

Azusa High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Azusa High School
Street	240 N. Cerritos Avenue
City, State, Zip	Azusa
Phone Number	6268153401
Principal	Martin Gomez
Email Address	mgomez4@azusa.org
School Website	https://www.azusahighschool.net
County-District-School (CDS) Code	19642791930528

2021-22 District Contact Information

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

2021-22 School Overview

Azusa High School, built in 1956, is the oldest standing high school in the city. It's 39-acre campus serves 1,000 (2021-22) students. Students are enrolled in a six-period day, with the option of taking a zero period or 7th-period class. Azusa High School's student enrollment is the largest in the District. Azusa Unified School District is comprised of one early childhood education center, eight elementary schools, one K-8 school, three middle schools, two comprehensive high schools, and an alternative education center that contains a continuation high school and adult education center.

Azusa High School operates on a traditional 180-day school year from August to June, offering 58-minute classes, Monday through Friday. The school day begins at 8:00 A.M. and ends at 2:50 P.M., with the exception of Wednesdays, which have been designated as Early Release days. This schedule allows teachers to attend a rotating schedule of department meetings, staff meetings, and Professional Learning Communities (PLC) during the remaining hour. The school schedules minimum days before long breaks and classes end at 12:35 P.M.

Azusa High School has adopted a Positive Behavior Interventions and Supports (PBIS) model in order to help students meet the School-Wide Learning Expectations of being Academic Critical Thinkers, Highly Effective Communicators, and Successful Citizens. The three behavioral expectations are that students learn to Be Safe, Respectful, and Responsible. Leadership at Azusa High School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Coordinating with the principal is the Aztec Leadership Team, which meets monthly to focus on instructional topics. Teachers meet as grade-level teams to align instruction to state standards. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include English Learners Advisory Committee (ELAC) and School Site Council, to name a few.

Our Vision is that every student will be college and career-ready upon graduation from Azusa High School. Our Mission is to provide a 21st-century education that emphasizes critical thinking, effective communication, and respect for diversity and creativity in a safe and positive environment that is supported by collaborative community involvement in order to develop successful citizens that are college and career-ready.

2021-22 School Overview

Azusa High Schools four goals from our last WASC accreditation visit are:

- 1- Within PLCs, utilize more focused CFAs to improve collaboration and allow the data to drive the instruction to improve student performance.
- 2- Continue improvement while also increasing more effective support and intervention for struggling students in English and math.
- 3- Integrate more focused strategies into all content areas to support more success for our EL students.
- 4- Provide opportunities for students to become college and career-ready by increasing the number of students meeting A-G requirements upon graduation and increasing the AP passage rate.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	306
Grade 10	253
Grade 11	247
Grade 12	244
Total Enrollment	1,050

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	1
Black or African American	0.8
Filipino	0.6
Hispanic or Latino	94.5
Two or More Races	0.3
White	2.6
English Learners	17.1
Foster Youth	0.3
Homeless	4
Socioeconomically Disadvantaged	84.3
Students with Disabilities	16.9

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2021	
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 Inspire - Earth, Physics, Biology, Chemistry (2019)	Yes	0
History-Social Science	Mc Graw Hill Impact: Principals of Economy & Principal of American Democracy World History Culture & Geography: The Modern World US History & Geography (2018)	Yes	0
Foreign Language	Vista Higher Learning - Descubre 1, 2, 3 (2016) Houghton Mifflin Harcourt - ¡Avacemos! Level 1, 2, 3 (2016) EM School - T'Esbranché? Level 1, 2, 3, 4 (2016)	Yes	0

School Facility Conditions and Planned Improvements

Azusa Unified School District 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. Built in 1956, with modernizations made in 2005, the school sits on 39.4 acres. Facilities span 1,855,650 square feet and include a library, cafeteria, 52 permanent classrooms, eight portable classrooms, two computer labs, a gymnasium, 8 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, and two staff resource rooms. Azusa High recently had a remodel of all the gates around the school to welcome the community and the students and to also keep our students safe.

