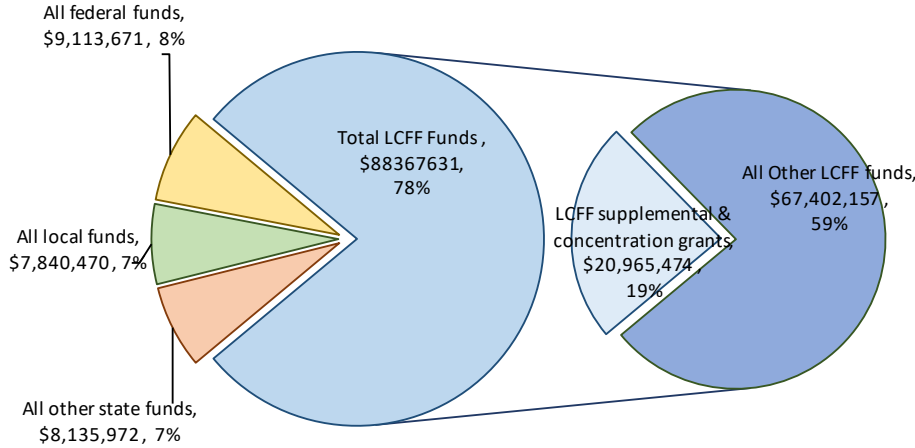# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Azusa Unified School District
CDS Code: 1964279000000
School Year: 2021 – 22
LEA contact information: Jennifer Edic Bryant, Ed.D. jedicbryant@azusa.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $9,113,671, 8%
All local funds, $7,840,470, 7%
All other state funds, $8,135,972, 7%
Total LCFF Funds, $88367631, 78%
LCFF supplemental & concentration grants, $20,965,474, 19%
All Other LCFF funds, $67,402,157, 59%

This chart shows the total general purpose revenue Azusa Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Azusa Unified School District is $113,457,744.00, of which $88,367,631.00 is Local Control Funding Formula (LCFF), $8,135,972.00 is other state funds, $7,840,470.00 is local funds, and $9,113,671.00 is federal funds. Of the $88,367,631.00 in LCFF Funds, $20,965,474.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP
Total Budgeted General Fund Expenditures, $102,229,302
Total Budgeted Expenditures in the LCAP $86,939,341
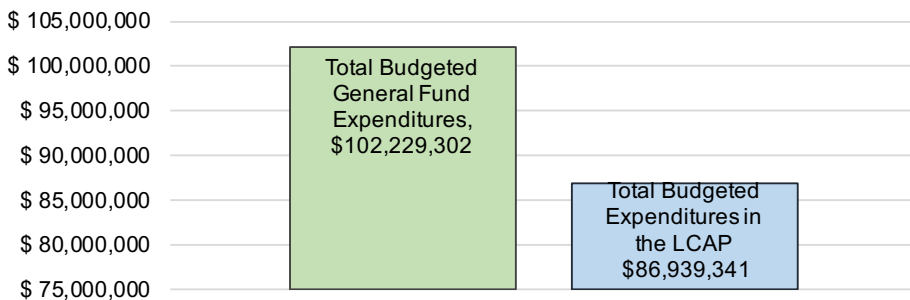
This chart provides a quick summary of how much Azusa Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.
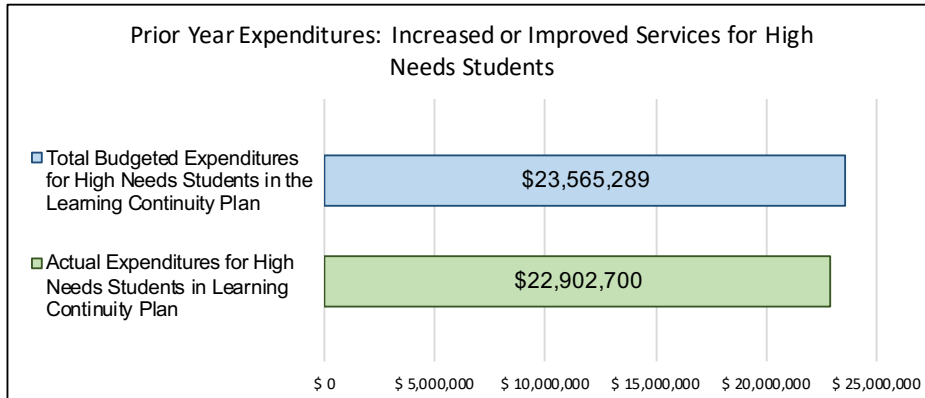
LCFF Budget Overview for Parents

Azusa Unified School District plans to spend $102,229,302.00 for the 2021 – 22 school year. Of that amount, $86,939,341.00 is tied to actions/services in the LCAP and $15,289,961.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund budget expenditures are utilized to pay personnel costs that are outside of the LCAP, including district and site level administrators, district and site level classified employees, teachers, and employee benefits. In addition, there are costs for restricted programs and special education which will be funded outside of the LCAP and include teachers, administrators, classified staff, curriculum, medical equipment and devices, contracted programs for students, legal fees, student services placement, and site-level specialists (therapists and pathologists).

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Azusa Unified School District is projecting it will receive $20,965,474.00 based on the enrollment of foster youth, English learner, and low-income students. Azusa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Azusa Unified School District plans to spend $26,506,490.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $23,565,289

Actual Expenditures for High Needs Students in Learning Continuity Plan: $22,902,700

This chart compares what Azusa Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Azusa Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Azusa Unified School District's Learning Continuity Plan budgeted $23,565,289.00 for planned actions to increase or improve services for high needs students. Azusa Unified School District actually spent $22,902,700.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $662,589.00 had the following impact on Azusa Unified School District's ability to increase or improve services for high needs students:

Five percent of funding budgeted to increase and improve services for high need students was not expended in the 2020-21 school year. All funding was budgeted in the Learning Continuity Plan and all actions described in the plan were implemented. Costs for in-person instruction were lower than projected and this section had the largest difference between budgets and expenditures. The funding not expended was also spread across all sections and actions of the Learning Continuity Plan and was not concentrated in one area with the exception of the in-person learning. The biggest impact on students was in three areas. The first included the reduction of in-person opportunities. Just over half of students opted to return to in-person learning in April, thus expenditures for in-person actions were reduced. Further, other funds not budgeted in the Learning Continuity Plan were able to supplement technology, health, and safety purchases. Additionally, the district's projected costs for professional learning were reduced. Rather than use substitutes or extra hours, the district was able to streamline professional learning by offering options every day through our instructional coaches and use the teacher collaboration time that was embedded in the distance learning block schedule. High need students still received increased and improved services just through more cost and time-efficient means.

Annual Update for the 2019-20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Azusa Unified	Jennifer Edic Bryant, Ed.D. Director, Metrics & LCAP	jedicbryant@azusa.org (626) 858-4285

Annual Update

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan(LCAP).

Goal 1

Goal 1: Increase student achievement on the Common Core and narrow achievement gaps.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
SBAC English Language Arts **2019-20** ■ All Students: 44% ■ Socioeconomically Disadvantaged: 43% ■ English Learner: 10% ■ Students with Disabilities: 11%	All Students: 40% (not met) Socioeconomically Disadvantaged: 35% (not met) English Learner: 6% (not met) Students with Disabilities: 6% (not met)
SBAC Math **2019-20** ■ All Students: 32% ■ Socioeconomically Disadvantaged: 30% ■ English Learner: 15% ■ Students with Disabilities: 10%	All Students: 31% (not met) Socioeconomically Disadvantaged: 29% (not met) English Learner: 7% (not met) Students with Disabilities: 5% (not met)

Percent of teachers with appropriate credentials, authorizations, and assignments	**2019-20** 100%	100%	
Percent of students with standards aligned instructional material	**2019-20** 100%	100%	

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 1.1: Student performance data points to an LEA-wide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, English learners, and foster students. In addition, many of our low-income students, foster students, and English learners do not have access to technology at home. The increased access to technology and intervention instructional materials will support instruction for English learners, and academically at-risk low-income students. We will purchase supplemental standards-aligned instructional materials to improve the curriculum and increase technology to support intervention (examples include devices and plug-ins like microphones and earphones, in some cases might also include wireless access and infrastructure). This action is principally directed to English learners, low-income, and foster students.	$916,842 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $652,408 - LCFF - 6000-6999 Capital Outlay - Technology Support	$903,606 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $622,400 - LCFF - 6000-6999 Capital Outlay - Technology Support

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	$1,180,339 - LCFF - 4000-4999 Books and Supplies - Base Funding	$1,062,485 - LCFF - 4000-4999 Books and Supplies - Base Funding

| Action 2.1: Provide standards aligned instructional materials and supplies for all students. | | |

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: All Schools, Specific Schools: Secondary Schools and Powell Elementary School for the Arts Action 3.1: Research demonstrates that when the arts are integrated with literacy instruction, all students benefit, especially English learners and students from low-income backgrounds. Previous accountability systems narrowed the curriculum and failed to expand access to this population. We will provide supplemental materials for the secondary art program, the performing arts elementary school, and other district visual and performing arts programs.	$40,000 - LCFF - 4000-4999 Books and Supplies - Instructional Material and Supplies	$26,776 - LCFF - 4000-4999 Books and Supplies - Instructional Materials and Supplies

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 4.1: Research demonstrates that music instruction can make a difference in the academic trajectory of low-income	$40,000 - LCFF - 4000-4999 Books and Supplies - Instruments and/or uniforms and supplies $845,278 - LCFF - 1000-1999 Certificated Salaries - 10 Music Teachers $250,825 - LCFF - 3000-3999 Employee Benefits	$32,942 - LCFF - 4000-4999 Books and Supplies - Instruments and/or uniforms and supplies $734,157 - LCFF - 1000-1999 Certificated Salaries - 9 Music Teachers $225,650 - LCFF - 3000-3999 Employee Benefits

students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background; closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. We will expand our music program, including purchasing instruments and/or uniforms to increase equity and access for our unduplicated students. In addition, we will support the Mariachi de Azusa program for students districtwide.

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary Schools Action 5.1: Early preparation is important for our low-income students, foster students, and English learners, many of whom will be first generation college students. Through this LEA-wide goal, we will provide improved and increased opportunities to unduplicated students to meet A-G requirements as part of their college readiness. Scheduling constraints prevent many low-income, foster students, and English learners from participating in elective classes. All secondary schools offer an extended day to allow for unduplicated students to take elective courses in addition to their basic program of studies. ELs across all levels of language proficiency can access and fully engage with the more rigorous grade-level English Language Arts (ELA) and mathematics standards called for in the Common Core and College and Career Ready standards (Council of the Great City Schools, 2014). We will provide 1 FTE middle school	$211,338 - LCFF - 1000-1999 Certificated Salaries - Teachers $65,551 - LCFF - 3000-3999 Employee Benefits	$211,339 - LCFF - 1000-1999 Certificated Salaries - Teachers $66,108 - LCFF - 3000-3999 Employee Benefits

Spanish teacher, 1 FTE middle school Art teacher, and 1 FTE Ethnic Studies teacher to increase equity and access for our unduplicated students to a broad course of study by providing zero and 7th periods.

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 6.1: Although research indicates that schools with high populations of economically disadvantaged students are more likely to underperform, research also suggests that maintaining high academic expectations for these students is critical to their academic success (Gehrke, Kappa Delta Pi, 2005). This service is principally directed to meeting the needs of English learners, low-income, and foster students. Through this schoolwide goal, we will offer continued professional development to teachers to increase and improve academic achievement for English learners, low-income, and foster students. Our professional development plan will support teachers in implementing instruction that supports high academic expectations and rigorous standards-aligned instruction principally designed to support English learners, foster students, and low-income students. We will provide professional development for curriculum development and implementation of state approved standards and frameworks to support LCAP student achievement goals.	$48,407 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $123,970 - LCFF - 1000-1999 Certificated Salaries - Substitutes $34,609 - LCFF - 3000-3999 Employee Benefits $7,478 - LCFF - 5000-5999 Services and Other Operating Expenses - Rentals	$40,010 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hours $105,932 - LCFF - 1000-1999 Certificated Salaries - Substitutes $29,107 - LCFF - 3000-3999 Employee Benefits $28 - LCFF - 5000-5999 Services and Other Operating Expenses - Rentals

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Ellington and Hodge Action 7.1: By providing individual and small group instruction, RTI staff will support academically at-risk students' academic language acquisition, as well as foundational skills such as phonemic awareness and phonics in the reading process. This includes continued emphasis on vocabulary and concept building throughout the instructional process. This service is principally directed to meeting the needs of English learners, low-income, and foster students. Through this school-wide goal, RTI staff will increase and improve instructional support for English learners, low-income, and foster students. We will provide staff to support improved RTI at each site for unduplicated students.	$203,490 - LCFF - 1000-1999 Certificated Salaries - 2 Resource Teachers (Ellington and Hodge) $59,761 - LCFF - 3000-3999 Employee Benefits	$203,461 - LCFF - 1000-1999 Certificated Salaries - 2 Resource Teachers $60,758 - LCFF - 3000-3999 Employee Benefits

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Students with Disabilities Location: All Schools Action 8.1: Provide staff to support RTI at each site.	$68,212 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 1.2 FTE Intervention (Title 1) $9,574 - Federal Revenues - Title I - 3000-3999 Employee Benefits $748,005 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 9 Resource Teachers at 80% $216,596 - Federal Revenues - Title I - 3000-3999 Employee Benefits	$68,200 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 1.2 FTE Intervention (Title I) $9,593 - Federal Revenues - Title I - 3000-3999 Employee Benefits $749,016 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - 7.5 Resource Teachers at 80% $214,974 - Federal Revenues - Title I - 3000-3999 Employee Benefits

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to	$27,176 - LCFF - 4000-4999 Books and	$37,126 - LCFF - 4000-4999 Books and

	Supplies - Aeries $60,000 - LCFF - 4000-4999 Books and Supplies - Illuminate Education	Supplies - Aeries $60,000 - LCFF - 4000-4999 Books and Supplies - Illuminate
meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 9.1: Through this LEA-wide goal, this action/service will provide the means to generate assessments, as well as frequently monitor English learner, low-income, and foster student achievement, and use the data to inform instructional practice. This service is principally directed toward meeting the needs of English learners, low-income, and foster students. Because of our student achievement indicators for English learners, low-income, and foster student, we have a need to monitor data in order to improve instruction for our students. We will renew contracts for AERIES web-based program and Illuminate Education data and assessment program.		

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 10.1: Many of our low-income students, foster students, and English learners do not have access to technology at home. Increased technology for unduplicated students will support intervention instructional materials and instruction for English learners, and academically at-risk low-income students. To meet this need, we will increase technology solutions for reliable access to designated programs. For example, we will replace the fiber connections at the two high schools, install approximately	$1,000,510 - LCFF - 6000-6999 Capital Outlay - Technology $147,304 - LCFF - 1000-1999 Certificated Salaries - Director of MIS $51,807 - LCFF - 2000-2999 Classified Salaries - MIS Secretary Support $31,350 - LCFF - 2000-2999 Classified Salaries - .5 FTE Network Technician $78,239 - LCFF - 3000-3999 Employee Benefits	$623,575 - LCFF - 6000-6999 Capital Outlay - Technology $147,303 - LCFF - 1000-1999 Certificated Salaries - Director MIS $45,108 - LCFF - 2000-2999 Classified Salaries - MIS Support Staff $95,730 - LCFF - 2000-2999 Classified Salaries - .5 FTE Network Technician $104,189 - LCFF - 3000-3999 Employee Benefits

1,100 additional wireless access points across the district, replace outdated XP computers at sites, and provide adequate bandwidth to support the additional wireless access points that will be added to our network.

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 11.1: Provide 7 FTE instructional coaches (TOSAs) to support increased and improved implementation of ELA/ELD, Math, and History-Social Science instructional strategies and curriculum. This service is principally directed to meeting the goals of English learners, low-income students, and foster students. Through this LEA-wide action/service, instructional coaches will provide instructional support to teachers as they increase and improve instruction and learning for high-needs students.	$688,463 - LCFF - 1000-1999 Certificated Salaries - 7 FTE TOSAs (4-100%, 4-75%) $178,728 - LCFF - 3000-3999 Employee Benefits	$606,755 - LCFF - 1000-1999 Certificated Salaries - TOSAs $158,740 - LCFF - 3000-3999 Employee Benefits

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools	$94,281 - LCFF - 4000-4999 Books and Supplies - Site additional material	$42,330 - LCFF - 4000-4999 Books and Supplies - Site additional material

Action 12.1: Through this LEA-wide goal, we will address the need to increase the rigor and alignment of instruction to the demands of state standards for all students, especially for English learners. This is evidenced by student performance data. On SBAC, our state assessment, approximately 40% of our students are meeting or exceeding standards in ELA and less than 30% in math. Additionally, in ELA there is an achievement gap greater than 30% points for English learners and students with disabilities; that gap is greater than 20% points in math. This service is principally directed to meeting the goals of English learners, low-income, and foster students. We will provide materials to improve implementation of standards-aligned curriculum and instruction.		

