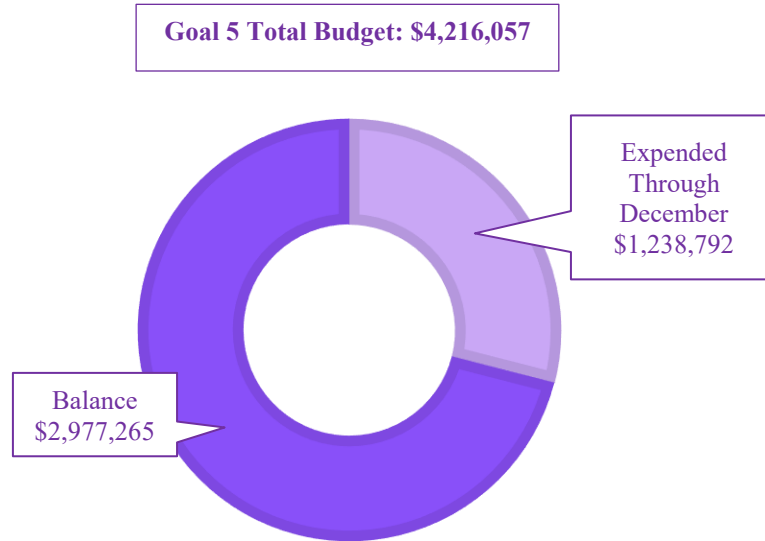
District Annual YouthTruth Survey 2024 - 2025



District Annual YouthTruth Survey 2024 - 2025



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 2025-2026 District Annual Survey in January 2026, and results will be available in the LCAP Annual Update.

Table 5.1 Goal 5 LCAP Metrics					
Metric	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026 January Update	Three Year Metric Target
Suspension Rate	5%	12%	1%	2%	≤ 2.5% for all groups
Expulsion Rate	0%	0%	0.03%	0.02%	≤ 1% for all groups
Middle School Dropout Rate	3%	1%	0.56%	TBD Spring 2026	≤ .5% for all groups
High School Dropout Rate	3%	10%	5.49%	TBD Spring 2026	≤ 1% for all groups

**Table 5.1
Goal 5 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026 January Update	Three Year Metric Target
Average Schools' Facilities Inspection Results	79%	73%	85%	88%	≥ 96% for all schools
Parent Perception of Safety on Campus (Positive Responses) District Annual YouthTruth Survey	Elementary: 80% Middle: 57% High: 51%	Elementary: 71% Middle: 33% High: 39%	Elementary: 72% Middle: 46% High: 55%	TBD Spring 2026	Increase ≥ 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%	Elementary: 63% Middle: 46% High: 41%	TBD Spring 2026	Increase ≥ 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%	Elementary: 83% Middle: 70% High: 55%	TBD Spring 2026	Increase ≥ 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%	Elementary: 78% Middle: 56% High: 66%	TBD Spring 2026	Increase ≥ 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%	Elementary: 54% Middle: 52% High: 45%	TBD Spring 2026	Increase ≥ 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%	Elementary: 89% Middle: 80% High: 75%	TBD Spring 2026	Increase ≥ 5% for all groups

**Table 5.2
Suspension Rate as of December 2025**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	2%	1%	3%	1%	1%	2%	2%	1%	1%	0%	0%	2%	0%
Azusa High School	1%	1%	1%	0%	*	1%	1%	0%	*	*	*	1%	0%
Charles H. Lee Elementary School	1%	1%	1%	1%	*	0%	1%	1%	*	*	*	1%	*
Clifford D. Murray Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Gladstone Middle School	3%	3%	3%	1%	*	1%	3%	1%	*	*	*	3%	0%
Henry Dalton Elementary School	1%	0%	3%	0%	*	*	1%	1%	*	*	*	1%	*
Magnolia Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Paramount Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Sierra High School	7%	*	*	2%	*	5%	7%	2%	*	*	*	5%	*
Valleydale Elementary School	1%	0%	1%	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 2025**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	0.02%	0%	0.03%	0%	0%	0%	0.02%	0%	0%	0%	0%	0%	0.02%
Azusa High School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Charles H. Lee Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Clifford D. Murray Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Gladstone Middle School	0.08%	0%	0.15%	0%	0%	0%	0.09%	0%	0%	0%	0%	0%	0.01%
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
2024 - 2025 Dropout Rate

