

Azusa High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Azusa High School
Street	240 N. Cerritos Avenue
City, State, Zip	Azusa, CA 91702
Phone Number	(626) 815-3400
Principal	Gabriel Fernandez
Email Address	gfernandez@azusa.org
School Website	http://ahs.azusa.org/
Grade Span	9-12
County-District-School (CDS) Code	19642791930528

2024-25 District Contact Information

District Name	Azusa Unified School District
Phone Number	(626) 967-6211
Superintendent	Arturo Ortega
Email Address	aortega@azusa.org
District Website	www.azusa.org

2024-25 School Description and Mission Statement

Azusa High School, built in 1956, is the oldest high school in the city. Azusa High School currently has 1540 (2024-2025) students enrolled. This school year Azusa High School implemented a four by four block schedule which means students are enrolled in a four-period day, with the option of taking a zero-period before school or fifth-period class after school. Azusa High School’s student enrollment is the largest in the District. Azusa High School is in the last year of the International Baccalaureate Diploma Program and will graduate its final cohort of students this year. Additionally, students in 9th, 10th, 11th, and 12th grade have opportunities to participate in the Early College Program (ECP) with Citrus College, a dual enrollment option for students to earn college credits while enrolled in high school. Beyond rigorous college preparatory options, Azusa High School

2024-25 School Description and Mission Statement

students are provided an opportunity to participate in seven career technology pathways that lead to internships and appropriate industry certification. In terms of World Language offerings, students at Azusa High School can choose from French, Spanish, and American Sign Language. Additionally, students have the opportunity to take electives, honors, and Advanced Placement (AP) courses in a range of disciplines before, during and after the school day. Students with special needs are served with a robust special education program that meets the needs of Life Skills, the Visually Impaired, and mild to moderate disabilities.

Beyond the school day, Azusa High School offers a comprehensive athletic program with a wide variety of sports to choose from for the fall, winter, and spring seasons. Azusa High School provides a music and arts program that gives students the opportunity to develop artistic talent and nurture creativity. Azusa High School partners with Think Together to provide a wide range of after-school experiences and support for students and families. Azusa High School boasts a range of active clubs that help students develop their passions and talents outside of the classroom as well.

Azusa High School is a beneficiary of a CDE community schools grant that supports the needs of students and families. The Community Schools program works with families, students, and staff to create authentic opportunities to build a culture of empowerment and belonging. Azusa Community Schools operates a student thrift store where all items are free to students and families, provides educational and wellness opportunities for the community, and provides access to resources for families. Beyond the community school grant funds, Azusa High School receives Title 1, Local Control Accountability Plan (LCAP), Comprehensive Support and Improvement (CSI), and Career Technical Education (CTE) funds to support and enrich opportunities for students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	429
Grade 10	444
Grade 11	424
Grade 12	432
Total Enrollment	1,729

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.8
Asian	1.4
Black or African American	1.1
Filipino	1.6
Hispanic or Latino	92.7
Two or More Races	0.6
White	2.4
English Learners	15.7
Foster Youth	0.4
Homeless	12.6
Socioeconomically Disadvantaged	91.8
Students with Disabilities	19.3

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	45.60	83.78	317.20	91.70	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.51	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	4.61	4.50	1.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	4.50	11.10	3.23	12115.80	4.41
Unknown/Incomplete/NA	3.80	7.12	11.20	3.25	18854.30	6.86
Total Teaching Positions	54.40	100.00	346.00	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.20	84.66	309.50	89.02	234405.20	84.00
Intern Credential Holders Properly Assigned	1.40	2.67	3.40	1.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	2.69	5.00	1.44	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	3.98	17.40	5.03	11953.10	4.28
Unknown/Incomplete/NA	3.30	5.99	12.10	3.50	15831.90	5.67
Total Teaching Positions	55.70	100.00	347.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	52.50	86.24	282.00	88.26	231142.40	100.00
Intern Credential Holders Properly Assigned	1.50	2.46	3.50	1.10	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.41	6.70	2.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.90	6.41	12.60	3.96	11746.90	4.23
Unknown/Incomplete/NA	2.70	4.44	14.50	4.57	14303.80	5.15
Total Teaching Positions	60.90	100.00	319.50	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	1.00	0
Misassignments	1.50	0.50	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.50	1.50	0.2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1.4
Local Assignment Options	2.40	2.20	2.4
Total Out-of-Field Teachers	2.40	2.20	3.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	1.3	2.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	2.3	4.7

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt - Collections (2015) California State University Press- Expository Reading and Writing Course (2013)	Yes	0
Mathematics	College Preparatory Math - Core Connections (2015)	Yes	0
Science	McGraw Hill California Inspire - Earth, Physics, Biology, Chemistry (2019)	Yes	0
History-Social Science	McGraw Hill Impact: Principals of Economy & Principal of American Democracy World History Culture & Geography: The Modern World US History & Geography (2018)	Yes	0
Foreign Language	Carnegie Learning: ¡Qué Chevere! - Level 1, 2, 3 (2023) En Voz Alta - Level 1, 2 (2023) Wayside Publishing - Entre Cultures - Level 1, 2, 3 (2023)	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Azusa Unified School District (AUSD) takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance Operations & Transportation office.