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 13.1 Through this LEA-wide goal, this action and service will increase and improve the content and pedagogical knowledge of teaching staff as it specifically includes research-based instructional strategies to increase and improve instructional support for English learners, low-income, and foster students. This service is principally directed to meeting the goals of English learners, low-income, and foster students. We will provide compensation for certificated and classified staff for increased and improved services, including three Professional Development and Professional Learning Community days focused on LCAP specific goals.	$1,642,887 - LCFF - 1000-1999 Certificated Salaries $386,775 - LCFF - 2000-2999 Classified Salaries $616,614 - LCFF - 3000-3999 Employee Benefits	$1,694,863 - LCFF - 1000-1999 Certificated Salaries $386,772 - LCFF - 2000-2999 Classified Salaries $626,288 - LCFF - 3000-3999 Employee Benefits

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 14.1 Through this LEA-wide goal, we will utilize a grant writer consultant to assist us in securing additional funds in support of the academic achievement of English learners, low-come, and foster students. This service is principally directed to meeting the goals of English learners, low-income, and foster students. We will contract with a consultant to develop grant proposals for increased and improved services. Past grant awards have exceeded costs and directly contributed to increased and improved services for English learners, low-income, and foster students.	$66,000 - LCFF - 5000-5999 Services and Other Operating Expenses - California Consulting	$64,992 - LCFF - 5000-5999 Services and Other Operating Expenses - California Consulting

Action 15

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 15.1: Through this LEA-wide goal, staff such as translators, instructional aides, and a teacher on special assignment will provide unduplicated students with access to increased and improved instructional support. One FTE coordinator and a 1 FTE TOSA will support students and their families in accessing support that will increase academic achievement. This service is principally directed to meeting the goals of English learners, low-income, and foster students. We will increase opportunities and access for at-risk students in areas like language support and differentiation.	$102,725 - LCFF - 2000-2999 Classified Salaries - Translators $115,027 - LCFF - 1000-1999 Certificated Salaries - 1 Coordinator $43,236 - LCFF - 2000-2999 Classified Salaries - 3 (3-hour) Instructional Aides $92,630 - LCFF - 1000-1999 Certificated Salaries - 1 FTE TOSA $113,604 - LCFF - 3000-3999 Employee Benefits $2,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Co-teaching PD	$99,740 - LCFF - 2000-2999 Classified Salaries - Translators $116,737 - LCFF - 1000-1999 Certificated Salaries - Coordinator $40,596 - LCFF - 2000-2999 Classified Salaries - Instructional Aides $93,455 - LCFF - 1000-1999 Certificated Salaries - 1 FTE TOSA $114,254 - LCFF - 3000-3999 Employee Benefits $1,340 - LCFF - 5000-5999 Services and Other Operating Expenses - Co-teaching PD

Action 16

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 16.1: Through this LEA-wide goal, this action and service will increase and improve unduplicated students' access to high quality library resources. Children from lower income families have less access to high quality reading materials which can result in reading failure (Neuman, International Reading Association, 2001). This service is principally directed to meeting the needs of English learners, low-income, and foster students. We will increase library resources to improve the instructional program for English learners, low-income, and foster students.	$49,850 - LCFF - 4000-4999 Books and Supplies - Library Material	$44,954 - LCFF - 4000-4999 Books and Supplies - Library Material

Action 17

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Action 17.1: Provide fully credentialed and appropriately assigned teachers.	$38,929,695 - LCFF - 1000-1999 Certificated Salaries - Base $12,295,413 - LCFF - 3000-3999 Employee Benefits	$38,901,319 - LCFF - 1000-1999 Certificated Salaries - Base $11,992,682 - LCFF - 3000-3999 Employee Benefits - Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services in Goal 1 were implemented in the 19-20 school year although the onset of the COVID-19 pandemic in March of 2020 led to changes in levels of completion and expenditures of funds. From August of 2019 until March 13, 2020, actions/services were on track to be fully implemented. Implementation changes included the following:

- Funds originally planned for in-person materials and supplies were used to purchase standards-aligned materials and supplies needed for instruction in a distance learning format following the March 13 stay-at-home order from the governor.
- Fewer teachers needed substitutes for professional learning as many conferences and workshops were canceled in the spring. Coupled with this was a shift to expending funds for professional learning available virtually through our district staff and through outside providers.
- As all operations moved to a virtual setting, expenses such as facility and equipment rentals were also not needed in the spring.
- To help deal with the need to track and monitor students some additional expenses were incurred for enhanced web-based applications.
- Due to COVID-19 relief funding targeting technology for students, the district expended less money on purchases in action 10.1 and instead used the one-time pandemic funding to support providing remote learning access to all students. The funds were used to offset cost for additional staff time and school supplies for teachers, staff, students to use at the beginning of the pandemic.

Overall implementation of all Goal 1 actions/services took place with shifts in specific types of expenses taking place to manage the implementation of the actions/services in a distance learning setting, in particular, students who were emerging bilingual students, those from low-income families, and foster youth were monitored and provided additional outreach to ensure their needs during distance learning were first addressed. In addition, students with disabilities were also monitored at a higher level during the pandemic so that needs were addressed as best possible given the stay-at-home order.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

AUSD was successful in implementing all actions/services in Goal 1 including making minor adjustments in implementing them given the COVID-19 pandemic's impact. Providing students high-quality, standards-aligned curriculum, such as grade 6-12 Social Science curriculum, supported the improved implementation of the state framework and increased achievement. In addition to the curriculum, AUSD offered additional a-g courses, music, performing arts, and academic intervention to high need students, which also contributed to the effectiveness of the actions/services in achieving our goal. Sites improved their libraries with action/service 16.1 thus creating opportunities for our high need students to access high-interest reading materials. While our original plan was to implement all actions/services in an in-person setting, the shift to remote and virtual work was as smooth as could be expected. The district was still able to access and use consultants, such as California Consulting, who supported the efforts of AUSD in getting additional funds targeting student achievement improvements for emerging bilingual students, students from low-income families, and foster youth. Technology purchases and staffing were refocused on ensuring that all students had devices for distance learning and all students had reliable internet access. District staff, such as the Teachers on Special Assignment (TOSAs) supported teacher learning virtually, and developed classroom resources that enabled students to continue to have success even after March 13 and schools being physically closed. Emerging bilingual students, in particular those who were newcomers, were monitored frequently and school and district staff consistently reached out to ensure newcomers had resources and were engaged in distance learning.

Challenges:

The biggest challenges faced in implementing Goal 1 actions/services came as a result of the COVID-19 pandemic and the physical closure of our schools. Rapid shifts had to take place in how we were implementing some actions/services. For example, spring plans for TOSAs to provide ongoing professional learning and coaching shifted to a virtual format and became focused on distance learning needs. While the district did have local district assessments, the state of California canceled state testing (SBAC, CAST, ELPAC) and we were forced to use other, local measures to examine progress toward Goal 1.

Goal 2

Goal 2: Increase English Learners' academic language development, achievement, reclassification rate, and decrease the number of Long-Term English Learners (LTELs).

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

Expected		Actual
SBAC ELA	**2019-20** • All Students: 44% • English Learner: 10% • R-FEP: 63%	All Students: 40% (not met) English Learners: 6% (not met) R-FEP: 55% (met)
SBAC Math	**2019-20** • All Students: 32% • English Learner: 15% • R-FEP: 35%	All Students: 31% (not met) English Learners: 7% (not met) R-FEP: 40% (met)
Reclassification Rate	**2019-20** 20%	16.2% (Not Met)
Summative ELPAC Scores	**2019-20** 80% of EL students will increase their scale score by 10 or more points.	64% (not met)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Longfellow, Mountain View, Murray, Valleydale Action 1.2: Our community continues to have a need to access Early Childhood programs. A marked difference in achievement has been observed in those students who have participated in the district preschool programs. An Early Childhood Director will oversee preschools and increased services. A PK-TK-K aligned program will be developed and refined. Additionally, an extended-year transitional kindergarten will be offered at all sites for all 4 year olds to increase early literacy and early social and emotional development.	$84,479 - LCFF - 1000-1999 Certificated Salaries - ECE Director $182,430 - LCFF - 3000-3999 Employee Benefits $17,973 - LCFF - 4000-4999 Books and Supplies - Instructional Material $530,874 - LCFF - 1000-1999 Certificated Salaries - 6 FTE TK Teachers (12 teachers funded 50%)	$0 - LCFF - 1000-1999 Certificated Salaries - ECE Director $145,641 - LCFF - 3000-3999 Employee Benefits $17,910 - LCFF - 5000-5999 Services and Other Operating Expenses - Instructional materials and support (contracted services) $477,376 - LCFF - 1000-1999 Certificated Salaries - 6 FTE TK Teachers (12 teachers funded 50%)

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: High Schools Action 2.2: The California Department of Education has	$273,421 - LCFF - 1000-1999 Certificated Salaries - 13 sections among all three high schools $82,174 - LCFF - 3000-3999 Employee Benefits	$243,638 - LCFF - 1000-1999 Certificated Salaries - ERWC sections $73,302 - LCFF - 3000-3999 Employee Benefits

highlighted ERWC (Expository Reading and Writing Course) in its report of promising practices for LTELS. Course sections of ERWC will be provided to seniors at all district high schools; more specifically, courses will enroll LTELs and RFEPs.

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Action 3.2: The differences in performance levels of English learners in the four domains of listening, speaking, reading and writing, require that teachers monitor growth in the individual domains beyond a single overall performance score. The district will renew performance monitoring software for EL students to assist teachers in the implementation of effective integrated and designated ELD lessons.	$22,000 - Federal Revenues - Title III - 4000-4999 Books and Supplies - ELLevation	$24,010 - Federal Revenues - Title III - 4000-4999 Books and Supplies

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Action 4.2: Effective professional development requires	$30,925 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development $30,000 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - EL PD $44,700 - LCFF - 1000-1999 Certificated Salaries - Substitutes $60,000 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - Substitutes (Title III)	$14,590 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Learning $0 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - EL Professional Learning $16,145 - LCFF - 1000-1999 Certificated Salaries - Substitutes $0 - Federal Revenues - Title III - 1000-1999 Certificated Salaries $0 - Federal Revenues - Title III -

sustained follow up and coaching throughout the year. Professional development focused on improved EL student achievement will continue to be provided through consultants and through the assistance of the Teachers on Special Assignment, who have expertise in serving the needs of English learners.	$4,000 - Federal Revenues - Title III - 3000-3999 Employee Benefits - Benefits Substitutes (Title III) $94,155 - LCFF - 1000-1999 Certificated Salaries - 1 FTE TOSA (25% of four ELA/ELD TOSAs) $15,093 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $38,102 - LCFF - 3000-3999 Employee Benefits	3000-3999 Employee Benefits $73,666 - LCFF - 1000-1999 Certificated Salaries - 1 FTE TOSA $1,400 - LCFF - 1000-1999 Certificated Salaries - Teacher extra hours $22,179 - LCFF - 3000-3999 Employee Benefits

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 5.2: Our school sites have different needs with regard to the services they can provide English learners. Some schools may have very high percentages of English learners (up to 65%). Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention (RTI) and improved program and record keeping support for unduplicated students. School sites will utilize resource teachers/instructional aides to provide interventions.	$266,926 - LCFF - 1000-1999 Certificated Salaries - 8 Resource Teachers (20% of each one's salary) $490,544 - LCFF - 2000-2999 Classified Salaries - Bilingual Paraprofessionals $78,629 - LCFF - 2000-2999 Classified Salaries - Secondary Computer Lab Aides $117,958 - LCFF - 2000-2999 Classified Salaries - Centralized support staff $134,328 - LCFF - 1000-1999 Certificated Salaries - Intervention sections $141,414 - LCFF - 1000-1999 Certificated Salaries - Tutorials/Support extra hours/Language assessments $210,157 - LCFF - 1000-1999 Certificated Salaries - Substitutes/PD hours/Support materials/Supplies /Technology $278,775 - LCFF - 2000-2999 Classified Salaries - ALAS Center (assessment, identification) $298,285 - LCFF - 3000-3999 Employee Benefits $30,880 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - .5 FTE Intervention/ELD teacher $5,369 - Federal Revenues - Title III - 3000-3999 Employee Benefits - .5 FTE	$227,239 - LCFF - 1000-1999 Certificated Salaries - Resource Teachers (20%) $491,504 - LCFF - 2000-2999 Classified Salaries - Bilingual Paraprofessionals $74,511 - LCFF - 2000-2999 Classified Salaries $119,614 - LCFF - 2000-2999 Classified Salaries - Centralized support staff $130,574 - LCFF - 1000-1999 Certificated Salaries - Intervention sections $68,514 - LCFF - 1000-1999 Certificated Salaries - Tutorials/Support extra hours/Language assessments $235,815 - LCFF - 1000-1999 Certificated Salaries $279,591 - LCFF - 2000-2999 Classified Salaries - ALAS Center $375,538 - LCFF - 3000-3999 Employee Benefits $30,101 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - .5 Intervention/ELD $4,950 - Federal Revenues - Title III - 3000-3999 Employee Benefits

	Intervention/ELD teacher	

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Action 6.2: A quality English Language Development program (Castaeda) requires ongoing monitoring. The annual state EL assessment isn't sufficient to ensure progress for students. An ELD/ELL assessment will be made available twice a year, to determine ongoing progress and identify advancement towards reclassification.	$27,100 - Federal Revenues - Title III - 4000-4999 Books and Supplies - LAS Links	$19,103 - Federal Revenues - Title III - 4000-4999 Books and Supplies

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Hodge, Longfellow, Valley Dale Action 7.2: Research studies are very clear regarding the advantages of bilingualism. By increasing the Dual Immersion program at three schools our students will have the opportunity to develop balanced bilingualism.	$19,000 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Dual Immersion Professional Development $7,976 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $3,700 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $4,985 - LCFF - 1000-1999 Certificated Salaries - Substitutes $1,244,286 - LCFF - 1000-1999 Certificated Salaries - 13 Dual Immersion K-5 teachers $46,061 - LCFF - 2000-2999 Classified Salaries - Preschool Dual Immersion Teacher	$6,200 - Federal Revenues - Title III - 5000-5999 Services and Other Operating Expenses - Dual Immersion Professional Learning $3,249 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $0 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $2,800 - LCFF - 1000-1999 Certificated Salaries - Substitutes $1,266,250 - LCFF - 1000-1999 Certificated Salaries - 13 Dual Immersion K-5 teachers $46,009 - LCFF - 2000-2999 Classified Salaries - Preschool Dual Immersion Teacher

| | $22,348 - LCFF - 2000-2999 Classified Salaries - Preschool Dual Immersion Instructional Aides
$372,613 - LCFF - 3000-3999 Employee Benefits
$30,880 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - .5 FTE support for 4th/5th dual immersion program
$5,369 - Federal Revenues - Title III - 3000-3999 Employee Benefits | $30,916 - LCFF - 2000-2999 Classified Salaries - Preschool Dual Immersion Instructional Aides
$394,713 - LCFF - 3000-3999 Employee Benefits
$29,967 - Federal Revenues - Title III - 1000-1999 Certificated Salaries - .5 FTE support for 4th/5th dual immersion program
$5,287 - Federal Revenues - Title III - 3000-3999 Employee Benefits |

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners Scope of Service: LEA-wide Location: All Schools Action 8.2: Many English learners lack adequate access to technology in their homes. Technology tools such as tablets, laptops, projectors and Chromebooks, allow for increased differentiation in the instructional program, as well as improvement in the development of literacy and research skills. The district will purchase supplemental standards-aligned instructional materials to increase and improve English learners' achievement across content areas. Specific technology to support ELD might include devices and plug-ins like microphones and earphones. The expanded technology implementation will require reliable wireless access and infrastructure.	$154,696 - LCFF - 4000-4999 Books and Supplies - Instructional Material $429,452 - LCFF - 6000-6999 Capital Outlay - Technology Improvement	$137,438 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $416,216 - LCFF - 6000-6999 Capital Outlay - Technology Improvement

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services in Goal 2 were implemented in the 19-20 school year. COVID-19 did bring about changes in the details of how the actions/services were implemented, many changes were made to address the needs of students and staff during the stay-at-home order beginning

on March 13. As in other goals, funding budgeted for professional learning, in-person consultants, substitutes, and conferences was not expended in full. The funding set aside to support ELPAC testing of our emerging bilingual students in the spring was not spent fully due to the suspension of the ELPAC. Funds were used to provide online, virtual access to learning and resources to support emerging bilingual students, students from low-income families, and foster youth, which included updated technology, internet access, instructional materials for use at home, and additional staff to support organization and distribution.