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	5%	*	6%	10%	*	*	5%	*	*	*	*	4%	*
Azusa High School	4%	*	*	12%	*	*	4%	*	*	*	*	4%	*
Sierra High School [^]	2%	*	*	*	*	*	2%	*	*	*	*	*	*

*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
2025 - 2026 Facilities Inspections Ratings

Key Indicators of Basic Services	Facilities Inspection Ratings
AUSD	88%
Azusa High School	89%
Charles H. Lee Elementary School	81%
Clifford D. Murray Elementary School	91%
Gladstone Middle School	85%
Henry Dalton Elementary School	80%
Longfellow School	90%
Magnolia Elementary School	92%
Paramount Elementary School	89%
Sierra High School	94%
Valleydale Elementary School	88%
Victor F. Hodge Elementary School	87%

Table 5.6
2024 - 2025 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	72%	46%	55%
Percent of Students Positively Responding to a Sense of Safety on Campuses	63%	46%	41%
Percent of Teachers and Staff Positively Responding to a Sense of Safety on Campuses	84%	71%	55%

Table 5.7
2024 - 2025 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	78%	56%	66%
The Degree to Which Students are Connected and Have a Sense of Belonging to School	54%	52%	45%
The Degree to Which Teachers and Staff are Connected and Have a Sense of Belonging to School	89%	80%	75%

Goal 5 Qualitative Analysis and Expenditures

Eleven actions/services are aligned to Goal 5. These actions/services are intended to measure 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 2025)
<p>December 2025 1. The 2nd Call gang intervention program supports students who are gang-involved or associated through push-in support, healing circles, and Safe Passage initiatives. By providing targeted social-emotional guidance and fostering safe, supportive relationships, the program has helped students stay engaged in school and contributed to an incremental decrease in suspension rates at the high school level.</p> <p>Ongoing administrative support and coaching strengthen principals' capacity to lead effectively while helping to retain high-performing school leaders. Regular coaching sessions provide guidance in instructional leadership, data-informed decision-making, and complex problem-solving. These sessions also offer the emotional and professional support necessary to navigate the high demands of the role. Research indicates that principals who receive consistent coaching and mentorship demonstrate higher instructional effectiveness, improved school outcomes, and greater job satisfaction factors that reduce turnover and bolster leadership stability (Hallinger & Heck, 2010; Darling-Hammond et al., 2007). By investing in principal development, districts build leadership capacity, promote sustained school improvement, and retain the experienced leaders required to drive long-term success for both students and staff.</p>	<p>\$975,000 \$10,000 (Title IV)</p>	<p>\$244,795 \$515 (Title IV)</p>
<p>December 2025 2. AUSD hosted a vibrant three-day summer institute open to all certificated and classified staff. The institute featured workshops on creating spaces of belonging, trauma-informed practices, conflict resolution techniques, culturally relevant instruction, and strategies for supporting multilingual learners. Dedicated funding supported staff participation and provided essential conference materials for all attendees. In addition, 34 staff members attended the Equity and Wellbeing Conference in Long Beach this fall to further build capacity and deepen the District's expertise in trauma-informed practices. Registration, lodging, and travel costs were covered by the District to ensure broad staff access to this specialized training. Finally, resources have been secured to implement trauma-informed practices directly at school sites, including the provision of calming corner kits for classrooms.</p>	<p>\$145,640 \$25,000 (Community Schools Grant Funding)</p>	<p>\$42,977 \$15,638 (Community Schools Grant Funding)</p>
<p>December 2025 3. Positive Behavioral Intervention and Supports (PBIS) have become a foundational practice across AUSD. Through a strategic partnership with the Los Angeles County Office of Education (LACOE), site teams receive specialized in-person training to strengthen school climate. Currently, Azusa schools are progressing through Tier 2, Year 1 of the LACOE PBIS Scope and Sequence Plan. Site leadership teams have officially moved into the Exploration and Implementation phases, ensuring that these behavioral frameworks are rooted in sustainable, evidence-based practices. To ensure success at the local level, the District has provided each site with dedicated funding to directly support their unique implementation needs.</p>	<p>\$170,000</p>	<p>\$67,090</p>
<p>December 2025 4. The Azusa Unified School District has expanded professional learning for paraprofessionals, led by the District's Board-Certified Behavior Analyst (BCBA), to implement Applied Behavior Analysis (ABA) approaches that support students with</p>	<p>\$1,694,338</p>	<p>\$537,135</p>