A scheduled maintenance program is administered by Azusa Unified School District 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. At the time of publication, 100% of the restrooms were fully functional.

During the day and in the evenings, five custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

School and district leadership is aware of the facility needs and the lower ratings for Azusa High School. A strategic plan to address each area that falls below a "Good" rating is being developed and implemented.

Year and month of the most recent FIT report

02-24-21

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	NT	NT	NT	NT
Female	121	NT	NT	NT	NT
Male	126	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	232	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	201	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	NT	NT	NT	NT
Female	121	NT	NT	NT	NT
Male	126	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	232	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	42	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	201	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

AUSD District Assessment Language Arts and Mathematics Student Groups	AUSD District Assessment Language Arts and Mathematics Total Enrollment	AUSD District Assessment Language Arts and Mathematics Number Tested	AUSD District Assessment Language Arts and Mathematics Percent Tested	AUSD District Assessment Language Arts and Mathematics Percent Not Tested	AUSD District Assessment Language Arts and Mathematics Percent At or Above Grade Level
All Students	247	217	88%	12%	35%
Female	121	110	91%	9%	40%
Male	126	107	85%	15%	30%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	235	204	87%	13%	34%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	39	21	54%	46%	10%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	198	100	51%	49%	35%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	34	30	88%	12%	13%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

AUSD District Assessment Language Arts and Mathematics Student Groups	AUSD District Assessment Language Arts and Mathematics Total Enrollment	AUSD District Assessment Language Arts and Mathematics Number Tested	AUSD District Assessment Language Arts and Mathematics Percent Tested	AUSD District Assessment Language Arts and Mathematics Percent Not Tested	AUSD District Assessment Language Arts and Mathematics Percent At or Above Grade Level
All Students	247	219	89%	11%	2%
Female	121	104	86%	14%	1%
Male	126	115	91%	9%	3%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	235	210	89%	11%	2%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	39	35	90%	10%	0%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	198	175	88%	12%	2%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	34	25	74%	26%	0%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	NT	NT	NT	NT
Female	21	NT	NT	NT	NT
Male	32	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	48	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	19	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Azusa High School is the recipient of multiple grants: Career Technical Education Incentive Grant, the K12 Strong Workforce Program, Specialized Secondary Program, and Perkins. These grant funds, as well as the district LCFF and general funds, help enhance and expand career technical education 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, 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, Azusa High School offers four career pathways in Engineering Design, Information Support and Services (Computer Science), Systems Diagnostics, Services and Repair in Automotive Technology (including Hybrid/Electric Vehicle Design), and Performing Arts. All courses within the programs of study and course sequences are UC/CSU A-G approved. Key local business partners and organizations, including the K12 Foothill Consortium, NAF (formerly National Academy Foundation), and San Gabriel Valley Economic Partnership, provide advice and direction to ensure that the curriculum, instruction, materials, and resources 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, and 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.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	287
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	40.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	62.5

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	96.76
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	55.56

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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, Athletic Boosters, and Drama Boosters. During virtual learning, Azusa High School, with the support of our community liaison and our Community Schools Educational Community Worker from LACOE, have continued virtual meetings with our community with two virtual Cafe Aztec meetings (one in English, one in Spanish) that have resulted in more attendance than in-person meetings.

Azusa High School enjoys many partnerships in the community and some donations. These partnerships include Azusa Pacific University, Vulcan Materials, Seidner Collision Centers, Foothill Federal Credit Union, Citrus College, LACOE Communities in Schools, and Northrop Grumman.

Community Learning Meetings at Azusa High include Azusa High ESL Classes, Project 2Inspire, Families in Schools, Parent Meeting Participation, Email and AERIES set up. Further, there are committees that parents/families can become involved in, including School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and District Parent Advisory Committee Plus (PAC+).

The Parent and Community Center, established in 2013, 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.

As part of Azusa High School's effort to continually involve parents in all aspects of their children's education, In 2017-2018 parent groups began to conduct pre-arranged classroom observations. These observations occur once a month, by department, with the intent to have parent groups visit classrooms from each department by the year's end. During observations, parents have the opportunity to familiarize themselves with the curriculum, witness a typical day of instruction for their students, and understand how to better support their child in the subject.