Other, non-COVID-related shifts in how funds were spent occurred in action 1. As the district expanded and improved our California State Preschool Program (CSPP), the director who oversees this program was able to be funded solely from CSPP funding. The supplemental and concentration funds budgeted for a portion of the director's salary were used to support early childhood education and professional learning for early education teachers. In Action 4, Title III funds were directed to other resources for our emerging bilingual students, including academic, support in the 19-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Our emerging bilingual students were prioritized during the spring 2020 stay-at-home order. Intentional and added outreach to students and families took place at both the school and district levels. AUSD understood the challenges that our multilingual students and families would face in accessing information and learning during distance learning. Technology resources, including devices and internet connectivity were made available, information and support was made available in languages the families could access. Our distance learning plan was developed by TOSAs and included providing integrated and designated ELD. Teachers and site leaders had begun a year-long focus on the EL Learner Roadmap, as spring ushered in the pandemic and school physical closures, professional learning and support for instruction continued to highlight the needs of emerging bilingual students and included a focus on the EL Learner Roadmap.

Challenges:

The biggest challenge in fully implementing all Goal 2 actions/services was the inability to meet in person and continue fully with the plans for professional learning for our staff after February 2020. Goal 2 professional learning shifted heavily toward meeting the needs of emerging bilingual students in a distance learning setting. There was a slow down of our EL Roadmap professional learning implementation and our outside partners who often work with teachers and staff were unable to do so in person. Furthermore, a very big challenge we faced was not having ELPAC results to use as one measure of our emerging bilingual students' language acquisition progress. Without the ELPAC we knew students would face a barrier to reclassification in the Summer and Fall.

Goal 3

Goal 3: Increase all students' College and Career Readiness.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
SBAC ELA (EAP)	**2019-20** All Students: 44% 11th Grade (EAP): 57%	All Students: 40% (not met) 11th Grade (EAP): 47% (not met)
SBAC Math (EAP)	**2019-20** All Students: 32% 11th Grade (EAP): 28%	All Students: 31% (not met) 11th Grade (EAP): 25% (not met)
Percent of students meeting UC/CSU entrance requirements (a-g)	**2019-20** 38%	45% (Met)
Graduation Rates	**2019-20** District: 95% AHS: 95% GHS: 95% SHS: 78%	Four Year Cohort Rate District: 90% (Not met) AHS: 87% (Not met) GHS: 97% (Met) SHS: 83% (Met)
AP Participation and Pass Rates	**2019-20** Participation: 34% Pass Rate: 62%	Participation: 24% (Not Met) Pass Rate: 57% (Not Met)

IB Participation and Pass Rates	**2019-20** Persistence Rate: 32% Pass Rate: 34%	Persistence Rate: 38% (Met) Pass Rate: Not available, exams suspended by International Baccalaureate Program due to the COVID-19 pandemic.
Dual Enrollment (Early College Program): Percent of students completing 30 or more transferable credits	**2019-20** 64%	82% (Met)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary Schools Action 1.3: Many of our low-income students, foster students, and English learners, will be first generation college students and lack home resources to advance their academic preparation. Through this LEA-wide goal, we will provide increased opportunities for teachers to improve their preparation and to assist students in meeting the rigor of A-G requirements and AP courses. Materials, supplies, and fees will be provided to support AP courses and students.	$7,976 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $1,741 - LCFF - 3000-3999 Employee Benefits $17,946 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development $9,970 - LCFF - 4000-4999 Books and Supplies - Instructional Materials	$13,009 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $2,989 - LCFF - 3000-3999 Employee Benefits $33,678 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Learning/Operating Expenses $0 - LCFF - 4000-4999 Books and Supplies

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary Schools Action 2.3: Many of our low-income students, foster students, and English learners, will be first generation college students and lack home resources to advance their academic preparation. Through this LEA-wide goal, we will provide	$44,000 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - PSAT/SAT Fees for Testing and Results $5,032 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $2,970 - LCFF - 3000-3999 Employee Benefits $5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development $8,060 - LCFF - 1000-1999 Certificated Salaries - Substitutes	$0 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - PSAT/SAT Fees for Testing and Results $11,445 - LCFF - 1000-1999 Certificated Salaries - Teacher Extra Hourly $2,752 - LCFF - 3000-3999 Employee Benefits $6,700 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development $0 - LCFF - 1000-1999 Certificated Salaries

increased opportunities for our students to develop an academic mindset and gain exposure to college-level entrance exams. We will provide college entrance exams, test information, instruction, and preparation.

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary Schools, 2 Elementary Schools Action 3.3: Many of our low-income students, foster students, and English learners, will be first generation college students and lack strong study skills and have limited access to adult mentors familiar with the demands of college preparatory classes. Through this LEA-wide goal, we will provide increased opportunities for our students to develop strong study skills and gain the academic preparation necessary to access 4-year college admission. We will increase and improve the the AVID program.	$29,000 - LCFF - 5000-5999 Services and Other Operating Expenses - AVID Fees $7,976 - LCFF - 4000-4999 Books and Supplies - Instructional Material $345,620 - LCFF - 1000-1999 Certificated Salaries - 4.0 FTE (5 sections AVID Coordinating, 15 teaching sections) $6,000 - LCFF - 1000-1999 Certificated Salaries - Substitutes $60,000 - LCFF - 2000-2999 Classified Salaries - Tutors $83,487 - LCFF - 3000-3999 Employee Benefits $55,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development	$26,380 - LCFF - 5000-5999 Services and Other Operating Expenses - AVID Fees $548 - LCFF - 4000-4999 Books and Supplies - Instructional Material $440,847 - LCFF - 1000-1999 Certificated Salaries - 4.0 FTE (5 sections AVID Coordinating, 15 teaching sections) $2,741 - LCFF - 1000-1999 Certificated Salaries - Substitutes $67,196 - LCFF - 2000-2999 Classified Salaries - Tutors $124,636 - LCFF - 3000-3999 Employee Benefits $8,223 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth Scope of Service: Limited to Unduplicated Student Group(s) Location: Specific Schools: Center Middle and Gladstone	$15,000 - Other Local Revenues - 4000-4999 Books and Supplies - GHS Instructional Material (Health Capacity Grant) $14,955 - LCFF - 4000-4999 Books and Supplies - CMS Instructional Material $192,943 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Teachers (12 sections)	$0 - Other Local Revenues - 4000-4999 Books and Supplies - GHS Instructional Material (Health Capacity Grant) $4,109 - LCFF - 4000-4999 Books and Supplies - CMS Instructional Material $167,160 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Teachers (12 sections) $59,300 - LCFF - 3000-3999 Employee

| | High | $59,280 - LCFF - 3000-3999 Employee Benefits | Benefits |

Action 4.3: Research on career preparation clearly indicates the benefits of early identification of career goals. We will improve and increase the Medical Pathway at Center Middle and Gladstone High.

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Dalton Elementary, Slauson Middle, Azusa High Action 5.3: Statistics on the representation of low-income students, English learners, and foster students indicate an acute need to increase their numbers in the field of STEM related occupations. We will improve and increase the Engineering Pathway offered at Dalton Elementary, Slauson Middle, Foothill Middle, and Azusa High.	$30,000 - Other Local Revenues - 4000-4999 Books and Supplies - AHS Instructional Material (CTE Incentive Grant) $19,940 - LCFF - 4000-4999 Books and Supplies - FMS and SMS Instructional Materials $4,985 - LCFF - 4000-4999 Books and Supplies - Dalton Instructional Materials $7,976 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development $195,583 - LCFF - 1000-1999 Certificated Salaries - 3 FTE Teachers (18 sections) $85,265 - LCFF - 3000-3999 Employee Benefits	$30,000 - Other Local Revenues - 4000-4999 Books and Supplies - AHS Instructional Supplies (CTE Incentive Grant) $12,491 - LCFF - 4000-4999 Books and Supplies - FMS and SMS Instructional Materials $3,201 - LCFF - 4000-4999 Books and Supplies - Dalton Instructional Materials $5,618 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development $233,303 - LCFF - 1000-1999 Certificated Salaries - 3 FTE Teachers (18 sections) $67,558 - LCFF - 3000-3999 Employee Benefits

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Azusa High	$75,000 - LCFF - 4000-4999 Books and Supplies - IB Curriculum and Fees $20,000 - LCFF - 5000-5999 Services and Other Operating Expenses - IB Professional Development $149,937 - LCFF - 1000-1999 Certificated Salaries - 1.6 FTE Teachers (9 sections) $15,000 - LCFF - 1000-1999 Certificated	$56,845 - LCFF - 4000-4999 Books and Supplies - IB Curriculum and Fees $33,823 - LCFF - 5000-5999 Services and Other Operating Expenses - IB Professinal Development $149,981 - LCFF - 1000-1999 Certificated Salaries - 1.6 FTE Teachers (9 sections) $14,609 - LCFF - 1000-1999 Certificated

Action 6.3: Our low income, English learners and foster youth have lacked economic opportunities, it's important to increase their academic preparedness and options for successful participation in a global economy. We will improve and increase the International Baccalaureate Program at Azusa High School.	Salaries - Teacher Extra Hourly $56,191 - LCFF - 3000-3999 Employee Benefits	Salaries - Teacher Extra Hourly $42,216 - LCFF - 3000-3999 Employee Benefits

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Gladstone High Action 7.3: Our low-income, English learners and foster youth will benefit from the expanded opportunity to obtain college credit and advance in their college and career readiness while still in high school. We will coordinate with Citrus College to continue with the Early College Program and dual enrollment to improve College and Career Readiness.	$45,000 - LCFF - 4000-4999 Books and Supplies - Textbooks and Curriculum	$19,608 - LCFF - 4000-4999 Books and Supplies - Textbooks & Curriculum

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: High Schools Action 8.3: Our low-income, English learners, and foster youth	$636,109 - LCFF - 5000-5999 Services and Other Operating Expenses - ROP Contracted Services	$636,109 - LCFF - 5000-5999 Services and Other Operating Expenses - ROP Contracted Services

will benefit from the expanded opportunity to advance in their college and career readiness while still in high school. The district will coordinate with ROP to provide courses.

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 9.3: Our low-income, English learners and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. We will increase summer school sections and focus on enrolling EL students and increasing the graduation rate.	$148,273 - LCFF - 1000-1999 Certificated Salaries - Teachers $42,476 - LCFF - 3000-3999 Employee Benefits $29,574 - LCFF - 2000-2999 Classified Salaries $24,925 - LCFF - 4000-4999 Books and Supplies - Instructional Material	$50,160 - LCFF - 1000-1999 Certificated Salaries $14,638 - LCFF - 3000-3999 Employee Benefits $13,384 - LCFF - 2000-2999 Classified Salaries $0 - LCFF - 4000-4999 Books and Supplies - Instructional Material

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 10.3: Our low-income, English learners and foster youth, along with their families, lack college and financial aid planning resources. District personnel will provide college planning and financial aid workshops for parents and students.	$10,000 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses	$0 - College Readiness Block Grant - 5000-5999 Services and Other Operating Expenses

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary Schools Action 11.3: Our low-income, English learners and foster youth have limited awareness of financial resources for college and and career preparation. We will provide sufficient staff support and training to develop college and career programs at all sites.	$1,051,801 - LCFF - 1000-1999 Certificated Salaries - 10.4 FTE Counselors (fund 13 counselors at 80%) $441,031 - LCFF - 3000-3999 Employee Benefits $41,000 - LCFF - 4000-4999 Books and Supplies - Naviance $409,359 - LCFF - 1000-1999 Certificated Salaries - 3 Assistant Principals $75,000 - LCFF - 4000-4999 Books and Supplies - College and career/graduation site support $25,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development	$1,066,450 - LCFF - 1000-1999 Certificated Salaries - 10.4 FTE Counselors (fund 13 counselors at 80%) $320,818 - LCFF - 3000-3999 Employee Benefits $41,755 - LCFF - 4000-4999 Books and Supplies - Naviance $379,933 - LCFF - 1000-1999 Certificated Salaries - 3 Assistant Principals $39,724 - LCFF - 4000-4999 Books and Supplies - College and career/graduation site support $5,430 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 12.3: Our low-income, English learners, and foster youth benefit from well-coordinated and implemented college and career programs. We will provide district staff and training to support site implementation.	$139,720 - LCFF - 1000-1999 Certificated Salaries - 1 FTE College and Career Director $36,350 - LCFF - 3000-3999 Employee Benefits $5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development	$120,501 - LCFF - 1000-1999 Certificated Salaries - 1 FTE College and Career Director $41,418 - LCFF - 3000-3999 Employee Benefits $4,330 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

	$67,850 - LCFF - 5000-5999 Services and Other Operating Expenses - College field trips and transportation	$36,760 - LCFF - 5000-5999 Services and Other Operating Expenses - College field trips and transportation
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary schools Action 13.3: Our low-income, English learners, foster youth and their families have limited first hand experiences with careers and college campus visits. The district will provide college and career field trips and experiences, onsite admissions, workshops, and job shadow opportunities.		

Action 14

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: Specific Schools: Secondary Schools Action 14.3: All students benefit from individual attention as they identify strengths and interests and develop college and career plans. All counselors will meet with students at minimum twice a year to establish and monitor college and career plans.	$256,560 - LCFF - 1000-1999 Certificated Salaries - 20% Counselors salaries BASE $68,725 - LCFF - 3000-3999 Employee Benefits - 20% Counselor Benefits BASE	$236,541 - Other State Revenues - 1000-1999 Certificated Salaries - 20% of Counselors salaries BASE $69,004 - Other State Revenues - 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services in Goal 3 were implemented in the 2019-2020 school year with many adjustments being made due to the COVID-19 pandemic and school closures. While some actions/services had all funds expended, others did not and those funds were used to support students, families, teachers, and staff during Spring 2020 school closures. For example, additional materials, supplies, textbooks, and technology were needed as the district moved to distance learning. Federal and state COVID Relief funds did not arrive immediately and LCAP funds were able to support the transition. The district did not spend all funds budgeted because some components of several actions and services were not able to be implemented, for example, the spring PSAT and SAT was canceled by the College Board, Spring college field trips were canceled, transportation costs associated with field trips and Early College Program summer school were not expended due to the move to virtual formats. As Spring professional learning was

canceled or changed to a virtual setting, costs for substitutes were also diminished. Similar to actions/services in previous goals, actions/services in Goal 3 were implemented but some were only partially implemented or implemented in different ways due to the pandemic. Funding was shifted to offer additional summer programming and opportunities for students, especially those who needed credit recovery.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Despite the challenges of school physical closures, Azusa USD was able to provide ongoing education for students that continued to focus on being college and career-ready. Summer school focused on addressing the learning needs of students brought about by the pandemic, including learning loss and credit recovery. All students who wanted to attend were able to do so. Our college and career programs also continued and pivoted to the virtual instruction format in the Spring. Students earned certifications as planned in several pathways, shifts were made in the opportunities for in-person internships and skills competitions, many of which were scheduled for Spring and canceled. 82% of our Early College Program participants earned 30 or more college credits as they graduated, a testament to the students' grit in keeping up with the college-level courses as they participated in distance learning through our partner community colleges. Our AP students were able to take year-end AP exams online and the district saw an increase in student success. The exams were offered online in the Spring of 2020.

Challenges:

Challenges faced in implementing Goal 3 actions/services include those related to the pandemic and school physical closure at the beginning of March 2020. Hands-on learning materials and supplies were shifted to accommodate the online curriculum, so some purchases of materials were not completed in many actions and services. The district also saw a reduction in some of its grant funding, such as the College Readiness Block Grant. Full funding for action/service 10 was originally budged from this grant. While that grant was not available, the district did fully implement the action/service. Counselors and school staff provided in-person and virtual sessions on financial aid, college applications, college course planning, and support with college applications, including FAFSA completion. Azusa USD was only able to offer half as many college field trips this year so some students who had originally planned to participate in the Spring trips were unable to do so. Overall, the district challenges faced in implementing Goal 3 were pandemically induced and caused some opportunities to be postponed or canceled altogether.