Azusa High School provides a safe, clean environment for students and staff. Facilities span over 1,855,650 square feet and include a library, two cafeterias, permanent classrooms, portable classrooms, a gymnasium, eight tennis courts, two baseball diamonds, a football field, and a track field. The facility strongly supports teaching and learning through its ample classroom and recreation space, as well as two staff resource rooms. Azusa High School recently remodeled all the gates around the campus to create a welcoming environment for the community and students while enhancing safety for everyone. Cameras have been installed around exterior areas to monitor safety.

AUSD administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. During the 2024-2025 school year, Azusa High School facilities were improved with new audio visual equipment in all rooms, a new emergency alert system, and new exterior paint accents to enhance school spirit and pride. During the day and in the evenings, eight custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. AUSD administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

Year and month of the most recent FIT report

06-13-24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	47	53	36	33	46	47
Mathematics (grades 3-8 and 11)	18	26	22	22	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	357	91.77	8.23	53.24
Female	188	179	95.21	4.79	60.67
Male	201	178	88.56	11.44	45.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	362	331	91.44	8.56	52.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	42	76.36	23.64	5.00
Foster Youth	--	--	--	--	--
Homeless	47	34	72.34	27.66	30.30
Military	0	0	0	0	0
Socioeconomically Disadvantaged	357	326	91.32	8.68	51.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	61	92.42	7.58	9.84

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	366	94.09	5.91	25.68
Female	188	182	96.81	3.19	21.43
Male	201	184	91.54	8.46	29.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	362	340	93.92	6.08	23.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	51	92.73	7.27	0.00
Foster Youth	--	--	--	--	--
Homeless	47	42	89.36	10.64	7.14
Military	0	0	0	0	0
Socioeconomically Disadvantaged	357	335	93.84	6.16	24.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	60	90.91	9.09	1.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.40	26.81	16.88	20.29	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	627	606	96.65	3.35	26.40
Female	298	291	97.65	2.35	24.74
Male	329	315	95.74	4.26	27.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	586	567	96.76	3.24	24.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	12	85.71	14.29	50.00
English Learners	87	84	96.55	3.45	0.00
Foster Youth	--	--	--	--	--
Homeless	82	77	93.90	6.10	14.29
Military	13	13	100.00	0.00	7.69
Socioeconomically Disadvantaged	572	552	96.50	3.50	25.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	118	109	92.37	7.63	4.59

2023-24 Career Technical Education Programs

Azusa High School (AHS) receives grant funding from the Career Technical Education Incentive Grant, the K12 Strong Workforce Program, and Perkins. These grant funds, as well as the District Local Control Funding Formula (LCFF) and general funds, help enhance and expand CTE programs with the expectation that students will graduate college and career-ready with recognized certifications, current industry skills gained through coursework, and work-based learning opportunities, including internships, participation in Career and Technical Student Organizations, articulated coursework with the local community college, and/or transferable college credit leading to a baccalaureate degree.

In collaboration with the San Gabriel Valley Regional Occupation Program (ROP), AHS offers seven career pathways in the five industry sectors of Arts, Media, and Entertainment, Engineering and Architecture, Health Science and Medical Technology, Information and Communication Technologies, and Transportation. All courses within the programs of study and course sequences are UC/CSU A-G approved and/or articulated with a local community college. Key local business partners and organizations, including the K12 Foothill Consortium, NAF (formerly National Academy Foundation), and San Gabriel Valley Economic Partnership, provide resources, support, and direction to ensure the curriculum, instruction, materials, and learning are relevant and current. Advisory meetings, organized as clusters within industry sectors, convene at least bi-annually. These clusters include Medical/Sports Medicine, Engineering/Technology, Automotive, Arts, Media, and Entertainment. Members of each advisory group include industry experts, teachers, business partners, and other stakeholders. The CTE program is supported by counselors, site administration, a Career Guidance Technician, a site-based CTE Coordinator, and the District Director of College and Career Pathways.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	845
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	28.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.28
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	42.77

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	87.54%	88.24%	87.71%	86.66%	99.17%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and community members are very supportive of the educational program at Azusa High School. Parents and the community participate in Back-to-School Night, Aztec Expo, Band Boosters, and Athletic Boosters. Additionally, Community Learning Meetings at Azusa High School include Parent Meetings (Coffee with the Principal, Cafe Azteca), Email, and AERIES set up. Further, there are committees where parents/families can become involved in the shared decision-making process through the School Site Council (SSC), English Language Advisory Council (ELAC), Community Schools Advisory Council, District English Language Advisory Council (DELAC), and District Parent Advisory Committee Plus (PAC+).