2021-22 Opportunities for Parental Involvement

The Community Liaison and LACOE Community Schools Educational Community Worker have also developed internal goals to see improved parent attendance and a improved programs presented to parents. Also, there has been a monthly email for the community from the Parent Center found at the following link: <https://conta.cc/3a5Xhkt> A bi-weekly email from administration to the community can be accessed at: <https://conta.cc/2WNELp9>

Additionally, parents are involved with:

Positive Behavior Interventions and Supports (PBIS)

Parent and Community Center Classes

Band Boosters

Wrestling Boosters

Café Azteca

Parent University

Back-to-School Night

Aztec Expo

It Takes a Community (ITAC)

Fifth and Sixth Grade Parent Night

Monthly Parent Center Calendar

Drama Boosters

Cheer Boosters

Football Boosters

Softball Boosters

Classes of the 60s

Parent Class Visits

Evening Parent Meeting

College Fair

Unity Festival

Mecha: Day of the Dead

Report Card Night

Parent English Classes

Eighth Grade Orientation

Monthly Positive Messages to Staff Members

School Site Cancel (here they work with other SSC members and discuss how to spend Title 1 Budget)

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.9	7.2	8.2	5.3	6.7	9.2	9.0	8.9	9.4
Graduation Rate	92.1	87.4	86.6	90.6	89.8	85.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	231	200	86.6
Female	124	117	94.4
Male	107	83	77.6
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	218	189	86.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	50	33	66.0
Foster Youth	--	--	--
Homeless	44	34	77.3
Socioeconomically Disadvantaged	209	181	86.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	33	16	48.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1089	1071	84	7.8
Female	536	528	36	6.8
Male	553	543	48	8.8
American Indian or Alaska Native	1	1	0	0.0
Asian	12	12	1	8.3
Black or African American	9	9	2	22.2
Filipino	6	6	0	0.0
Hispanic or Latino	1027	1012	78	7.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	29	26	2	7.7
English Learners	197	191	24	12.6
Foster Youth	7	7	1	14.3
Homeless	59	57	7	12.3
Socioeconomically Disadvantaged	915	902	71	7.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	192	189	34	18.0

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.03	0.00	2.96	0.03	3.47	0.20
Expulsions	0.08	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.77	1.54	2.45
Expulsions	0.09	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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.

A Comprehensive School Safety Plan was developed by the Safe School Committee in order to comply with Senate Bill 187 of 1997. 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 safe entering to, and exiting from, school; ALICE response.

The Azusa High Emergency Plan (Safety Plan) is approved and edited (if necessary) on a yearly basis by School Site Council by December of each year. This is the most updated plan:

<https://drive.google.com/file/d/1AhpzyjJ1fayJaGXFwyKKtR3fSrHnw6h0/view?usp=sharing>

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	18	41	23	14
Mathematics	19	32	13	13
Science	22	18	7	13
Social Science	23	19	8	18

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	56	18	9
Mathematics	20	31	12	14
Science	19	22	18	3
Social Science	19	27	10	13

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	51	16	10
Mathematics	16	39	10	12
Science	18	25	10	10
Social Science	17	29	17	4

2020-21 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	262.5

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7,935	\$1,529	\$6,406	\$83,375
District	N/A	N/A	\$5,826	\$87,842
Percent Difference - School Site and District	N/A	N/A	9.5	-5.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-27.4	2.8

2020-21 Types of Services Funded

Azusa Unified School District 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 and Supplemental and Concentration funds directed primarily toward English learners, low-income, 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 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 and their families
- College preparation programs
- Educational Technology Assistance
- ROC/P at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School Transportation
- Health and nutrition programs

At Azusa High School we align our resources to the needs of our students. Services that are funded at the school site 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, and access to Chromebook Carts in all English, math, social studies, science and world languages classes, and in the majority of our elective classes.