Goal 4

Goal 4: Increase parent and student leadership, engagement, and positive perception.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 5. Pupil engagement; 6. School climate
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Attendance Rates	**2019-20** 96%	97% (Met) Attendance for 2019-2020 up to March 2020
Chronic Absenteeism Rates	**2019-20** 5%	8% internal rate calculated August 2019- March 2020. Final annual rate unavailable due to COVID-19 pandemic and school physical closures.
Suspension Rates	**2019-20** 2%	1.5% (Met) calculated August 2019-March 2020 due to school closures
Expulsion Rates	**2019-20** <1%	.02% (Met)
Parent Participation in LCAP Survey	**2019-20** The number of parent District Annual Survey (LCAP) surveys will increase by 20% from baseline.	1,367 participants, increase of 317 from prior year. 173% increase from baseline of 500
Parent Decision-Making	**2019-20** As evidenced by the District Annual Survey (LCAP) survey, 78% of parent respondents from PAC+, ELAC, DELAC and site committees will agree or strongly agree that they have a say in the decision-making process at their child's school.	89% of total parent respondents agreed or strongly agreed they are included in decision-making processes. 90% of engaged (PAC+, ELAC, DELAC, and site committees) agreed or strongly agreed they are included in decision making. (Met)

Parent and Student Perception (CHKS)	**2019-20** The percentage of parents expressing satisfaction with school safety and connectedness on the CHKS or District Annual Survey will increase by 9% from baseline. The percentage of students expressing satisfaction with school safety and connectedness on the CHKS or District Annual Survey will increase by 9% from baseline.	**Safety Perceptions** Parents: 88% (Met) Students: 80% (Met) **Connectedness** Parents: 85% (Met) Students: 68% (Not Met)
Middle School Drop Out Rates	**2019-20** Middle School drop out rates will remain at 0%.	0% (Met)
High School Drop Out Rates	**2019-20** The high school drop out rate will decrease by .5%.	6.7% (Not met)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 1.4: Effective and consistent communication with all stakeholders, including staff, unduplicated students, and community is vital for a coherent well-informed system. We will increase and improve district communication and community outreach.	$136,604 - LCFF - 2000-2999 Classified Salaries - Director of Communication and Community Engagement $49,842 - LCFF - 3000-3999 Employee Benefits $19,970 - LCFF - 4000-4999 Books and Supplies - Communications support/materials $32,500 - LCFF - 4000-4999 Books and Supplies - Communication Tools (Blackboard)	$136,036 - LCFF - 2000-2999 Classified Salaries - Director of Communications and Community Engagement $47,367 - LCFF - 3000-3999 Employee Benefits $19,521 - LCFF - 4000-4999 Books and Supplies - Communications support/materials $43,372 - LCFF - 5000-5999 Services and Other Operating Expenses

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 2.4: Student achievement increases when parents, especially those of unduplicated students, are engaged and have an opportunity to build on leadership skills within the school system and when they feel connected to the school and the staff. We will provide professional development and a model for multiple session parent education to both parents and staff.	$19,953 - LCFF - 5000-5999 Services and Other Operating Expenses - Families in Schools $3,900 - LCFF - 1000-1999 Certificated Salaries - Substitutes $865 - LCFF - 3000-3999 Employee Benefits	$31,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Families in Schools $0 - LCFF - 1000-1999 Certificated Salaries - Substitutes $0 - LCFF - 3000-3999 Employee Benefits

Action 3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: Foster Youth Scope of Service: Limited to Unduplicated Student Group(s) Location: All Schools Action 3.4: Having frequent interactions with our foster youth, families, and providers increases student success. Will provide foster youth and parent services via outreach meetings, periodic check-ins, and resources.	$2,000 - LCFF - 4000-4999 Books and Supplies	$0 - LCFF - 4000-4999 Books and Supplies

Action 4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 4.4: Understanding how parents and students, especially unduplicated students, feel in regards to engagement, safety, respect, services, and hospitality gives us the appropriate metrics to be able to respond appropriately and increase our effectiveness. We will implement a parent and student engagement plan based on school climate surveys and safety (CHKS).	$4,012 - LCFF - 5000-5999 Services and Other Operating Expenses - School Climate	$0 - LCFF - 5000-5999 Services and Other Operating Expenses - School climate/CHKS

Action 5

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 5.4: Increasing school safety is important for the community and staff and adds to an effective learning environment for our unduplicated students. We will increase school safety professional development and school safety supplies.	$19,940 - LCFF - 4000-4999 Books and Supplies - School Safety Supplies $6,985 - LCFF - 5000-5999 Services and Other Operating Expenses - School Safety Professional Development	$35,001 - LCFF - 4000-4999 Books and Supplies - School safety supplies $7,318 - LCFF - 5000-5999 Services and Other Operating Expenses - School Safety Professional Development

Action 6

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 6.4: All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support unduplicated students. A tracking system will be utilized to improve effectiveness of the program with student groups. Additional professional development will take place on items like Restorative Justice, and anti-bullying.	$10,967 - LCFF - 1000-1999 Certificated Salaries - Teacher Hourly $97,475 - LCFF - 1000-1999 Certificated Salaries - PBIS/RJ/Safety HS TOSA $6,000 - LCFF - 1000-1999 Certificated Salaries - Substitutes $35,370 - LCFF - 3000-3999 Employee Benefits $7,976 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies	$22,399 - LCFF - 1000-1999 Certificated Salaries - Teacher Hourly $97,475 - LCFF - 1000-1999 Certificated Salaries - PBIS/Safety TOSA $2,734 - LCFF - 1000-1999 Certificated Salaries - Substitutes $36,814 - LCFF - 3000-3999 Employee Benefits $2,149 - LCFF - 4000-4999 Books and Supplies - Materials and Supplies

Action 7

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 7.4: Having a direct link to the school for the families of our English learners, low-income, and foster students is important for their students' academic success. We will continue to provide a full-time Community Liaison for each high school. Each middle school will have a minimum of a 6-hour Community Liaison. All elementary schools will have a minimum of a 3-hour community liaison. Special training and support will be provided to all community liaisons.	$73,820 - LCFF - 2000-2999 Classified Salaries - 29 hours- Community Liaisons $31,983 - LCFF - 3000-3999 Employee Benefits	$70,471 - LCFF - 2000-2999 Classified Salaries - Community Liaisons $29,364 - LCFF - 3000-3999 Employee Benefits

Action 8

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide Location: Specific Schools: Secondary Schools Action 8.4: A specialized program for our unduplicated students with the greatest academic and behavioral needs is necessary for the increased opportunity for academic success. We will provide the SOAR (Student Opportunity for Academic Recovery) program.	$169,668 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Teachers $45,982 - LCFF - 2000-2999 Classified Salaries - 4 (3 hour) instructional aides $52,492 - LCFF - 3000-3999 Employee Benefits $7,000 - LCFF - 4000-4999 Books and Supplies - Instructional Material	$172,915 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Teachers $35,223 - LCFF - 2000-2999 Classified Salaries - 4 part-time instructional aides $52,820 - LCFF - 3000-3999 Employee Benefits $561 - LCFF - 4000-4999 Books and Supplies - Instructional Material

Action 9

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 9.4: Wrap around type services for unduplicated students adds to their academic improvement and well-being. We will provide counseling and behavior intervention.	$239,322 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Counselor/Behavioral Intervention $65,796 - LCFF - 3000-3999 Employee Benefits $3,489 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development	$113,651 - LCFF - 1000-1999 Certificated Salaries - 1 FTE Counselor/Behavior Intervention $30,481 - LCFF - 3000-3999 Employee Benefits $2,372 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development

Action 10

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 10.4: Wrap around type services for unduplicated students adds to their academic improvement and well-being. We will provide increased health support.	$208,190 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Nurses $49,444 - LCFF - 3000-3999 Employee Benefits	$209,122 - LCFF - 1000-1999 Certificated Salaries - 2 FTE Nurses $49,352 - LCFF - 3000-3999 Employee Benefits

Action 11

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: Schoolwide	$49,546 - LCFF - 5000-5999 Services and Other Operating Expenses - TK/K one hour gap	$50,000 - LCFF - 5000-5999 Services and Other Operating Expenses - TK/K one hour gap

Location: Specific Schools: Elementary Schools

Action 11.4: Providing access to our unduplicated students to before and after school programs increases school engagement and academic success. We will continue increased participation of TK/K students in Think Together and increase participation.

Action 12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 12.4: Having access to accurate, frequent, and appropriate data to monitor progress of our unduplicated students is essential in appropriately responding to their needs. Monitoring metrics, actions, and services outlined in the LCAP improves transparency, effectiveness, and provides data to improve data-based decisions. We will provide a director responsible for data; local, state, and federal. This director will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions and services, surveys, and stakeholder engagement in the LCAP process.	$138,000 - LCFF - 1000-1999 Certificated Salaries - Director $37,123 - LCFF - 3000-3999 Employee Benefits	$139,340 - LCFF - 1000-1999 Certificated Salaries - Director $36,328 - LCFF - 3000-3999 Employee Benefits

Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools	$620,243 - LCFF - 2000-2999 Classified Salaries - Classified Salaries BASE $218,159 - LCFF - 3000-3999 Employee Benefits - Classified Benefits- BASE	$619,547 - LCFF - 2000-2999 Classified Salaries - Classified Salaries BASE $200,598 - LCFF - 3000-3999 Employee Benefits - Classified Benefits- BASE

Action 13.4: Support pupil engagement (attendance, suspension, and expulsion) for all students. Provide increased and improved support through an outreach consultant, a homeless liaison, and office support staff to assist in linkages with community agencies and advocacy for at-risk students and foster youth.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions/services in Goal 4 were implemented in the 19-20 academic year and many were adjusted to meet the needs of students and families during the pandemic. As with many actions/services in all of our goals, plans to implement were altered to address the situation caused by COVID-19 and school closures. Some activities were moved to an online format, for example, schools held virtual Families in Schools events and increased the number of parent outreach and connection times. Additional time and funding was used to increase the communication and access to support our high need families during school closures. Schools held weekly parent meetings that had increased attendance. Some funding was shifted to cover these new activities. Actions/services not implemented included 3.4, these funds are most often used in Spring to cover costs for foster youth to attend end-of-year activities. Because activities were canceled or moved to a virtual format, the needs were not present. Funding was shifted to support costs of staff to do outreach and distribute meals and technology. Some technology, instructional supplies, and other needs manifested by our foster youth were provided for with COVID-19 relief funding when it arrived. Action 4.4 was also not implemented due to the cancelation of the California Healthy Kids Survey (CHKS). Student survey data was collected locally though in January and offset the loss of the CHKS data. Funding not spent on CHKS was used to cover costs of communication with the AUSD community about school physical closures. Some funding was not fully expended, due to positions being vacant, for example in 9.4, funding was used to offset increased costs for material, supplies, and staff needed in the spring for high need students. A decision was made to fund one behaviorist, remaining funds not expended were used to cover costs of staff to provide counseling and psychological services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Despite the many challenges caused by the COVID-19 pandemic, AUSD continued to provide opportunities to partner with families, students and staff in building leadership and offering opportunities for input in decision making. Our PAC+ met as planned and also served as one of the input committees in the development of the district's COVID-19 Operations Written Report and the Learning Continuity and Attendance Plan. As the pandemic's impact hit our community, district staff were able to reach out to monitor and support foster youth and emerging bilingual students. District staff and school community liaisons provided a strong communication link for families of high need students. Parent and family forums, such as school site coffees, DELAC, and parent roundtables took place throughout the year by shifting to a virtual format in the spring. Further, AUSD leadership accurately predicted statewide school closures and prior to March 13 began making purchases and preparing to supply students with what they needed to learn from home.

Challenges:

The COVID-19 pandemic impacted the implementation of actions/services as schools closed in the spring of 2020 for in-person learning. Many actions/services had to be adjusted to a virtual format and some had to be canceled (CHKS). One of the biggest challenges we faced was the need for two-way communication between the community and our schools. Families needed to feel fully connected to schools and informed of what was happening during the early months of school closures. Schools needed to communicate with families and students to ensure engagement, safety,

and clear sharing of information about distance learning and resources especially for our families who were struggling. Schools and the district office increased communication opportunities by scheduling added virtual, multi-language opportunities for parents and families to connect with school staff to help deal with this challenge.

Goal 5

Goal 5: Improve the Learning Environment and School Climate through increased effectiveness and excellence of District maintenance, operations, transportation, facilities and nutrition.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 6. School climate
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Williams Facility Ratings in good 2019-20 repair or better >96%	97% (Met)

Actions / Services

Action 1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement Students to be Served: All Location: All Schools Action 1.5: Williams Report - Facilities enhancement.	$5,089,844 - LCFF - 2000-2999 Classified Salaries - MOT Salaries-BASE $1,998,158 - LCFF - 3000-3999 Employee Benefits - MOT Benefits-BASE	$5,107,332 - LCFF - 2000-2999 Classified Salaries - MOT Base $1,858,764 - LCFF - 3000-3999 Employee Benefits

Action 2

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 2.5: Hands-on, project-based learning is an effective strategy to engage students and increase learning, especially for our English learners, low-income, and foster students. We will implement school gardens at two schools. We will also implement our nutrition enhancement plan, which includes increased fresh/organic foods, sanitation and safety professional development, and wellness policy.	$1,000 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - School Gardens $11,589 - LCFF - 2000-2999 Classified Salaries - Classified for Nutrition Enhancement $3,372 - LCFF - 3000-3999 Employee Benefits - Classified Benefits-Nutrition Enhancement $1,000 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $150,000 - Other Federal Funds - 6000-6999 Capital Outlay - Nutrition Enhancement Plan $2,333,837 - Other Federal Funds - 2000-2999 Classified Salaries - Nutrition Services $784,331 - Other Federal Funds - 3000-3999 Employee Benefits	$1,000 - Federal Revenues - Title IV - 4000-4999 Books and Supplies - School Gardens $13,247 - LCFF - 2000-2999 Classified Salaries - Classified for Nutrition Enhancement $2,271 - LCFF - 3000-3999 Employee Benefits - Classified Benefits- Nutrition Enhancement $1,000 - LCFF - 4000-4999 Books and Supplies - Instructional Materials $150,000 - Other Federal Funds - 6000-6999 Capital Outlay - Nutrition Enhancement Plan $2,163,990 - Other Federal Funds - 2000-2999 Classified Salaries - Nutrition Services $700,234 - Other Federal Funds - 3000-3999 Employee Benefits

Action 3

Planned	Budgeted	Actual

Actions/Services	Expenditures	Expenditures
For Actions/Services included as contributing to meeting Increased or Improved Services Requirement Students to be Served: English Learners, Foster Youth, Low Income Scope of Service: LEA-wide Location: All Schools Action 3.5: We will increase the rate of responsiveness beyond base services in actions meant to improve conditions in the learning environment and school climate. For example. quicker turn around in repairs, graffiti removal, and refurbishment of vandalized areas. Increasing our rate of response to disruptions in the learning environment will optimize our school climate and enhance the engagement, mindset, and academic success of low-income students, English learners, and foster youth.	$64,805 - LCFF - 6000-6999 Capital Outlay - MOT Equipment- curb appeal program $15,000 - LCFF - 4000-4999 Books and Supplies - Web-Based Work-Orders $56,348 - LCFF - 2000-2999 Classified Salaries - .6 FTE Purchasing and Accounting Support for LCAP Implementation $23,148 - LCFF - 3000-3999 Employee Benefits	$43,643 - LCFF - 6000-6999 Capital Outlay - MOT Equipment $15,000 - LCFF - 4000-4999 Books and Supplies - Web-Based Work Orders $59,574 - LCFF - 2000-2999 Classified Salaries - .6 FTE Purchasing & Accounting Support for LCAP Implementation $23,074 - LCFF - 3000-3999 Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services in Goal 5 were fully implemented in the 19-20 school year. COVID-19 had very small impact on the complete implementation of actions/services. No material differences between budgeted and expended amounts existed in Goal 5. The small differences that were not fully expended were used to offset the actions/services that exceeded their budgets.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

AUSD successfully provided school meals to students and despite the pandemic was able to provide three meals a day during the stay-at-home order. Staff worked throughout the year to provide meals and even increased meal distribution to all students. Nutrition services staff designed and improved systems for distribution during the pandemic. Prior to school closures, students had opportunities at elementary schools to have school gardens. Even with school physical closures, the MOT department continued to improve and upgrade our school facilities. LCAP funding along with COVID-19 relief funds allowed the district to improve school cleanliness, air quality, and overall site learning environments in preparation for the return of students.