<p>intensive behavioral needs. This initiative ensures students can fully access their educational programs while empowering staff to maintain a safe and emotionally supportive environment. Additionally, the BCBA provides ongoing guidance to classroom and site teams to establish the consistent, evidence-based structures necessary for a high-quality learning environment.</p> <p>Complementing these behavioral supports, each elementary and secondary school site is staffed with a full-time school social worker. This role is critical in addressing the social, emotional, and mental health barriers that impact student learning. Research indicates that school social workers improve academic outcomes, reduce dropout rates, and enhance school climate (Durlak et al., 2011; Goodall & Montgomery, 2013). By offering timely and targeted intervention, these professionals help high-need students including low-income, English learner, and foster youth overcome barriers and achieve academic success.</p>		
<p>December 2025</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 schedule to ensure all student needs are addressed on a regular schedule and that nurses are available to respond when unexpected needs arise. In addition, Nurses develop and provide information and training for site health aides to address daily student health needs at the site.</p>	\$475,068	\$115,038
<p>December 2025</p> <p>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.</p>	\$7,088,002 (Base Funding)	\$1,913,487 (Base Funding)
<p>December 2025</p> <p>7. Nutrition Services is utilizing dedicated District funding this school year to facilitate student nutrition education. This marks the second year of watching our District-wide garden bloom at the Slauson Central Kitchen, a project made possible through strategic LCAP allocations. School gardens are a notable change for student learning and nutrition education because they transform hands-on gardening into real-world classrooms. Students who garden develop a deep sense of belonging; they find their place whether planting garlic, as Dalton students did this fall, or leading a project which builds competence, stewardship, and leadership skills. Research from Cornell shows that gardening boosts reading comprehension, attention spans, test scores, and a willingness to try new fruits and vegetables, as students feel a genuine sense of pride and ownership over what they have grown.</p> <p>From a nutritional standpoint, hosting students has been a tremendous success. Students harvested herbs and vegetables, such as tomatoes and lettuce, and enjoyed these fresh items with grass-fed burgers prepared at the Slauson Central Kitchen. The garden also supports farm-to-school initiatives, tying directly into our cafeteria menus for tastings that get students excited about their meals. Continuous program support makes this initiative sustainable, covering tools, training, and community engagement. Our garden project is an investment in our students, helping them learn better, eat smarter, and care more about their food and the planet.</p>	\$25,000	\$13,900
<p>December 2025</p> <p>8. AUSD hosted a vibrant three-day Summer Institute from August 6th–8th, which was open to all certificated and classified staff. The institute included workshops on creating spaces of belonging, restorative practices, trauma-informed practices, conflict resolution techniques, culturally relevant instruction, and supporting multilingual learners. Dedicated professional development funding was utilized to compensate staff for their attendance and cover the costs of the conference facilities.</p> <p>In addition, 34 staff members attended the Equity and Wellbeing Conference in Long Beach this fall to build capacity and deepen their understanding of restorative work and</p>	\$472,941 \$125,000 (Community Schools Grant Funding)	\$191,048 \$45,455 (Community Schools Grant Funding)