Math tutoring is available through after-school tutoring with teachers and during the school day via APU Azusa Calculates. 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 that come in for after-school tutoring have access to a computer cart to receive support from the teacher and/or access online support through Paper App online tutoring, Khan Academy or Mathtv.com or other websites. These websites may have translating services for our non-English speaking students and students that need to see the math material in a different manner.

At this time, tutoring hours are funded through LCFF Base. Azusa High seeks to grow access to computers and Chromebooks in our tutoring programs, in particular for students needing additional math support. Technology access allows students that participate in tutoring to also access online courses, such as APEX classes without having to go to another room for support in math. Finally, accessing additional technology resources, such as computers and Chromebooks, after school supports our struggling students in being better prepared for SBAC math as the exam is taken online and students must know how to use the Desmos online calculator.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$52,778	\$51,029
Mid-Range Teacher Salary	\$80,518	\$78,583
Highest Teacher Salary	\$100,115	\$99,506
Average Principal Salary (Elementary)	\$122,915	\$124,576
Average Principal Salary (Middle)	\$130,831	\$131,395
Average Principal Salary (High)	\$137,783	\$144,697
Superintendent Salary	\$238,033	\$240,194
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	5%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.1
------------------------------------------	------

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	0
English	4
Fine and Performing Arts	1
Foreign Language	2
Mathematics	3
Science	2
Social Science	8
Total AP Courses Offered	20

Professional Development

The district annually holds professional development days in which teachers are offered a broad-based 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. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Prior to the COVID-19 pandemic, professional learning was structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. During the time that schools were physically closed, professional learning was offered through virtual platforms and through asynchronous learning opportunities available weekly. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2022, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. Added focus in the 21-22 year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

For 2017-20 Azusa High School has focused primarily on supporting staff around engaging strategies (Complex -Think- Pair-Share, Padlet, Kahoot), ELA Collections, CPM Math, Social Studies and Science textbook adoption training, all under the umbrella of the Professional Learning Communities and making instructional decisions based on student data. Two days were set aside each year for professional development and all teachers on staff attend. Departments have collaborated on benchmark assessments, consistency of standards, and pacing of course work to ensure all students are receiving a comprehensive, high-quality education across the curriculum. The staff has received training on Common Core State Standards, Document-Based Questions, and Common Formative Assessments. For staff meetings on Wednesday Early release days, there is 1 Department Meeting, 1 Faculty Meeting, 1 PLC meeting, and 1 Planning day for 2019-20. In 2017-18 and 2018-19, the staff meetings were divided up as 1 Department Meeting, 1 Faculty Meeting, and 2 PLC Meetings and there were more opportunities for training and data discussions. For 2019-2020, the staff meetings were divided up as 1 Department Meeting, 1 Faculty Meeting, 1 PLC Meeting, and 1 Teacher Prep planning. For the 2020-2021 school year, the Distance Learning schedule was changed to a weekly Monday Meeting which consists of 1 Department Meeting, 1 Faculty Meeting, 1 PLC Meeting, and 1 Teacher Prep planning.

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

Dr. Douglas Reeves Equitable Grading Practices
Professional Learning Communities yearly conference attendance workshop.
Professional Learning Community training for data-driven instruction with department chairs and lead teachers.
ACES strategy in responding to paragraphs (A- analyze the question, C- cite evidence, E- explain the evidence, S- support the evidence). ACES training by Azusa High teachers to all Azusa teachers.
AVID notes taking strategy (2 column, 3 column, Cornell notes) AVID notes taking training set up by Azusa High teachers.
ALICE safety training for teachers by Azusa high teachers.
ICA (practice SBAC) testing and calibration training for data-driven instruction from CAASPP.
CALLI training for multiple subjects around Think-Pair- Share strategies.
Google Classroom training for teachers set up by Azusa High teachers.
Common Core Curriculum training for ELA and Math teachers.
Common Core overview for classified staff, students, and parents.
Common Core training for other certificated staff.
English 3D Training for all teachers with one or more sections of ELD-LTEL or Reading Essentials (SAI).
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.
Document-Based Questions (DBQ) training for all stakeholders.
DBQ coaches training and meetings.
Science training for Science and Mathematics.
ELD Academic Language Sentence Frames training by AUSD TOSA
CPM training for Mathematics.
IB Training: Twenty hours of workshops attended by all teachers of an IB course.