Challenges:

While the pandemic created great challenges in serving meals, these challenges were faced with creativity and innovation. Nutrition services staff were able to develop a system to distribute meals efficiently and safely including the development of a QR code scanning system to speed up distribution time for families. Distribution of meals, materials, supplies, and technology was an enormous task that called on employees from all

departments but heavily relied upon our Nutrition Services, Maintenance, and Transportation employees to execute the plans.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. The district will provide instructional materials, resources, and technology to address learning loss and acceleration upon return to in-person instruction for all students. (Districtwide)	$ 873,534	$ 873,500	N
2. The district will provide professional learning to address identified needs of students as they transition from distance learning to partial or full in-person learning. This may include professional learning community hours to examine data and determine instructional improvements and intervention systems. This may include the utilization of outside organizations or consultants who bring specialized knowledge and skills. It may also include addressing the social-emotional needs of students, trauma-informed strategies, and supporting students with high needs. (Districtwide)	$ 984,300	$ 873,000	N
3. The district will provide resources to address the specific needs of low-income students, emerging bilingual students, and students in foster care. Resources will include additional materials, supplemental curriculum including technology-based programs. Additional technology hardware as student need indicates. Additional staff may be utilized to support transitions to in-person learning. Professional learning for staff focused on low-income students, emerging bilingual students, and foster youth will be offered. (Districtwide)	$ 485,500	$ 478,100	Y
4. The district will provide safety measures and equipment to address in-person learning and to protect students, staff, and families as schools move into hybrid or full in-person modalities. Resources may include but are not limited to plexiglass shields, hand sanitizer, cleaning equipment, portable sinks, and other equipment to promote social distancing, mask-wearing, and hand cleanliness. (Districtwide)	$ 800,000	$ 797,200	N

5. The district will provide the personnel necessary to support quality instruction, academic interventions, social-emotional health needs, transportation, and physically and emotionally safe learning environments for all students when they return to in-person instruction. (Districtwide)	$ 3,190,405	$ 3,119,000	N
6. Our low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and other students with unique needs are at greater risk for learning loss due to the COVID-19 pandemic due to barriers such as access to technology, limited in-home instructional support, and additional family challenges and trauma brought on by the pandemic. Recent data on the impact of COVID-19 on different communities and groups indicate the needs our students will have when they return. Staff will be used to meet the increased needs of our low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and other students with unique needs. This may include additional individualized student support for success for emergent bilingual students and foster youth. (Districtwide)	$ 3,780,000	$ 3,578,500	Y
7. Azusa USD will provide communication materials, supplies, technology, and personnel to ensure smooth transitions between learning modalities (distance to in-person and vice-versa), and ongoing partnerships with students, families, staff, and the community for all students. Azusa USD will encourage and promote two-way communication and include opportunities for communication in multiple languages. This action will address the needs of low-income students, emerging bilingual students, and foster youth by increasing the number of communications, the variety of communication modalities, and ensuring communication in multiple languages. Based on feedback from parents/families in our End-of-Year survey, the increased communication the district implemented in the spring helped high-needs families. As high-needs students move into in-person learning, students and families will need more frequent, clear communication in multiple languages to successfully partner with schools to address learning needs, transitions, and to improve student achievement. (Districtwide)	$ 446,820	$ 452,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Azusa USD did not have any substantive differences between the planned actions for In-Person Instructional Offerings and what was implemented. In total, the district spent $389,259 less than budgeted for in-person learning. Most of the school year was spent in distance learning which is one factor contributing to the difference. Funds for materials, supplies, and staff associated exclusively with in-person instruction were budgeted based upon expected costs that came in under budget.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The greatest successes in implementing in-person instruction included the wide collaborative effort used to design the reopening of schools. Stakeholders were invited to provide input and perspective on schedules and resources needed to safely reopen. Another success was in the actual implementation of the reopening of schools in spring 2021. Principals developed comprehensive safe reopening plans and procedures that worked smoothly as schools reopened. District departments, in particular Business Services and Maintenance, Operations, and Transportations ensured that all materials and supplies were ordered and received. Walk-up temperature scanning systems, personal protective equipment, furniture, and advanced cleaning supplies were available. Education Services provided added materials and supplies, additional technology, and instructional support for the hybrid learning formats. Teachers on Special Assignment supported sites with daily professional learning for staff and additional support for students and families during distance learning asynchronous time. The district's communications department provided ongoing, clear communication about reopening plans utilizing multiple communication formats. For each grade span, community meetings in both English and Spanish took place to ensure that the planned school schedules and processes were clear for all families. School sites also followed up with their site-specific community meetings. Teachers and classified staff contributed additional outreach as well as supported preparations for the return to in-person learning.

The greatest challenges AUSD faced included the complexity of developing schedules that met shifting health and safety requirements from the state and county health departments. Additionally, as each site reopened for in-person learning, students and families who chose to remain in distance learning had to be considered in the schedule planning. Differing numbers of students who chose to return to in-person learning meant that schools needed to develop unique daily schedules for students based upon the differing number of in-person and distance learning only students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Azusa USD will maintain a kindergarten through 12th grade, year-long virtual school option for medically fragile students or families who are self-quarantining when schools physically re-open. Additional instructional materials, such as APEX courses, staffing (including academic counseling), technology, and professional learning will be included to meet the needs of all students including those with disabilities enrolled in the Azusa Virtual Academy. This action will address the needs of low-income students, students experiencing homelessness, emerging bilinguals, students with disabilities, and foster students who may not be able to attend in-person school during the 20-21 school year due to being at higher risk for infection themselves or living with family members who are at higher risk. (Districtwide)	$ 619,600	$ 620,000	N
2. Students who are low-income, experiencing homelessness, emerging bilinguals, and foster students who are part of the Virtual Academy will be provided curriculum, intervention, and social-emotional resources to address their specific learning needs. The district will provide devices and support with reliable internet access. Specialized curriculum for online learning, staff to address the specific learning needs of high-needs students, and professional learning in areas such as English language development strategies. (Districtwide)	$ 260,597	$ 189,200	Y
3. By providing instructional support, coaching, and professional learning the district will be able to address the learning needs of low-income, emergent bilingual students, and foster youth. Teachers on Special Assignment (TOSAs), Resource Teachers will support staff with student intervention and will increase content and teaching strategy knowledge for staff who teach high-needs students. Pupil-free professional learning days will focus on student achievement and strategies to provide high-quality online instruction in both synchronous and asynchronous formats. (Districtwide)	$ 810,847	$ 815,000	Y

4. The district will provide instructional materials, resources, course offerings to support distance learning, for example, online resources such as Reading Inventory licenses, Read 180 intervention, iReady, online courses, supplemental curriculum for students with disabilities, standards-based curriculum, programs, and online applications that allow for tracking and monitoring of student achievement and learning loss, such as Illuminate, Aeries. This action addresses the instructional needs of students who are low-income, emergent bilingual students, and foster youth who experienced greater challenges in engaging in and being successful during spring 2020 virtual learning and will need more targeted instruction and intervention. (Districtwide)	$ 830,493	$ 757,800	Y
5. To address the needs created by distance learning, the district will expand its use of Google-based tools and resources. These additional resources will improve student access to learning and support teachers in effectively meeting the learning needs of low-income students, emergent bilingual students, and foster youth. (Districtwide)	$ 425,000	$ 401,000	Y
6. The district will provide professional learning to address student achievement, engagement, and well-being (physical and mental) during fall 2020 DLBSP 2.0. Internal staff and external partners will implement professional learning that focuses on the success of all students in virtual and in-person modalities and provides targeted training in supporting students who have unique needs such as, students from low-income families, foster youth, emerging bilingual students, students experiencing homelessness, students with disabilities, and those not performing at grade level. (Districtwide)	$ 1,007,370	$ 1,007,500	Y
7. Azusa USD will ensure that all students have access to devices and the internet in order to engage in fall DLBSP 2.0. Expenditures may include but are not limited to infrastructure, hardware, software, online learning platforms, resources, personnel, devices, and internet access. In particular, the technology needs of students who are low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and foster youth will be prioritized as access has been identified as a significant barrier to these groups. The district will purchase devices to replace and replenish the current supply to ensure access for students and for teachers. (Districtwide)	$ 2,952,353	$ 2,990,000	Y

8. Azusa USD will increase and improve student, parent/family, and community engagement and communication efforts by partnering with families, organizations, and the community to support student achievement, health and safety, and social-emotional wellbeing. The implementation may include, professional learning for staff and parents, technology, materials, supplies, and personnel. Each site and the district will have a bilingual community liaison and expanded opportunities for parents to engage at the site and district level, including accessing technology support. Spring 2020 distance learning data indicate the need to continue to provide opportunities for effective communication and partnerships for our low-income students, emerging bilingual students, foster youth, and students with disabilities. (Districtwide)	$ 2,004,794	$ 2,001,500	Y
9. The district will increase and improve communication with low-income families, families of emergent bilingual students, and foster families by providing staff and communications resources (additional Blackboard functions, Zoom, electronic and hard copy communications) that encourage two-way communication and access for those with limited technology. Research has shown high-needs students demonstrate increased academic and social-emotional learning when families are engaged. With distance learning, the need for effective communication and community engagement is elevated. Sites and the district office will have bilingual community liaisons to support engagement. District and school staff will work with emergent bilingual students and their families to support language acquisition. (Districtwide)	$ 648,916	$ 650,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Azusa USD did not have any substantive differences between the planned actions and the budgeted expenditures for the Distance Learning Program. In total, the district spent $127,970 less than budgeted for distance learning. Over 2/3 of the school year was spent in distance learning while many of our students chose to remain in full distance learning for the entire school year.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

AUSD delivered instruction in a distance learning format from August 2020 to April 1, 2021 (initial return to in-person instruction beginning with PK-2nd grade students). The Distance Learning Block Schedule 2.0 Plan was implemented and successfully served AUSD students. Students were provided standards-aligned instruction using innovative teaching resources and strategies. Teachers and staff rapidly learned new technologies, applications, and platforms. One area of pride for AUSD is in the collaboration among our teachers and the work done to support each other in finding effective ways to support student learning. District TOSAs (Instructional Coaches) provided daily professional learning support for teachers and administrators. The district rolled out the Azusa Parent Learning Network whereby we offered monthly one-hour sessions on topics parents requested in community engagement meetings and surveys. Sites also supported students and their families with additional weekly meetings that helped students succeed academically. Finally, AUSD takes great pride in the outreach and support provided to emerging bilingual students and students with disabilities. Dedicated time during the school day was used for language development and special services. Knowing the challenges students with high needs faced during the pandemic and school closures, all staff supported the efforts directed toward ensuring all students were accessing learning in the Block Schedule 2.0 Plan. AUSD's Virtual Academy had over 600 students enrolled. Virtual Academy was able to accommodate all grade levels and teachers were scheduled for the entire year so that classroom changes could be avoided as much a possible when schools re-opened for in-person learning.

AUSD faced several challenges in implementing distance learning including the large amounts of time needed to support students and teachers in learning and accessing online platforms. For example, in distance learning, the time necessary to administer the district's common formative assessments was increased and required additional efforts and instruction to access the assessment platform, especially at the beginning of the school year. Another challenge identified by both parents and students involved the social and emotional impacts of distance learning. Parents and students shared that students missed in-person contact, socializing with friends, and extra school activities. And while schools still held virtual rallies and events, students stated they missed being with their peers and teachers in person. The lack of physical presence often manifested itself as a motivational barrier to learning. Another challenge faced by the district was the efforts necessary to create and schedule the AUSD Virtual Academy. Development and planning demanded a lot of time and innovation on the part of all staff involved. As with so much of what was being developed to meet the needs of all students, Virtual Academy was a brand-new concept for AUSD. AUSD was challenged by the learning, innovation, and rapid development of so many parts of distance learning which included both the DLBSP 2.0 and Virtual Academy. AUSD views these challenges also as successes because so many teachers, administrators, and classified staff worked to collaborate and problem solve in successfully implementing distance learning.

Access to Devices and Connectivity:

In the spring of 2020, AUSD successfully distributed Chromebooks to every student that needed one. As the 2020-2021 year unfolded, the district continued to monitor and provide devices and connectivity for all. A dedicated helpline supported parents in not only getting access to technology and the internet but also with technology use support. Based upon input from stakeholders, AUSD hired a dedicated person to focus on helping students and families. AUSD continued to purchase devices and technology equipment as well as receive generous donations. The district monitored data around access and found high rates of device and connectivity throughout the year.

Nationwide, demand was very high for devices and backorders impacted AUSD. Like so many districts, AUSD faced difficulties in ordering and receiving devices promptly given supply chain challenges. In addition to obtaining new and replacement devices, AUSD also identified ways we could better distribute devices. When school closures first took place, devices were distributed centrally from just a few locations. The district found we could reduce potential wait time for families and reduce the complexity of the process if distribution was shifted to the school sites. This challenge and its solution meant that families could request and pick up devices from their local schools rather than a centralized location, such as the district office.

Pupil Participation and Progress:

During the DLBSP 2.0 students received synchronous and asynchronous learning each day. AUSD set a minimum number of instructional minutes for grade spans and these were provided to all students who participated in the DLBSP 2.0 and Virtual Academy. The district purchased additional web-based programs to support participation and progress based upon feedback from teachers and site leaders on their needs. The district successfully implemented engagement tracking and monitoring. Successes also included the high levels of student participation/attendance (above 95% for most schools) and the ease of implementing the Tiered Re-engagement plan and student monitoring. Data collected weekly about student engagement triggered responses and outreach to students and families.

One challenge faced by AUSD was the changes and ongoing learning around our engagement platforms. The primary platform used by the District was Google Enterprise, which allows teachers to use Google Classroom and Google Meet. Google Meet initially lacked many of the advanced features offered by other platforms, such as Zoom. Midway through the year, Google Meet upgraded their system to allow for additional features that supported participation and engagement, such as the use of breakout rooms which made it much easier for teachers to use small group instruction and student collaboration strategies. The use of Google Meets was the primary online meeting format used by teachers. Students and parents/families also indicated on surveys and discussion forums that technology learning was a challenge for them as they navigated participation and progress during distance learning.

Distance Learning Professional Development:

AUSD provided professional learning for teachers and staff throughout the 2020-2021 school year. Many of the opportunities came from district instructional coaches/TOSAs who were available every day for teacher support. They continued to work with grade-level teams designing learning opportunities for students, partnering in implementation, and developing online curriculum for teachers. Professional learning also focused on technology training for many new web-based applications purchased to enhance distance learning. While many outside organizations provided virtual professional learning, TOSAs were versed in technology, instructional strategies, and curriculum development, which made them an invaluable resource to teachers in the district. Principals and site administrators also offered professional learning and professional learning community time at the site level weekly. The DLBSP 2.0 provided dedicated collaboration time for teachers to work together to develop ways to identify and meet student needs. One of the most successful professional learning outcomes of implementing a distance learning program was the high level of collaboration. Decisions around professional learning opportunities were made based upon student data, teacher input and expressed needs, and parent/family input. There were opportunities every week for staff to work with instructional leaders and consultants. Staff surveys and feedback directly impacted the professional learning offered to teachers.

AUSD's implementation of professional learning opportunities was not without challenges. AUSD had to implement professional learning rapidly and virtually based upon staff needs. AUSD collected data from teachers and staff to determine need and much of it was implemented by our TOSAs and administrators. One of the biggest challenges was the amount of new learning everyone had to do in a short amount of time. Many teachers became quick experts and were able to support their peers in addition to the work done by AUSD's TOSA's and administrators.

Staff Roles and Responsibilities:

AUSD staff successfully shared responsibility for meeting the needs of students and families during the 20-21 school year. Staff was surveyed on needs for instruction and working conditions during the pandemic and the district provided necessary safety and instructional materials as desired. Parent feedback indicated the need for streamlined and safe food distribution. Nutrition services employees successfully transferred all food distribution to outdoors in a drive-thru format. Staff at all work locations adjusted to social distance protocols and wearing masks while at work. As buildings re-opened for employees in the Fall, staff learned to adjust to new systems, such as temperature taking and health condition reporting. Some staff worked staggered schedules to meet health and safety standards directed by state and county health officials. Teachers successfully instructed students remotely using many different platforms and applications to enhance learning. Based on input from teaching staff, teachers had an opportunity to provide virtual instruction from their homes or from their classrooms on campus. In April, teachers transitioned to hybrid learning for students which meant adjusting to a new schedule and teaching both in person and virtually, this was one challenge faced by the district as the amount of work by all staff to prepare for students to return was enormous. AUSD did not face any significant challenges to staff roles and responsibilities, while the shifts that took place in an ongoing way throughout the year were many and not always easy, AUSD staff rose to the challenges and successfully navigated each situation and circumstance.

Support for Pupils with Unique Needs:

Emerging Bilingual Students:

Some of the successes AUSD had in supporting pupils with unique needs included the ongoing monitoring of student achievement and well-being, both of which were monitored formally and informally. Emerging bilingual students had consistent opportunities for designated English language development (ELD) at all levels. District parent/family survey results showed high levels of satisfaction from parents/families of emerging bilingual students. Integrated ELD occurred regularly as well and staff received professional learning which addressed the needs of all high need students during the school year. Low-income students, emerging bilingual students, students with disabilities, and foster youth (high need students) had access to additional teacher support four of five days a week. Another area of success included support for the families of high need students. Parents were able to access many opportunities for support and help in bilingual forums. The district provided opportunities for school-based and district-based community outreach almost weekly. This need was expressed by parents in surveys and in formal and informal parent input opportunities.

Health and safety restrictions created challenges in supporting students with unique needs. For example, assessing emerging bilingual students was very difficult as online, secure ELPAC testing took considerable amounts of time for both students and assessors who were navigating the state's secure browser and testing platform. Based upon the number of completed assessments, the district made the decision to extend testing into the summer. The district maintained a virtual setting exclusively to comply with health and safety requirements, which created limits in implementing some supports. ELPAC completion rates were much lower than normal, especially for our high school students. Based upon data collected from language assessors that indicated specific challenges, the district created a system for additional outreach to these high school students. When contacted many of the high school students expressed reluctance to do the assessment online.

Pupils with exceptional needs:

The district was successful in maintaining the least restrictive environment for students during distance learning. Parents and staff reported high levels of partnership in meeting the needs of students with disabilities or high achievers. In particular, for our families of students with disabilities, the district responded to feedback from parents who requested opportunities to partner and learn more about how to support their students in a virtual setting. The district provided two parent learning network meetings focused on students with exceptional needs and how the home-school partnership could enhance learning during the pandemic.