trauma-informed practices. This action also supports additional staffing at our secondary sites and our continued partnership with the Western Justice Center to enhance restorative school climates.			
December 2025 9. The District Family Specialist identifies students in foster care through notifications from school sites and coordinates transportation needs, including arrangements for the school of origin, as applicable to individual cases. AUSD maintains a Memorandum of Understanding 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.		\$155,770	\$22,102
December 2025 10. For the 2025-2026 school year, the District is looking to continue training and preparation in partnership with local agencies that can support with increased training and staff development. SmartPass supports student safety by providing secondary staff with real-time information on student movement during the instructional day. It identifies which students are out of class, their approved destinations, and the duration of each pass. This system reduces unauthorized student movement and enables faster response during emergencies. SmartPass also strengthens campus supervision and accountability through consistent tracking and documentation. Additionally, safety measures have been added at all school sites and have been funded through other funding sources.		\$102,300	\$4,707
December 2025 11. Student Support Services staff support student 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 student engagement and supporting a positive school environment.		\$0 (Repeated expenditure, Goal 4, Action 4)	\$0 (Repeated expenditure, Goal 4, Action 4)
TOTAL EXPENDITURES	Supplemental/Concentration Base Federal		\$ 1,238,792 \$ 1,913,487 \$ 61,608

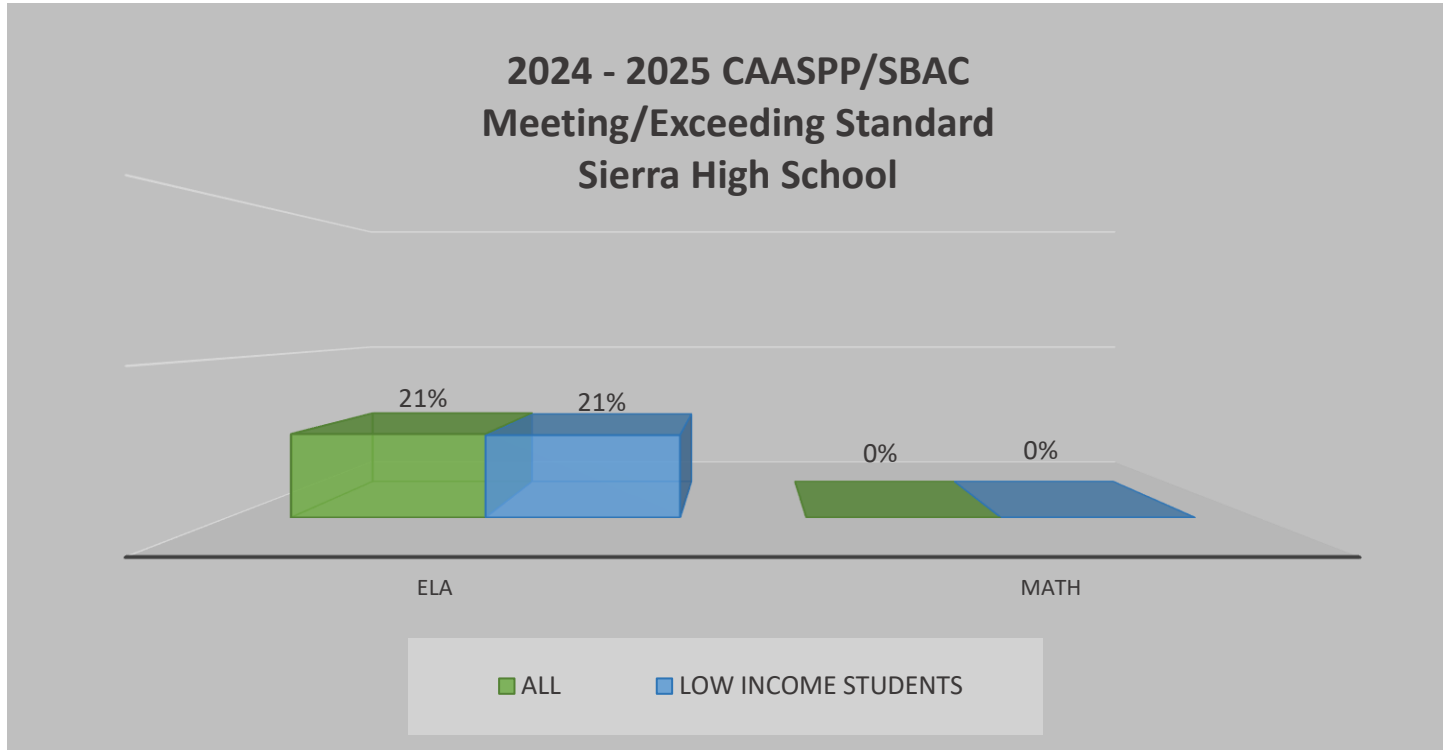
SECTION 6

Goal 6: By June 2027, Sierra High School will increase the percentage of students meeting or exceeding standards by 10% 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 Hispanic and low-income student subgroups, as measured on the California School Dashboard.

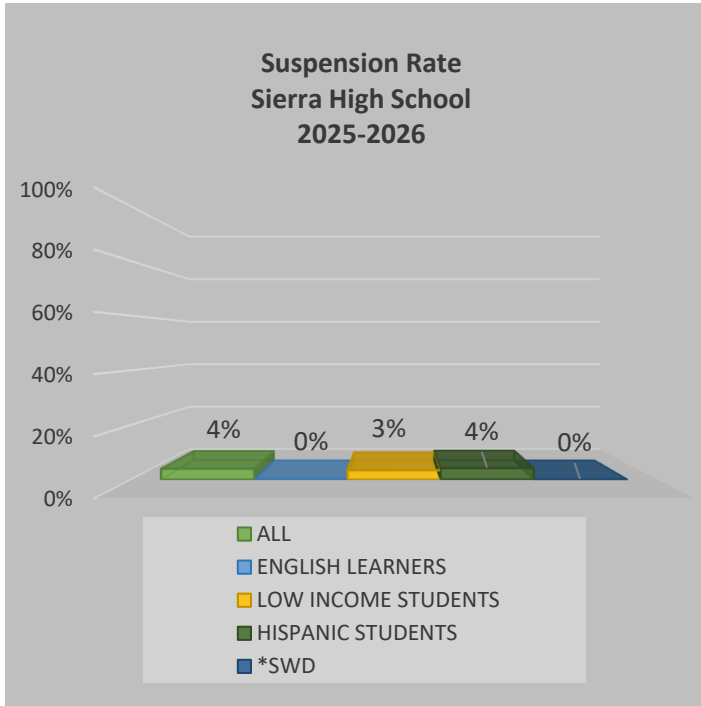
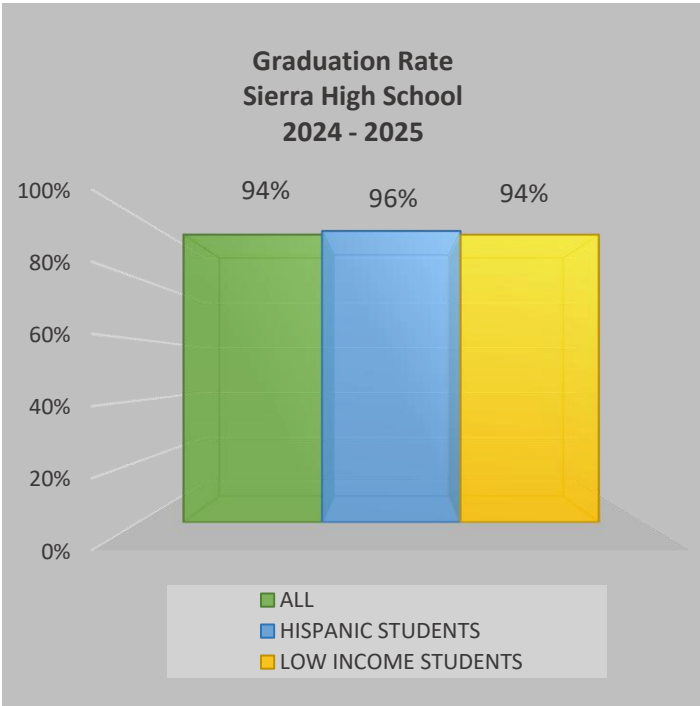
AUSD has set a goal to address the lowest performance levels (red indicators) for all students and subgroups at Sierra High School, driven by a commitment to equity and the unique challenges faced by students in continuation schools. Efforts will focus on improving proficiency in ELA and mathematics, 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