Professional Development

Advanced Placement Workshops: Teachers new to an AP course are encouraged to attend a five-day seminar on the subject area they will be teaching. Continuing AP teachers are encouraged to attend a one-day workshop every few years. Teacher attendance at these workshops has translated into success on AP exams for more students in more subjects every year.

Counseling Workshops: Every year counselors attend the Cal State/UC and Independent College workshop. This enables school counselors to know the changes in the admission policies so they can appropriately advise students.

UCLA Trauma-Informed Care PD.

Technology Training: Teachers who need assistance in setting up and using AERIES attend training on campus during the school's professional development time.

Distance Learning Technology Training of school applications during 2020 and 2021: Jamboard, EdPuzzle, Google Classroom, Kahoot.it, FlipGrid, Mentimeter, Google Meet, Google Enterprise, Virtual Notebooks, PearDeck, Hapara, Self-Care Meditation, Gizmo Virtual Labs for Science).

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	42	51	50

Azusa Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3918	NT	NT	NT	NT
Female	1888	NT	NT	NT	NT
Male	2030	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	42	NT	NT	NT	NT
Filipino	49	NT	NT	NT	NT
Hispanic or Latino	3596	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	50	NT	NT	NT	NT
White	122	NT	NT	NT	NT
English Learners	914	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	201	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3348	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	0	NT	NT	NT
Students with Disabilities	595	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3918	NT	NT	NT	NT
Female	1888	NT	NT	NT	NT
Male	2030	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	42	NT	NT	NT	NT
Filipino	49	NT	NT	NT	NT
Hispanic or Latino	3596	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	50	NT	NT	NT	NT
White	122	NT	NT	NT	NT
English Learners	914	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	201	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3348	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	595	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

a USD District Assessment ELA Student Groups	a USD District Assessment ELA Total Enrollment	a USD District Assessment ELA Number Tested	a USD District Assessment ELA Percent Tested	a USD District Assessment ELA Percent Not Tested	a USD District Assessment ELA Percent At or Above Grade Level
All Students	3891	3500	90	10	32
Female	1877	1684	90	10	36
Male	2014	1809	90	10	26
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	50	48	96	4	54
Black or African American	42	38	90	10	25
Filipino	40	37	93	8	31
Hispanic or Latino	3584	3227	90	10	30
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	28	26	93	7	31
White	64	51	80	20	39
English Learners	943	829	88	12	11
Foster Youth	30	22	73	27	29
Homeless	200	181	90	10	30
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	3197	2778	87	13	30
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	549	465	85	15	11

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Azusa USD District Assessment Math Student Groups	Azusa USD District Assessment Math Total Enrollment	Azusa USD District Assessment Math Number Tested	Azusa USD District Assessment Math Percent Tested	Azusa USD District Assessment Math Percent Not Tested	Azusa USD District Assessment Math Percent At or Above Grade Level
All Students	3891	3552	91	9	18
Female	1877	1712	91	9	17
Male	2014	1835	91	9	18
American Indian or Alaska Native	NA	NA	NA	NA	NA
Asian	50	47	94	6	47
Black or African American	42	37	88	12	18
Filipino	40	37	93	8	19
Hispanic or Latino	3583	3281	92	8	17
Native Hawaiian or Pacific Islander	NA	NA	NA	NA	NA
Two or More Races	28	26	93	7	17
White	64	52	81	19	28
English Learners	943	832	88	12	8
Foster Youth	30	22	73	27	16
Homeless	200	180	90	10	16
Military	NA	NA	NA	NA	NA
Socioeconomically Disadvantaged	3197	2967	93	7	18
Students Receiving Migrant Education Services	NA	NA	NA	NA	NA
Students with Disabilities	549	471	86	14	5

*At or above the grade-level standard in the context of the local assessment administered.