Students with disabilities were provided special services as much as practicable given the constraints of health and safety mandates from the state and county. For some services, health restrictions interfered with being able to provide support. Teachers and support providers shared in the district staff survey that they were having to use methods and try new instructional strategies to meet the address learning and progress of students with exceptional needs. They also shared that due to these challenges, they spent more time collaborating with other teachers and educators in finding ways to address student needs. While students with exceptional needs had

higher rates of engagement in distance learning, their academic progress was impacted by distance learning as local assessment scores showed gaps between all students and those with exceptional needs.

Foster Youth:

The district successfully tracked and monitored the progress of foster students. Because of the low number of foster youth in the district, site and district staff were able to provide added outreach and offer additional support. One challenge faced in supporting foster students was the higher rates of feeling disengaged. Staff monitored attendance and participation and found that foster students in AUSD, particularly at the high school level, were facing more barriers such as motivation and desire to participate. Additional one-on-one outreach began to be more effective in supporting foster youth engagement.

Pupils Experiencing Homelessness:

AUSD was successful in providing our students who are experiencing homelessness with computer devices and connectivity so they could consistently and effectively access distance learning. The district tracked student access to devices and was able to provide homeless students with free connectivity no matter their living situation.

One of the challenges faces in supporting students who are experiencing homelessness was addressing their increased needs in the area of health and wellbeing. District student survey results showed that homeless students consistently scored lower in all related questions addressing health and wellbeing except one. Getting enough sleep, eating regular meals, being able to be outside and with friends were the areas that challenged staff in supporting homeless students in their health and wellbeing.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. The district will utilize data and assessments to address learning loss, including from formative and summative assessments which may be given in a virtual or in-person setting. Student data will be disaggregated to support effective/efficient monitoring of low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, and foster youth. Our high-needs students will require close monitoring and tracking of achievement to address their higher risk of learning loss caused by school closures and distance learning. Azusa USD will provide tools, programs, personnel, and systems to measure and monitor student progress. (Districtwide)	$ 493,640	$ 491,000	Y
2. Student performance data points to an LEA-wide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, English learners, and foster students. In addition, many of our low-income students, foster students, and English learners are at greater risk for learning loss due to COVID-19. The increased access to technology and intervention instructional materials will support instruction for English learners, and academically at-risk low-income students. We will purchase supplemental CCSS-aligned instructional materials to improve learning loss intervention. Small group and/or one-on-one tutoring will be made available to students through district-run programs as well as partnerships with outside organizations. This action is principally directed toward low-income students, emergent bilingual students, and students in foster care. (Districtwide)	$ 900,000	$ 846,000	Y
3. Azusa USD will provide materials, technology, resources, and curriculum to mitigate learning loss and accelerate learning and may include opportunities during the school day, outside of the school day, and during summer. Supports will be targeted toward low-income students, students experiencing homelessness, emerging bilingual students, students with disabilities, foster youth, and students who are not performing at grade level. These high-needs groups face larger barriers to success in both virtual and in-person school formats thus may need to access	$ 1,084,163	$ 983,200	Y

resources and support for academic success beyond those offered to all students. (Districtwide)			
4. Azusa USD will provide professional learning for staff, including five pupil-free days. Sessions will focus on meeting the learning needs of students, including using data, such as Reading Inventory, district assessments, common formative assessments, SEL data, and other metrics to identify learning loss and student needs. Teachers will have opportunities to design instruction to address identified loss while also providing students opportunities to master grade-level content at high levels of rigor. (Districtwide)	$ 1,850,549	$ 1,850,500	Y
5. Azusa USD will provide additional intervention support staff and staff hours to focus on the academic achievement of low-income students, emergent bilingual students, and foster youth. Staff will monitor student progress and provide intervention which may include individualized support for students. The district will increase opportunities during the day at all sites for students to access academic support and address learning loss. (Districtwide)	$ 1,775,000	$ 1,705,000	Y
6. Azusa USD will provide distance learning and in-person instruction to help mitigate learning loss and to accelerate pupil academic progress. This action also includes providing targeted support for high-needs students who are at risk of larger amounts of learning loss during distance learning. Staff will ensure proper placements, assistance, and intervention for emergent bilingual students, low-income students, and foster youth. Students who face larger barriers to learning have increased challenges during COVID-19 which include access to instruction, academic resources, and intervention. Students who are suffering from or maybe in jeopardy of learning loss include students with disabilities, emerging bilingual students, low-income students, students experiencing homelessness, and foster youth. (Districtwide)	$ 1,285,203	$ 1,270,100	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions in the Learning Continuity Plan and what was implemented in AUSD in the category of Addressing Pupil Learning Loss. The estimated actuals are $242,755 less than budgeted. Other funding, such as grants supplemented the funding outlined in the Learning Continuity Plan. Costs for additional hours for personnel, including teachers who were providing afterschool, site-based intervention also came in under projections.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In addressing pupil learning loss, AUSD identified many areas of success. Despite the many challenges created by distance learning, students were still able to access instruction and teachers were able to access data to identify student learning needs. Some students even thrived in the virtual format. District assessments, diagnostics, and common formative assessments were administered online and assessed math, language arts, and student Lexile (reading) levels. Data from these assessments were used to create learning opportunities in classrooms and also to provide students added opportunities for academic intervention. Based upon multiple measures, including Lexile levels and district assessments, there were students at all grades in need of added support. Upwards of 60% of students were not meeting grade-level measures. All schools offered students additional intervention and support, prioritizing emerging bilingual students, low-income students, foster youth, and students with disabilities. TK-8 schools offered after-school intervention for high need students in math and ELA using iReady, an evidence-based program purchased to address individual learning needs. iReady diagnostic results showed that students who were receiving interventions were making progress in meeting learning goals. High school students were offered opportunities for intervention within the school day. Each comprehensive high school hired an interventionist and coordinator to develop and implement a formalized intervention for students that focused on academic and grade improvement along with college and career planning. Data collected from students and staff indicated high levels of success with the interventions offered to our students. The district also effectively used data from districtwide assessments and measures to address student needs. For example, principals were able to use Reading Inventory (Lexile level data) to facilitate data protocols for teachers which led to the identification of teaching strategies focused on helping students access text in all content areas. AUSD gathered both quantitative and qualitative data throughout the year to use for instructional decision-making. The data collection included social-emotional learning measures and narrative data from student focus groups. School sites disaggregated the data to examine the progress and needs of emerging bilingual students, low-income students, foster youth, homeless students, and students with disabilities to target support for them both within the regular school day and through afterschool opportunities.

The challenges for our students during distance learning were also quite evident, for example, AUSD saw much higher rates of D and F grades among our secondary students and among emerging bilingual students. Student data from Check Point questionnaires and focus groups revealed that close to half of our students needed support academically but they were also feeling the strain of the virtual format. In focus groups, students shared how sometimes they felt discouraged by the impact of COVID-19 on their lives, including attending school. Students stated they often grew weary of virtual formats, yet up until April, there were no other options by which the district could support students. As the hybrid learning structure was developed, AUSD took the challenges into consideration and built-in time for in-person connections, in particular at the secondary level where data indicated the highest need.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

AUSD collected ongoing data and monitored student mental health and social and emotional well-being throughout the 2020-2021 school year. Students frequently reported missing the social interaction with peers, over 60% of students in grades 3-12 reported the pandemic had impacted their lives. 70% of middle school students and 64% of high school students reported mental and emotional obstacles to their learning. Teachers often did daily informal check-ins, schools also instituted informal and formal student check-ins, and at the district level students participated in wellness checks in the form of focus groups and questionnaires which provided valuable data on how our students were progressing. AUSD used this data to guide decisions about types of support for students. The district provided many resources for students, their families, and staff. Outside organizations, such as Foothill Family, provided mental health and well-being workshops for both families and staff. The Azusa Parent Learning Network supported parents in identifying ways to better support their students' well-being. Three different sessions were recorded and made available on the district's website. CareSolace provided resources for the entire AUSD community: students, families, and staff. In addition to our internal counselors, therapists, and wellness specialists, our mental health partners, such as McKinley Children's Center provided virtual counseling and support for students. The district was challenged not by the monitoring and supporting of students, but rather by the great need caused by the pandemic. Many families faced financial hardship, loss of life, and trauma brought on by the COVID-19 pandemic and its impact on our community. Our outreach and support expanded during the pandemic and yet we were challenged by the sheer enormity of the pandemic's impact.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

AUSD provided many additional family and student engagement opportunities during the year. Surveys and questionnaires along with parent discussions allowed the district to provide support directed toward identified needs. For example, many parents/families expressed a desire to learn more about using technology resources. The district offered virtual, bilingual parent learning sessions facilitated by school sites and staff and offered several sessions as part of the districtwide Azusa Parent Learning Network. Parents had access to technical support through the district helpline and a webpage dedicated to technical support. AUSD partnered with outside agencies to provide social and emotional learning sessions. Overall, pupil daily engagement and attendance in distance learning was high for AUSD students. AUSD successfully implemented the tiered re-engagement strategy developed in the Fall. This process addressed the state requirements and allowed for quick response to student non-engagement. Home visits took place, AUSD focused on supporting families and partnering with them in helping students re-engage and be successful. While students were participating in distance learning, challenges surfaced in how to increase student motivation and social participation. Teachers had to creatively navigate how to support student discourse and collaboration and even encourage students to use cameras to build a sense of connectedness to the learning. Student data showed that as spring commenced, many students were weary of online learning and missed the socialization that was limited by virtual education.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

AUSD is very proud of how meals were made available to students during the COVID-19 pandemic and school closures. Beginning in the Spring of 2020 and moving through the 2020-2021 school year, nutrition services staff consistently provided healthy and delicious meals to all Azusa youth. Drive-thru meal pick-up continued to be available for all youth under 18 in the community. Over 2 million meals were successfully provided. Nutrition Services staff continued to improve the distribution system to make pick up efficient and quick. As schools re-opened for in-person learning, students were dismissed and were able to access grab-and-go lunches. The Take-Home Dining model was implemented whereby students exited campus in a socially distant manner and were provided lunches in easy-to-carry bags to take home to eat. Every student in AUSD schools was provided a lunch if they desired one. Fresh produce was consistently part of the meals, which were consistent with nutrition guidelines and provided appetizing options that ensured students were not facing hunger as a barrier to their learning. One of the challenges the district faced in serving nutritionally adequate meals was during distance learning, the only touch point with students was at meal distribution. If families did not participate, there was no way to

get meals to them. When the district transitioned to the hybrid model, every student was handed a grab-and-go meal which meant more students were able to receive food.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental health and Social-Emotional Wellbeing	Azusa USD will provide professional learning, support, materials, resources, and community engagement opportunities for staff, students, and parents which may include and will not be limited to mental health, social-emotional well-being, physical health, restorative practices, student engagement in learning, and academic intervention and achievement. The district will focus on addressing the needs of low-income students, emerging bilingual students, foster students, students with disabilities, students experiencing homelessness, and those whose needs emerged during the COVID-19 pandemic. (Districtwide)	$ 771,455	$ 709,700	Y
Pupil and Family Engagement and Outreach (1)	The district will monitor and address student engagement, including partnering with students and families to address barriers to engagement, in particular those of students with unique needs. Azusa USD may provide technology resources (infrastructure, hardware, software), personnel, communication, community outreach, training, and workshops. Azusa USD will implement a tiered re-engagement plan that supports families in identifying and overcoming barriers to engagement. The district will be attentive to the needs impacting the engagement of low-income students, emerging bilingual students, foster youth, students experiencing homelessness, students with	$ 821,455	$ 801,500	Y

	disabilities, and students who are not performing at grade level and/or are experiencing social and emotional difficulties. (Districtwide)			
Pupil and Family Engagement and Outreach (2)	Azusa USD will gather ongoing data from parents/families, students, and staff to improve the identification of areas of need, track and monitor equity, and support collaborative decision-making. Improved data collection tools, such as surveys and increased opportunities for data gathering will focus on academic achievement, social-emotional well-being, and equity issues. (Districtwide)	$ 212,404	$ 210,100	Y
School Nutrition	Azusa USD will safely, effectively, and efficiently provide meals for students during DLBSP 2.0 and in-person instruction. The district will provide materials, supplies, and personnel needed for safe meal preparation, meal distribution, and consumption during in-person instruction and distance learning. Our students and families who qualify for free and/or reduced prices meals will be able to have continued access in all learning formats. (Districtwide)	$ 718,730	$ 715,000	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All planned actions were implemented in the areas of mental health and social well-being, pupil and family engagement and outreach, and school nutrition. Funding was expended as expected with estimated total expenditures being $87,744 less than budgeted. The district sought to ensure that all needs were met without exceeding budgets. There were no substantive differences in implementation and estimated expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The impact of distance learning and the COVID-19 pandemic brought to light many areas that AUSD continues to see as focus areas as we move into the 2021-2024 LCAP cycle. The pandemic shed additional light on equity issues, academic successes and challenges, and support for teaching staff. Through our ongoing use of data and needs analysis, we continue to monitor the successes and challenges faced by all students in the district. The pandemic highlighted the increased needs of students who were learning English, live in low-income families, are experiencing homelessness, are foster youth, and have disabilities. Some student conditions worsened due to the pandemic. Families faced financial hardships that impacted our students, the hardships were in part due to employment shifts and business closures across California. In addition, a new societal awareness of diversity, equity, and inclusion has also grown in our community. AUSD intends to further add to our goal of creating equitable and just education opportunities for our students because of what we learned and experienced during the COVID-19 pandemic. This includes an even greater focus on diverse student groups' success. AUSD will monitor success with better data collection tools, such as enhanced surveys and academic measures. The district will continue to offer opportunities for intervention that were developed during the pandemic by embedding them into our new LCAP. The district will also provide improved opportunities for parent/family engagement and partnership. AUSD has used the pandemic's lessons to help us develop new goals and new actions/services focused on diversity, equity, and inclusion. Furthermore, the measures of academic progress we gathered throughout the last year have enhanced the focus on providing additional opportunities for academic support, addressing unfinished learning, and accelerated learning for students, in particular for students from high need groups. The 21-24 LCAP includes support for students in accessing grade-level learning while also dealing with any incomplete learning that resulted from school closures and the pandemic. AUSD's new LCAP will enhance academic support opportunities at all grade levels, it will support effective monitoring of progress and continue the implementation of high-quality instruction through evidence-based strategies and curriculum. Finally, the creativity and innovation required to continue to educate our students during distance and hybrid learning have resulted in ongoing work to increase engagement and relevancy of instruction beyond the pandemic. AUSD's 2021-2024 LCAP has incorporated many of the district's responses to the COVID-19 pandemic as part of the longer-term actions needed to support students. New actions/services reflect an increase in creative strategies and integration of more relevance in the classrooms, some of which were initiated during the pandemic. Professional learning outlined in the LCAP will address the student needs which were identified over the last year, including specific integration of DEI-focused strategies. AUSD will grow its commitment to ensuring all students have technology access, we saw enormous growth in our students' access and computer skills which will carry through to LCAP actions/services in Goals 1 and 4. AUSD will continue to grow and improve technology use to better prepare students for 21st-century careers and life. Finally, AUSD will incorporate additional project-based learning and culturally relevant pedagogy for students which can be seen in actions and services throughout our 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

AUSD staff worked to review our balanced system of assessments in the spring of 2021. During distance learning, AUSD added local assessments of student progress to better monitor student growth in both academic and social-emotional areas. The lessons and identification of needs, in particular for our high need students, were clear during the pandemic and will continue to be a critical part of our recovery from it. To best address student learning needs, AUSD has incorporated into the new LCAP an improved system of assessments, which includes diagnostics assessments, formative assessments, interim assessments, and summative assessments. Additional metrics have been added to the LCAP that will support measuring, monitoring, and instructional planning around student data, in particular the data of emerging bilingual students, low-income students, foster youth, and students with disabilities. Multitiered systems of support and staff resources that target high need students are part of the district's three-year LCAP. The district is enhancing its multi-tiered system of support to best meet the needs of students and to address unfinished learning, learning acceleration, and social-emotional learning. The LCAP provides for continued monitoring of high need students along with all students so that effective and appropriate resources can be provided.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Azusa USD did not have any substantive differences between the descriptions of the actions/services identified as contributing towards meeting the increased or improved services requirement and those implemented.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

AUSD collected data on student outcomes including academic measures, social-emotional measures, engagement, and school climate and culture. Further, we collected baseline diversity, equity, and inclusion (DEI) data. In collaboration with all stakeholders, the district used all of the data to inform the development of AUSD's new LCAP. District staff, site leaders, teachers, students, and parents/families were able to examine data and provide input and feedback on the development of the 2021-2024 LCAP. Moreover, time was taken with our Board, Parent Advisory Committee Plus, LCAP Student Advisory Committee, DELAC, and staff to review the 19-20 LCAP, identifying components that are in alignment with our new goals and have shown success. These would include continuing to increase and improve our career pathways programs and provide dual enrollment opportunities for high need students, for example. As the outcomes from 19-20 were coupled with the lessons from 20-21 and the COVID-19 pandemic's impact, AUSD stakeholders developed revised goals that aligned to the 8 state priorities but took into consideration the lessons from the past two years and the new areas of focus that data revealed. In developing the new LCAP, AUSD included prior LCAP actions/services that met two requirements, first they were effective in contributing toward goal achievement in the past, and second, they aligned to the newly developed goals. New actions and services, particularly focused on added academic support and DEI also were included. Analysis of and reflection on the 19-20 LCAP and the LCA Plan also informed the development of revised metrics that are part of the 21-24 LCAP.