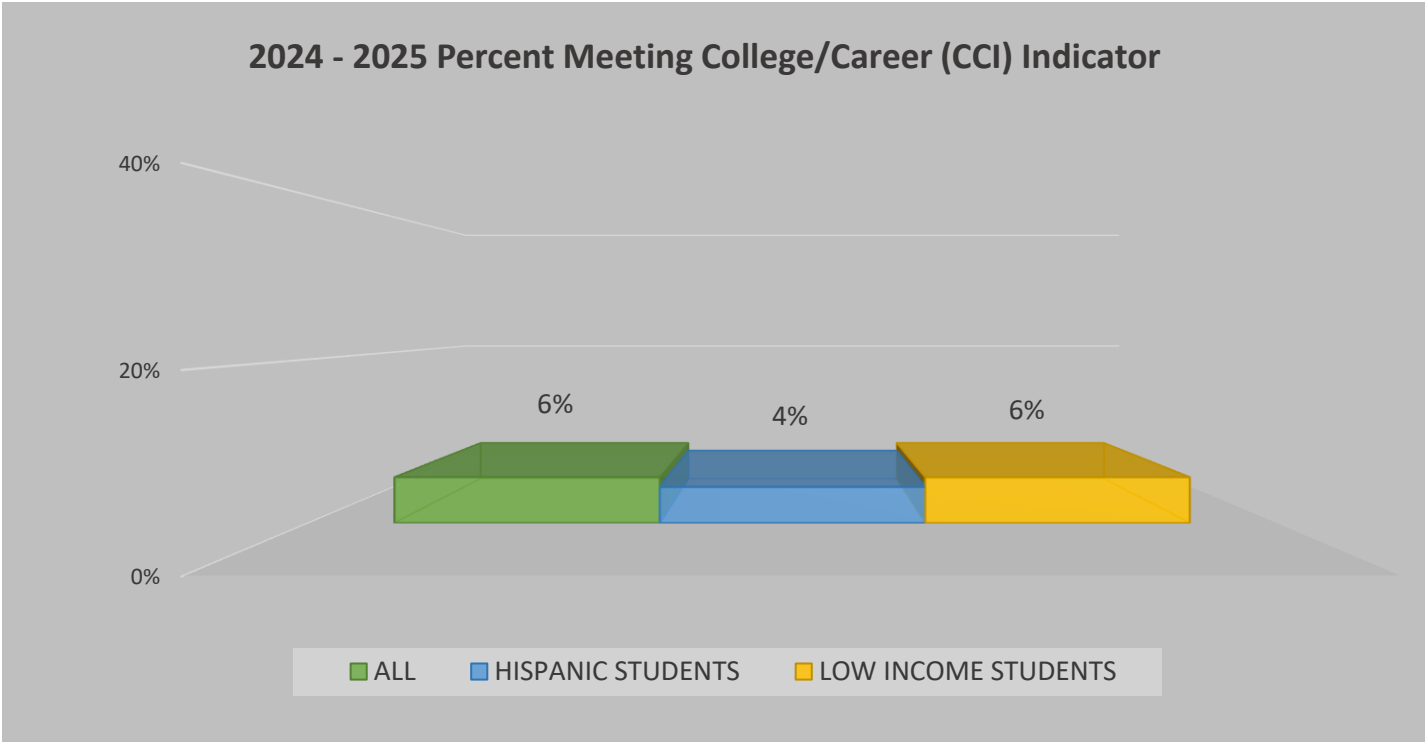


Student Engagement Measures



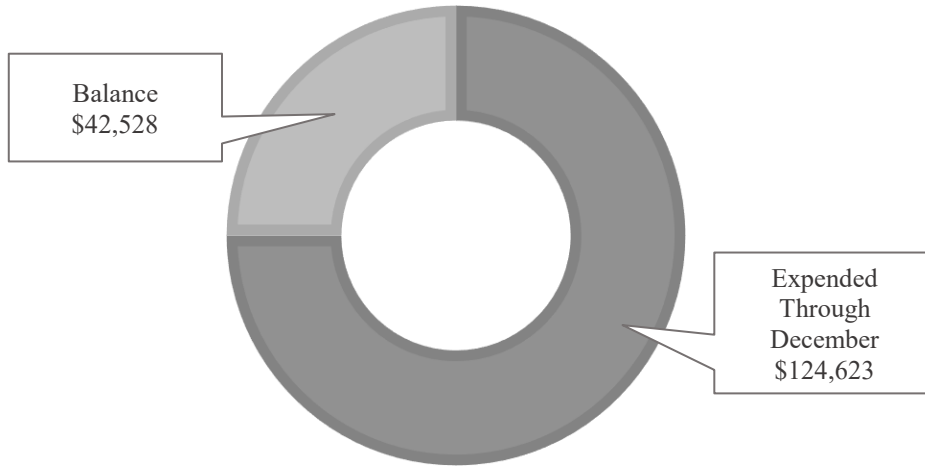
*Students with disabilities

College and Career Readiness Measures



Goal 6 Expenditures

Goal 6 Total Budget: \$167,151



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	2025 - 2026 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: *	ALL: 21 % EL: * SED: 21% SWD: *	TBD Spring 2026	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 (Grade 11)	ALL: 1% EL: 0% SED: 1% SWD: 0%	ALL: 2% EL: * SED: 0% SWD: *	ALL: 0% EL: * SED: 0% SWD: *	TBD Spring 2026	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%	ALL: 94% HISPANIC: 96% SED: 94%	TBD Spring 2026	≥95%

**Table 6.1
Goal 6 LCAP Metrics**

Metric	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026 January Update	Three Year Metric Target
Suspension Rate	11%	10%	3%	4%	≤ 2.5%
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%	ALL: 5.6% HISPANIC: 4.4% SED: 5.6%	TBD Spring 2026	≥10%

*N/A or data suppressed to protect student privacy

**Table 6.2
2025 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	34%	36%	32%	5%	11%	25%	32%	9%	38%	43%	57%	33%	51%
Sierra High School	21%	19%	23%	*	*	*	21%	*	*	*	*	22%	*

*N/A or data suppressed to protect student privacy

**Table 6.3
2025 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%	5%	11%	13%	20%	6%	22%	57%	50%	20%	34%
Sierra High School	0%	0%	0%	*	*	*	0%	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