The Parent and Community Center is open every school day and provides information and support for both English and Spanish-speaking parents. On Thursdays, the Parent and Community Center hosts Café Azteca, which features guest speakers on a variety of school and District-related topics of interest. The Parent and Community Center also provides workshops for parents on subjects such as transitioning from middle school to high school and preparing for college. Parents may also access school computers to check the AERIES grade portal, meet with school personnel, participate in campus tours, and elicit other information pertinent to their child's education.

Beyond the Parent Center, Azusa Community Schools provides a range of engagement and educational opportunities in partnership with City and County resource providers. Community Schools partners with the Los Angeles County Department of Public Health, Department of Mental Health, and the City of Azusa in meeting the diverse needs of Azusa families. Additionally, parents have led in the creation of parent clubs and support groups for parents of students with Individualized Education Plans (IEPs).

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	8.6	15.1	12.7	10.0	14.0	13.0	7.8	8.2	8.9
Graduation Rate	86.0	79.7	83.3	87.2	83.9	83.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	395	329	83.3
Female	183	160	87.4
Male	212	169	79.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	375	313	83.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	85	63	74.1
Foster Youth	--	--	--
Homeless	77	55	71.4
Socioeconomically Disadvantaged	380	315	82.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	75	49	65.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1882	1813	568	31.3
Female	868	839	270	32.2
Male	1012	972	296	30.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	25	24	5	20.8
Black or African American	22	20	3	15.0
Filipino	28	28	4	14.3
Hispanic or Latino	1746	1684	531	31.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	5	45.5
White	46	42	19	45.2
English Learners	327	312	129	41.3
Foster Youth	19	16	5	31.3
Homeless	291	270	116	43.0
Socioeconomically Disadvantaged	1743	1683	536	31.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	365	349	134	38.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.14	8.66	7.86	3.17	5.25	4.37	3.17	3.60	3.28
Expulsions	0.00	0.08	0.00	0.00	0.01	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.86	0.00
Female	6.34	0.00
Male	9.19	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	18.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	4.35	0.00
English Learners	8.56	0.00
Foster Youth	42.11	0.00
Homeless	9.97	0.00
Socioeconomically Disadvantaged	8.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.96	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Annually, our school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. Teachers and administrators provide supervision during passing periods, lunch, and before and after school to ensure the safety of all students. Teachers, staff, and administrators are trained and practice lockdown procedures that, in an emergency, can secure the entire campus.

During the 2023-2024 and 2024-2025 school years, the Azusa Unified School District made investments to enhance campus safety for students and staff. The District installed environmental detectors in restrooms, surveillance cameras in common areas around campus, a new emergency alert system, and equipped employees with an emergency alert badge to improve staff ability to notify the school administration and local emergency services in the event of a campus emergency.

A Comprehensive School Safety Plan was developed by the Safe Schools Committee in order to comply with Senate Bill 187 of 1997. This plan was reviewed by the school site council in October 2024. The plan provides students and staff a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections, child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safely entering and exiting from school, and protocols for handling active threats on campus. Staff have training annually and 3-4 drills during the school year to review necessary procedures and protocols for any emergency that may occur. The drills include earthquake, fire, and lockdown drills.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	53	13	10
Mathematics	16	39	17	4
Science	20	20	7	11
Social Science	15	38	15	7

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	59	15	15
Mathematics	17	40	21	8
Science	21	23	8	18
Social Science	17	27	12	9

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	82	28	11
Mathematics	16	65	23	17
Science	20	31	15	23
Social Science	15	57	27	10

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	352.86

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,185	\$1,815	\$7,370	\$83,542
District	N/A	N/A	\$7,126	
Percent Difference - School Site and District	N/A	N/A	3.4	-9.3
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-37.5	-12.5

Fiscal Year 2023-24 Types of Services Funded

Azusa Unified School District (AUSD) receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF), California provides base funding to support the achievement of all students, along with supplemental and concentration funds primarily directed toward English learners, low-income students, and foster youth. The District receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the District receives some grant funding from the state, federal, and other non-government sources.

Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e., targeted Title I)
- Support for English learners (bilingual aides) and their families
- College preparation programs
- Educational technology assistance
- Regional Occupational Program (ROP) at high schools

Fiscal Year 2023-24 Types of Services Funded

- Career & Technical Education (CTE) Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

Azusa High School aligns resources to the needs of the students, and funds services that include academic tutoring, intervention courses embedded during the school day in English and Math, Resource Specialists, a parent/community liaison, an online provider for academic support, hours for extra professional development for teachers and staff, and supplemental materials for classroom use.

Math and English tutoring are available through after-school tutoring with teachers. Tutoring is also available in all subjects via Think Together before school and after school and also via APU Upward Bound after-school tutoring. Students who come in for after-school tutoring have access to a computer cart to receive support from the teacher and/or access online support through the Paper App online tutoring and Khan Academy. These websites may have translating services for our non-English speaking students and students who need to see the math material in a different manner. Additionally, LCAP funds are expended in support of college pathway offerings (the Advanced Placement Program, the Internationale Baccalaureate program, and the Early College Program).

Professional development for teachers in the ELD/LTEL courses and additional time for core departments to review assessment data and design interventions are funded through Title 1 and EL LCAP funds. Parent workshops are funded through a variety of funding sources: LACOE Community Schools Grant and Title 1 funds are used in particular to fund parent engagement activities. Site funds are also provided to support the transition from a six period day to a block schedule for the 2024-2025 school year. Academic departments are supported with additional time to prioritize standards and appropriately pace courses to fit within the four by four block schedule model for the 2024-2025 school year.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$58,855
Mid-Range Teacher Salary		\$92,519
Highest Teacher Salary		\$114,665
Average Principal Salary (Elementary)		\$142,791
Average Principal Salary (Middle)		\$151,078
Average Principal Salary (High)		\$167,094
Superintendent Salary		\$281,086
Percent of Budget for Teacher Salaries	29%	31%
Percent of Budget for Administrative Salaries	4%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	4
Fine and Performing Arts	5
Foreign Language	1
Mathematics	2
Science	4
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	25

Professional Development

The District annually holds professional development days in which teachers are offered a broad variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade-level and/or content-specific programming on full and partial days, as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. Over the past five years, the primary focus of professional learning has been supporting teachers in math, English Language Arts/English Language Development (ELA/ELD), history-social science, and science curricula, content standards, and frameworks, as well as using student data to improve instructional practices. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment (TOSAs), as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities, which included collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners' access to rigorous, grade-level standards. All professional learning consists of a special emphasis on supporting English learners' development of academic language and literacy. Beginning in 2017 through 2024, all teachers participated in multiple days of systematic, District-wide professional learning with a focus on instructional strategies supporting our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. This school year, we placed added focus on addressing issues related to diversity, equity, and inclusion, grading practices, social-emotional learning, and the effective implementation of Professional Learning Communities (PLCs).

For the 2023-2024 school year, Azusa High School has focused on developing staff capacity to meet the needs of EL students and students that are struggling to meet proficiency on grade-level standards. Azusa High School focused on tightening up the plan, do, study act cycle as part of building the foundation for making data based decisions and engaging in cycles of continuous improvement. The Azusa Leadership Team, supported by a consultant from Collaborative Education, focused on academic outcomes for students and developing school-wide improvement targets. Teachers in the math department are supported in developing mathematical practices and curricular design with support from College Preparatory Mathematics Educational Program (CPM) training. Furthermore, The On Track Project is a means by which the school has tracked the D/F rate in the 9th-grade student body as a means to increase the A-G rate over time.

The following are Professional Development Programs in which Azusa High School faculty has participated:

- Long Term English Learner (LTEL) Shadow Day to develop understanding of LTEL student engagement

Professional Development

- Block Schedule planning days to prepare for the transition to block schedule in the 2024-2025 school year
- ACES strategy in responding to paragraphs (A- analyze the question, C- cite evidence, E- explain the evidence, S- support the evidence)
- School safety training
- Four-day Expository Reading and Writing Course (ERWC) Training for all English teachers and special education teachers with one or more sections of Reading Essentials
- World Language Adoption training
- Document-Based Questions (DBQ) training for all stakeholders
- DBQ Project coaches' training and meetings
- English Language Development (ELD) Academic Language Sentence Frames
- CPM training for mathematics
- International Baccalaureate (IB) training for coordinators, administrators, and new IB teachers
- Advanced Placement (AP) Workshops: Teachers new to an AP course are encouraged to attend a five-day seminar on the subject area they will be teaching
- Counseling Workshops: Every year, counselors attend the Cal State/UC and Independent College workshops

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	57	55	61