As AUSD navigated the challenges that arose over the last year, a renewed importance on collaboration among stakeholders developed. The pandemic began midway through the 19-20 school year and has had a profound impact on our students; now more than ever our district has leveraged the power of working together to do three things, a) examine the progress of students, b) have a clear understanding of our high need students' levels of success and areas of need, and c) address needs in the coming three years in a way that includes data-informed voices of all stakeholders.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov*.*

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o   Continuity of Instruction,

    o   Access to Devices and Connectivity,

    o   Pupil Participation and Progress,

    o   Distance Learning Professional Development,

    o   Staff Roles and Responsibilities, and

    o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Azusa Unified	Jennifer Edic Bryant Director, Metrics & LCAP	jedicbryant@azusa.org 626-858-4285

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Azusa Unified School District resides in the foothill community of Azusa and includes schools in unincorporated areas just south of the city. This historic community derives its name from the Native American word, Asuka-nga. In addition to the native peoples of the area, early inhabitants were owners of ranchos, miners, and businessmen. In 1898 the city was incorporated and today the growing suburban community boasts a population of 49,974 people.

The first official school was constructed in 1868 and today Azusa Unified is comprised of:
-8 elementary schools
-1 TK-8 school
-1 preschool
-3 middle schools
-3 high schools
-1 adult education center (servicing the communities of Azusa and Glendora)

In 2020-2021 Azusa Unified had a student population of 7,330. The following list provides a demographic description of students:
-92.3% Hispanic/Latinx
-2.9% White
-1.4% Asian
-1.3% Filipino
-1% African American
-1% Other

Students who fall into the district's unduplicated pupil count include 84% (6,187) who are socio-economically disadvantaged. English learners/emerging bilingual students comprise 22% (1,627) of the student population. The majority of English learners in Azusa Unified School District are Spanish speakers. In 2020-2021, the district had 70 students in the foster care system, which is less than 1% of the total student population.

Azusa Unified School District and its community of parents, students, and staff value high academic expectations and the district offers many programs that serve to increase student achievement and preparation for college and careers. For example, Azusa Unified offers college preparatory courses through its International Baccalaureate (IB) Program at Azusa High School, Advanced Placement courses at all three high schools, an Early College Program at Gladstone High School, and

AVID at middle and high schools. Additionally, students are offered multiple Career Technical Education (CTE) courses and can participate in one of the district's many career pathways, including the Engineering Pathway and the Medical Pathway. The district offers courses and extra-curricular opportunities in music and the arts at all grade levels, including the renowned Mariachi de Azusa available to students in grades 4 – 12. Further, a growing Dual Language Immersion program in Spanish and English is available to families beginning at the preschool level.

Rigorous standards-aligned instruction promotes student critical thinking, collaboration, productive discourse, and problem-solving. These practices along with a growing districtwide focus on diversity, equity, and inclusion work to provide all students an outstanding education. Classrooms are growing in their use of technology, creating equitable access for all and preparing students for life in the 21st-century. Azusa USD's teachers and staff are committed to participating in collaborative communities of practice that support data-driven, student-centered instruction, and which exemplify the idea of a continuous cycle of improvement. We seek to equip every student with the knowledge and skills for college and career readiness to fulfill their purpose and positively impact society. Azusa Unified School District works with purpose and passion to ensure that each and every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community in Azusa and beyond.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Azusa USD has identified several areas of success and progress over the past three-year LCAP cycle that were taken into consideration as we developed our 2021-24 LCAP. The successes below contributed to decisions by stakeholders to continue the initiatives embedded in actions/services that have been having a positive impact. We will build upon these successes by growing the programs and services as well as improving our implementation over the next three years.

-Increased academic achievement: The California School Dashboard was last published in Fall 2019. Academic indicators moved from orange to yellow, reflecting the improvements in students' state standardized test scores in English language arts (ELA) and math. Low-income students increased their average distance from standard by 3.5 points, Foster youth increased 7.6 points, and emerging bilingual students (English learners) maintained progress in ELA. In math, low-income students increased their average distance from standard by 5.6 points, Foster youth increased by 4.8 points, and emerging bilingual students (English learners) maintained progress. The overall increases were part of a five-year trend in AUSD of increased academic achievement on state tests. Local measures were used in 19-20 and 20-21 to track student progress, they also showed that students grew in ELA and Math performance over the course of a school year (upwards of 10% increases in mastery for both ELA and Math). While gaps exist between our emerging bilingual student performance and all students, progress has also been made for this group year over year on local indicators. Our reclassified students' academic performance exceeds that of all students which indicates a very positive outcome for our emerging bilingual students who become English proficient through integrated and designated English language development (ELD). The 21-24 LCAP will continue to build on our successes in improving academic achievement, particularly in Goals 1, 4, and 5.

-Increased college and career readiness: AUSD has offered increased opportunities for college and career readiness for students. Our CTE Pathways have grown in number and participation. Dual enrollment in community college courses has also increased and over 80% of students in our Early College Program are exiting high school with 30 or more transferable units. In 2020, the Dashboard graduation rate increased to 91.4%, exceeding state and county levels. Graduation rates for our low-income students (91%), emerging bilingual students (74%), foster youth (94%), and students with disabilities (81%) also increased. The percent of students who graduated college and career-ready increased 7% from 2019 to 2020, including increases for all high need student groups. Emerging bilingual students and foster youth doubled their rates of preparedness and large gains were seen for students with disabilities as well. AUSD has embedded in the 21-24 LCAP continued and growing programs that support college and career readiness for all students and in particular for our high need students.

-Language acquisition: Emerging bilingual students had a 16% reclassification rate in 2020, this is an increase of 10% from the previous year. Our successful work toward supporting emerging bilingual students is reflected in the increased rates of reclassification as well academic achievement improvements. Professional learning and improved instruction for students who are learning English have resulted in higher reclassification rates and high achievement levels for our reclassified students. Actions/services in the 21-24 LCAP will continue to address the needs of emerging bilingual students and build upon AUSD's successes in improving outcomes for them through improved monitoring and targeted professional learning.

-Azusa USD has provided targeted professional learning opportunities to support the academic, social-emotional, and college/career readiness of low-income, emerging

bilingual, and foster students. The successful implementation of evidence-based professional learning and instruction will continue to be part of the goals and actions/services in the 21-24 LCAP. Feedback forms and survey data show that over 65% of teachers and administrators over the last two years find value in the professional learning opportunities. Collaborative, job-embedded professional learning is a source of pride for our district, we will continue to expand the opportunities for teachers and staff to improve their practice over the next three years by building on past successes and implementing new learning based upon student needs.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While the district is proud of the gains in many areas mentioned in the previous section, there is a continued need to focus on the achievement of specific student groups, including those who are considered high need. A comprehensive needs analysis is part of AUSD's cycle of continuous improvement each year and drives the decisions about what the district's LCAP will include both in terms of new goals, actions/services, and metrics as well the continuation of those that show evidence of positive impact.

The following 2019 Dashboard data reflect areas of need for AUSD. Indicators on the Dashboard are color-coordinated from highest to lowest performance (blue, green, yellow, orange, red)
-Academic Indicators: Academic indicators for all students were orange for both ELA and math. And there were no significant performance gaps between student groups and all students (two or more performance level differences) in both ELA and Math. AUSD still must address the lower levels of achievement of emerging bilingual students and students with disabilities as indicated by Dashboard results:
   All Students: 59 points below standard
   Low-income students: 62.3 points below standard
   Emerging bilingual students: 81 points below standard
   Foster Youth: 94 points below standard
   Students with disabilities: 150 points below standard
 AUSD will take the following steps to address low academic performance: a) increase professional learning for teacher and site administrators focused on effective instruction for emerging bilingual students, low-income students, b) provide additional courses to support language acquisition and academic achievement for low-income students, c) additional tracking, monitoring and use of data to drive instruction, data will be disaggregated and shared regularly so it can be used to drive instruction for students who are low performing, d) provide professional learning focused on the needs of students with disabilities as an integrated part of effective instruction for all students, e) professional learning community data analysis to focus of student group achievement and differentiated instruction for students who are not performing at grade level, in particular emerging bilingual students, foster youth, and low-income students, f) professional learning and classroom implementation of strategies that positively impact achievement, such as trauma-informed practices and project-based learning.

-College and Career Readiness (CCR) and Graduation Rate: For the CCR indicator, there was a significant difference between all students (yellow indicator) and emerging bilingual students (red indicator) and students with disabilities (red indicator). There was also a significant difference in 2019 graduation rate between all students (green indicator) and emerging bilingual (orange) and homeless (orange) students. For 2020, only the graduation rate was calculated on the Dashboard, there were no color-coded indicators. While our overall rates increased and each student group increased their rate, emerging bilingual students' graduation rate was 17% lower than all students. Homeless students' graduation rate was 14% lower than all students, and students with disabilities had a rate that was 11% lower. These differences indicate a continuing need to address the graduation rates between student groups. AUSD will address the need to improve student college and career readiness through the following steps: a) improving access to and growing the opportunities for students, particularly emerging bilingual students and students with disabilities, to participate in career technical education pathways, b) increasing the number of students participating in the district's Early College Program, International Baccalaureate, AP, AVID, and CTE Pathways, c) creating courses and programs at district elementary and middle schools that build student interest and commitment to college and career programs prior to their enrollment in high school, d) provide additional support for students by hiring dedicated staff to focus specifically on academic and college and career support for low-income students, emerging bilingual students, and foster youth who are not on track, e) intensified focus on 9th-grade academic achievement and progress toward college and career readiness by creating a specialized professional learning community of high school teachers, counselors, and administrators.

-Student Engagement Measures: There was a significant difference in suspension rate indicators for African American students (orange) when compared to all students (green). AUSD has been able to decrease the suspension rates of students and build more inclusive school cultures as evidenced by district survey data as well as

declining suspension rates, but needs still exist. A continued need to address diversity, equity, and inclusion issues was identified through our district survey (50% to 60% positive student response rates on DEI questions) and through stakeholder engagement forums. Furthermore, there is a desire to continue to reduce suspensions and expulsions by using improved restorative practices and positive behavior intervention approaches, both of which have been included in the 21-24 LCAP.

Local data from reading level measures (Lexile scores) and district assessments in ELA and math also show half of our students are in need of support in reaching grade-level mastery. Scores are even lower for our emerging bilingual students and students with disabilities with mastery at rates closer to 15-20%.

AUSD will build upon the successful implementation of high-quality professional learning during the next LCAP cycle by focusing on newly identified needs from stakeholder surveys, these needs include topics around diversity, equity, and inclusion, cultural relevancy, and inquiry-based learning.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The following provides key features and highlights of the AUSD 21-24 LCAP which contains five goals created collaboratively with all stakeholders and the Board of Education. Each goal reflects AUSD's commitment to working in collaboration to meet the needs of and ensure equity for all students.

GOAL 1: Through a collaborative, improvement-driven approach, Azusa USD will provide students engaging, relevant, rigorous, and innovative 21st-century learning environments. By cultivating school site systems, programs, and practices, we ensure positive, safe school climates supportive of student academic growth; wellness; emotional resilience; and attitudes of empathy, respect, and acceptance within our AUSD community.
-Newly developed local metrics addressing professional learning communities
-High need students provided added opportunities to meet college readiness standards through world languages, art, and Latinx studies
-Increased and improved job-embedded professional learning and instructional support through added time and access to instructional coaches to improve instruction in all content areas
-Maintaining a successful partnership with a grant writer to support additional opportunities for funding and participation in statewide projects addressing the needs of low-income students, foster youth, and emerging bilingual students
-Increasing social-emotional and physical wellness of students by providing additional behaviorists and nurses who service high need students and make referrals to outside agencies as necessary
-Maintaining positive, safe, healthy, and equitable school learning environments

GOAL 2: Through a collaborative, improvement-driven approach, Azusa USD will ensure engagement and leadership growth of parents/families and students. We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community.
-Metrics that reflect the implementation of equitable practices and reflect the progress of all student groups
-Metrics that include parent and student voices in surveys and focus groups as measures of success and indicators of need
-Increased opportunities for two-way communication and parent/family engagement and leadership, such as the Azusa Parent Learning Network, school community liaisons, and LCAP stakeholder engagement committees
-Resources and materials will be available to directly support foster youth
-Added resources to engage families and the community in the LCAP process and beyond will serve to enhance AUSD's stakeholder engagement and collaborative decision-making

GOAL 3: Through a collaborative, improvement-driven approach, Azusa USD will address the unique needs and abilities of all students, provide high-quality instruction and course offerings to ensure students are prepared for college enrollment and career transitions.
-Locally developed metrics now include more college and career readiness measures and focused measures for 9th-grade grade point averages which correlate to higher rates of academic success and college readiness
-Reinstitution of college entrance exam opportunities for students in grades 8-12, providing greater access for high need students
- Continued availability of evidence-based college preparatory programs, such as AVID, International Baccalaureate, AP courses, and Early College Program. Increased opportunities for all students to access these courses

-Added focus on STEM opportunities at Dalton Elementary School and our middle schools, creating a pipeline of students interested in STEM-related Career Technical Education pathways and programs at the high school level
-Expanded Career Technical Education pathways in collaboration with ROP at all of our high schools, including growing the Engineering Pathway and the Medical Pathway
-Extended learning opportunities for high need students during summer
-Increased counseling and administrators who support student college and career readiness and social-emotional wellness at secondary schools.
-Multiyear, statewide partnership with California Ed Partners and other districts across the state to focus instructional efforts on emerging bilingual students and college readiness

GOAL 4: Through a collaborative, improvement-driven approach, Azusa USD will ensure all students achieve at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging bilingual students' language acquisition, biliteracy, reclassification, and academic achievement.
-Metrics that reflect the implementation of equitable practices and reflect the progress of all student groups
-Provide high quality supplementary instructional materials focused on supporting the learning of emerging bilingual students, low-income students, foster youth, and students with disabilities
-Maintain and enhance opportunities for students to access and be involved in visual and performing arts
-Specific instructional resources and personnel for students who may be struggling to meet grade-level standards, such as academic support specialists, resource teachers, instructional materials, and technology supports
-Improved opportunities for high need students at our comprehensive high schools to access support, development of sustained intervention programs at all three schools
-Continued commitment and added funding to ensure that high need students have access to reliable technology and internet access both at school and at home with further direct support for the 22% of our students who are learning English as another language
-Specific, targeted support for emerging bilingual students who may have disabilities, who are international students (newcomers), or are considered long-term English learners including resources, additional monitoring, and intervention embedded in designated and integrated ELD and support outside the regular instructional day
-Added professional learning and instructional coaching that addresses language acquisition and reading for emerging bilingual students
-Expanded opportunities for low-income, emerging bilingual students, and foster youth to access high-quality early education (preschool and transitional kindergarten) including a dual immersion (Spanish/English) preschool program
-Staff and resources will increase support for families of emerging bilingual students in the district Assessment, Language, Assistance & Support Center
-Added monitoring of emerging bilingual students as a way to identify student learning needs, to differentiate the needs of different language learners (e.g. international students, LTELs, RFEP), and assess the effectiveness of instruction and programs

GOAL 5: Through a collaborative, improvement-driven approach, Azusa USD will address diversity, equity, and inclusion for all students, including diminishing systemic barriers and racism in our community and elevating culturally relevant teaching/learning.
-Goal focused exclusively on diversity, equity, and inclusion (DEI), initiated by students and staff who identified and voiced the need for AUSD to focus even more attention on DEI issues
-Metrics that measure progress of DEI efforts and reflect equity in results, such as DEI focused survey questions and suspension rates reported for all student groups
-Further training in restorative practices and the development of peer mediation programs in schools to minimize racial disparities in discipline; ongoing professional learning for staff in trauma-informed practices
-Job-embedded professional learning resulting in increased cognitive rigor, student discourse, and collaboration with curriculum and strategies that are culturally relevant, project-based learning opportunities for students
-School sites will receive increased funding to purchase materials and resources that support improved diversity, equity, and inclusion on their campuses
-Schools will offer improved curriculum and content that focuses on culturally relevant, constructivist learning; particular focus will be at the high school level

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Two schools in AUSD are eligible for comprehensive support and improvement, they are Sierra High School and Magnolia Elementary School.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

District support for eligible schools in developing a CSI plan was comprised of a four-step process. First, the site principals met with the AUSD Director of Multilingual Services and Categorical Programs and the Director of Metrics & LCAP. Over the course of two-plus meetings, the principals were supported in a) developing a strong understanding of the ESSA accountability system and how schools are identified for CSI, b) examining California School Dashboard data for their respective sites, including a disaggregated examination by student group, and c) examining further state data, such as ELPAC scores and local data to gain a deeper understanding of the school's needs. Heavy emphasis was placed upon looking at the local data in the absence of state academic achievement data in the 19-20 and 20-21 school years.