**Table 6.4
2024 - 2025 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	88%	93%	86%	77%	*	80%	89%	73%	*	*	*	89%	*
Sierra High School	94%	97%	93%	*	*	*	94%	*	*	*	*	96%	*

*N/A or data suppressed to protect student privacy

**Table 6.5
Suspension Rate as of December 2025**

	All	Females	Males	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	2%	1%	3%	1%	1%	2%	2%	1%	1%	0%	0%	2%	0%
Sierra High School	7%	*	*	2%	*	5%	7%	2%	*	*	*	5%	*

*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	43%	14%	*	43%	14%	*	*	*	43%	*
Sierra High School	6%	*	*	6%	*	*	*	*	4%	*

*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 2025)
December 2025 1. Sierra High School staff provide 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.		\$77,151 (Equity Multiplier Funding)	\$57,176
December 2025 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.		\$30,000 (Equity Multiplier Funding)	\$21,897
December 2025 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.		\$40,000 (Equity Multiplier Funding)	\$42,000
December 2025 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.		\$10,000 (Equity Multiplier Funding)	\$0
December 2025 5. Sierra High School staff are 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 LACOE and additional community partners. These partnerships have provided services at no cost to Sierra High School.		\$10,000 (Equity Multiplier Funding)	\$6,709
TOTAL EXPENDITURES		\$167,151	\$ 124,623 (Equity Multiplier Funding)
		Other State Funding: Equity Multiplier Funding	