The second step entailed the principals, supported by district staff, developing a list of potential evidence-based strategies, programs, and interventions that address the needs identified in the school data. This included principals examining what has been implemented in the past and what impact those actions have had.

Third, the directors supported the principals in their preparation of stakeholder learning opportunities and decision-making processes for their school plans (which are also their CSI Plans). These sessions allowed for teachers and parents/families to gain knowledge and understanding of ESSA accountability and CSI identification. The district administrators provided ongoing support to principals such as providing additional data and co-developing plans to work with site staff in examining student needs and designing school-based solutions. The principals provided their School Site Councils and site Leadership Teams opportunities to understand CSI, analyze data, and examine potential improvement plan and approaches, including how budgets might be developed around the plans. These two bodies made final recommendations which then became a component of the site's School Plan for Student Achievement (SPSA).

The fourth step will be an ongoing one, whereby the district's Educational Services department will be supporting school sites with evaluation, needs analysis, and implementation assistance as the CSI plans are carried out over the course of the next year. District administrators examined the resources available to the schools and found no inequities that needed to be addressed.

Evidence-based instruction and interventions have been developed by the schools to address the needs revealed by the schools' comprehensive needs assessments. Sierra High School will continue to implement a plan they developed when first eligible for CSI, the plan includes the use of collaborative communities of practice and student personalized learning. Magnolia Elementary School will implement a CSI plan focused on increasing student engagement and achievement. Teachers will collaboratively plan and implement interactive lessons that foster engagement and promote collaborative structures for students. The plan includes professional learning for staff, additional materials and supplies to implement lessons, and monitoring of student progress. In particular, lessons will enhance deep understanding and problem-solving skills as well as focusing on listening and speaking skills through academic discourse and shared writing.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Azusa Unified School District will use the following data to monitor and evaluate the implementation and effectiveness of the CSI plans for Sierra High School and Magnolia Elementary School:
-Changes in performance level for ELA and Math local standards-aligned assessments
-English language acquisition progress of emerging bilingual students
-Growth in student reading levels (Lexile)
-Results of student social and emotional learning measures
-Any data shared on the 2020 and 2021 California School Dashboard

-Changes in graduates' College and Career Readiness levels including disaggregation for student groups
-Changes in Suspension Rate including disaggregation for student groups
-Ongoing suspension tracking throughout the 2021-2022 year, including disaggregated analysis of student groups
-Ongoing chronic absenteeism tracking throughout the 2021-2022 year, including disaggregated analysis of student groups
-Ongoing expulsion tracking, including disaggregated analysis of student groups
-Changes in student responses on the District Annual Survey with regard to safety, connectedness, feelings of respect, care, and social and emotional learning resources available

The district will monitor the implementation of the CSI plans by meeting bimonthly with principals of schools who are eligible for CSI and by supporting the creation of and approving goals addressing areas of need. District staff will regularly monitor the data described above to evaluate the effectiveness of plans and partner with principals to use the data in an ongoing way to support improvements throughout the year. Through a structured system, schools will regularly report their progress and expenditures to district administrators.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

AUSD engages all stakeholders (parents/families, staff, and students) throughout the entire year, ensuring that input and feedback are used to develop the LCAP for future years and provide ongoing monitoring and communication of progress. We have worked to refine our stakeholder engagement process using three success drivers, transparency, collaborative practices, and capacity building/empowerment of participants. The LCAP consultation process is comprised of:
- Parent Advisory Committee Plus (PAC+) meetings
-LCAP Student Advisory Committee meetings
-An all-district annual survey (parents/families, students, staff)
-Pubic Board of education mid-year LCAP updates with opportunities for public comment
-School site presentations of the mid-year updates for parents, families, and staff
 -District English Learner Advisory Committee (DELAC) engagement
-Written responses to questions from our Superintendent from all committees (PAC+, DELAC, Superintendent's Roundtable) and individuals

The PAC+, a representative committee of parents, classified staff, certificated staff, and administrators, normally meets five times a year for five hours each meeting, translation is available at all meetings for those who may request it. The time allows for the group to a) gain a strong understanding of California's Local Control Funding Formula (LCFF), b) to dive deeply into the LCAP, and c) provide specific feedback that is implemented and incorporated into LCAP development. Due to the pandemic and the need to hold PAC+ meetings virtually, AUSD adapted our PAC+ process. In 20-21, the PAC+ met four times for up to three hours each meeting. Meeting dates for 20-21 were August 5, October 5, January 22, and April 21. PAC+ provided input on the LCA Plan, supported the effort to administer and use the District Annual Survey data, and provided input and feedback on the development of the 21-24 LCAP. AUSD has developed a spreadsheet format for the LCAP which is easier for stakeholders to access and is used as a working document during the planning phases. The spreadsheet allows for easier review of the goals, metrics, actions/services, and budgets as well as tracking of specific input from stakeholders. After each meeting, feedback and changes that resulted from engagement with our stakeholders are highlighted in red on the spreadsheet so it is clear how and where the LCAP incorporates the input. The district Superintendent and designee respond in writing to questions and comments, which are reflected in the meeting minutes. The PAC+ is an expanded parent advisory committee that includes all adult stakeholders, including teachers, principals, and classified staff. In addition to having representation on the PAC+, all parents/families, teachers, principals, and district staff were provided opportunities to consult and provide input on the LCAP through the District Annual Survey. While PAC+ has representatives from DELAC, the district also engages the entire DELAC group in reviewing and providing input in LCAP development throughout the year. Local bargaining units are part of the PAC+ and were consulted as a part of the PAC+ process on the dates listed previously, additionally, bargaining units were able to provide feedback and input directly to the Director of Metrics and LCAP. DELAC selects members to represent DELAC on the PAC+, additionally, the draft LCAP was shared with DELAC as a whole at their final meeting on May 4, 2021.

AUSD's LCAP Student Advisory Committee met three times in the 20-21 school year. Similar to the PAC+, this group reviews progress and provides specific input for LCAP development. The LCAP Student Advisory Committee is comprised of a diverse group of students from all three of our district's high schools. Committee participants were able to review data from the District Annual Survey for students in grades 3-12 and contribute to the development of the 21-24 LCAP goals, metrics, actions/services, and budgets. The committee normally meets for an entire school day three times a year, due to COVID-19 all meetings were virtual and were shortened

in length.

The district also consulted with the Executive Director of the East San Gabriel Valley Special Education Local Plan Area (SELPA). The Executive Director attended the PAC + meeting on April 21 and reviewed the proposed LCAP and provided input and feedback.

The district also gathered input and feedback during the school year through public Board of Education meetings. The Board of Education held LCAP study sessions in October and in January to develop goals, metrics, actions/services, and budgets. By the end of April, all stakeholder input and feedback had been synthesized to create a collaboratively developed district LCAP for the next three years. The public was notified of the opportunity to view and submit written comments regarding specific actions and expenditures prior to all board of education meetings. An advertisement was published in the San Gabriel Valley News beginning June 4, 2021. Prior to the public hearing on June 15, 2021, the public could access a hard copy of the document in the lobby of the district office. The notification was made by the district communications department through the district website and social media as applicable, electronic copies were made available. The district held a public hearing on the LCAP on June 15, 2020. The Board approved the LCAP at their following meeting on June 22, 2021.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups provided feedback on the development of the district's new LCAP goals. Five goals were collaboratively developed through a protocol that began with the Board of Education at a public study session and continued with the PAC+, LCAP Student Advisory Committee, other district committees, and consultation with district staff. Iterations of the goals, metrics, actions/services, and budgets were created, shared, and reviewed by the groups.

Much of AUSD's LCAP feedback from stakeholders comes from forums made up of all stakeholders, for example, PAC+ is comprised of parents/families, including DELAC, and staff from all employee groups. Collaboratively, these three groups contribute to the development of the LCAP rather than doing so separately. PAC+ members were able to take a draft of the 21-24 LCAP developed by the Board of Education and make specific suggestions on goal development, the wording of the goals, the order in which we list them, as well as specific actions needed to meet goals. For example, the PAC+ desired to see equal emphasis in the document on preparing students for careers and preparing for college. Thus the wording in both the goal and the subsequent actions were shifted to ensure that emphasis was on both college and career preparation. Actions were written to emphasize career development including access to STEM learning. Similarly, after district staff and Board of Education members provided proposed metrics, the PAC+ reviewed and made suggestions around survey data collection. In particular, both the Board and PAC+ indicated a desire to develop metrics that are able to be reported based on student group data as a way to monitor equitable implementation of the LCAP. The group also reviewed the proposed LCAP budget and made suggestions that were incorporated to ensure the arts and other district initiatives showing past success continue to be part of actions used to reach goals.

Students' feedback heavily influenced the development of goal five, which focused on diversity, equity, and engagement issues. Along with survey data from all stakeholders, the development of Goal 5 and its associated metrics were in direct response to stakeholder feedback. Students also provided input on the wording and order of all goals. While all five goals are important, the student group believed having students' success and providing optimum learning opportunities and environments was so critical to student success that it should be part of the first goal. Students also suggested that in making our parent and student engagement goal the second one, our district sends a message regarding how AUSD values partnership between parents, students, and schools to provide the best education possible for all students.

Through the PAC+, DELAC, the district's annual survey results, and other community engagement meetings (e.g. Superintendent's Roundtable), parents and families influenced the development of goals, including improvements in wording and clarity. Trends in stakeholder input included references to emerging bilingual students and the different levels of English language acquisition (LTEL, international student/newcomer, reclassified student, etc..). While initiated by students, Goal 5 and the theme of diversity, equity, and inclusion was a topic that was incorporated in the 21-24 LCAP and supported by all groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Consultations with stakeholders through the PAC+, LCAP Student Advisory Committee, DELAC, surveys, and other public meetings led to modifications to the 2021-2024 LCAP. PAC+ formally made recommendations to the AUSD Board of Education. PAC+ members represented all schools, employees, and student groups. The recommendations from PAC+ were developed in conjunction with the feedback received from the LCAP Student Advisory Committee, the District Annual Survey, and all constituencies.

Recommendations for the LCAP included the following:

• Stakeholders influenced the development of five new goals for AUSD that align with the 8 state priorities. In particular, Goal 5 is an example of a goal specifically initiated by students and supported by all other groups.
• AUSD stakeholders recommended many additional metrics beyond those required by the state. For example, AUSD will track professional learning outcomes, student grades, college and career indicators, and measures of the district's diversity, equity, and inclusion.
• Stakeholders reviewed and came to a consensus on more than 50% of the metrics.
• As a direct result of engagement with the Board and stakeholders, the LCAP metrics include the performance of students by student groups (race/ethnicity and student program) to ensure equity.
• All actions were reviewed, revised, and included in the LCAP based upon stakeholder engagement and the subsequent recommendations. Actions' effectiveness in achieving a goal was included in the input.
• Stakeholders had an opportunity to review the proposed budgets based upon predicted supplemental and concentration funding, stakeholders expressed a desire to increase budgets in Goal 5 if additional funds did come available.

Goals and Actions

Goal

Goal #	Description
1	Through a collaborative, improvement-driven approach, Azusa USD will provide students engaging, relevant, rigorous, and innovative 21st-century learning environments. By cultivating school site systems, programs, and practices, we ensure positive, safe school climates supportive of student academic growth; wellness; emotional resilience; and attitudes of empathy, respect, and acceptance within our AUSD community.

An explanation of why the LEA has developed this goal.

Through a collaborative effort with students, families, and staff, Azusa USD aims to improve our students' learning environments and associated outcomes. A high-quality instructional environment will support students being more engaged in learning. Relevant teaching and learning support students' preparation for life after high school, and the improved physical learning environments will contribute to maximizing student success. Academic achievement results from both state and local measures indicate a need to improve rigorous and innovative instruction: 2019 state assessments (SBAC ELA and Math) indicate a high need with students' average distance from standard being 28.1 points below in ELA and 58.8 points below in math. District academic measures reveal over two-thirds of students performing below grade level in math and ELA with emerging bilingual students' and students with disabilities rates being closer to 80% non-mastery. While state assessment results have shown improvement and exceed the state's growth, the district recognizes there is continued improvement needed in particular for our high need students.

Research reflects the positive impact of teacher collaboration and the use of data to drive instruction. AUSD will build upon our work with professional learning communities (PLCs) to impact rigorous and relevant instruction in classrooms at all grade levels.

AUSD District Annual Survey results demonstrate a need to create learning environments that continue to improve and impact student success. Close to 60% of parents/families, and more than 55% of students responded positively when asked about the quality of education received at schools. The remaining 40% of parents and 45% of students revealed a need to improve based upon their responses. Student survey responses also point to a need to address relevancy, or a connectedness of the learning to students' lives, with 59% of students reporting what they learn relates to their lives and future goals.

Social-emotional learning results indicate a need to focus on culture and climate, with 60% of students responding favorably in this focus area. Further results identify

77.7% of students responding favorably in the area of Growth Mindset, 67.9% in Self Management, 72.4% in Self Efficacy, 71.1% in Social Awareness. An all-encompassing focus on student learning environments will support student social-emotional learning.

Facilities in Azusa USD have been consistently improved over the last five years with more positive responses from all stakeholders. Facilities inspection ratings have also continued to rise. The district seeks to maintain this positive growth and ensure that all learning environments are conducive to the best outcomes for all students in academic achievement, social-emotional learning, positive behavior, and cultural competence.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Percent of students with standards-aligned instructional materials	2020-2021 100%				100%
Average of schools' facilities inspection results	2020-2021 96%				≥96%
Parent perceptions of safety on campuses (My child's school is a safe place to learn)	2020-2021 79%				≥80%
Student perceptions of safety on campus (Do you feel safe at school?)	2020-2021 68%				≥75%
The measure of students feeling challenged by coursework and teachers (Average rating)	2020-2021 -High School 3.81 average rating (out of 5) -Middle School 4.40 average rating (out of 5) -Elementary School 2.59 average rating (out of 3)				-High School 4.00 average rating (out of 5) -Middle School 4.45 average rating (out of 5) -Elementary School 2.75 average rating (out of 3)
Professional Learning Community (PLC) Outcomes: -Monthly PLC implementation rates	New metric, no baseline data				PLC Outcomes: -Monthly PLC implementation rates 100% -Percent of PLCs using data as part of PLC protocol 100% -Percent of PLCs leading to instructional outcomes 100%

-Percent of PLCs using data as part of PLC protocol
-Percent of PLCs leading to instructional outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Offer middle school Spanish and Art; offer high school Latinx Studies	Secondary schools will provide increased opportunities for our emerging bilingual students, foster youth, and low-income students to meet a-g requirements as part of their college readiness by offering an extended day to allow unduplicated pupils to take elective courses in addition to their basic program of study. AUSD will provide 1 FTE middle school Spanish teacher, 1 FTE middle school Art teacher, and 1 FTE Latinx Studies teacher to increase equity and access for our students to a broad course of study by providing zero and 7th periods. Access to academic rigor and support is important for our low-income students, foster students, and emerging bilingual students, many of whom will be first-generation college students (Hébert, 2017). Student survey data over the last several years reflects a need to offer additional, more rigorous college preparatory coursework for unduplicated pupils. Our low-income students, foster youth, and emerging bilingual students have lower rates of college and career readiness based upon state indicators and scheduling constraints prevent many low-income, foster students, and emerging bilingual students from participating in elective classes. By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for low-income students, emerging bilingual students, and foster youth. We will also see an increase in enrollment for these courses. Since 2018-2019 district a-g rates for our low-income students, foster youth, and emerging bilingual students have increased over 10% because of the added opportunity to take a-g electives.	$295,647.00	Yes
2	Provide instructional coaches/TOSAs to support academic achievement	AUSD will provide 5 FTE instructional coaches (TOSAs) to support the increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum so that emerging bilingual students, low-income students, and foster youth receive improved instruction in the classroom directed toward their specific needs. TOSAs will provide content area and grade level professional learning, facilitation of professional learning communities, development and support for the use of assessment data, individualized coaching, lesson study opportunities, and book studies all of which will be focused on unduplicated pupils' needs. Teacher coaching has emerged as a promising alternative to traditional models of professional development. There is a need to provide additional opportunities for teachers to learn to address the unique needs of low-	$646,403.00	Yes

		income students, emerging bilingual students, and foster youth. Since beginning the use of instructional coaches in the district several years ago, low-income students, foster youth, and emerging bilingual students have shown increased achievement and language acquisition. Staff survey data have also indicated high levels of value in our professional learning offered by district instructional coaches in supporting their instruction of low-income students, emerging bilingual students, and foster youth. While the data have improved, there is still a need to address the lower rates of progress among emerging bilingual students, foster youth, and low-income students, we still see gaps in their levels of progress when compared to all students. It is expected that the additional professional learning and instructional coaching focused on unduplicated pupils' needs will result in greater engagement and academic achievement of our low-income students, foster youth, and emerging bilingual students.		
3	Purchase grant writing services to increase grant funding	Through this district-wide action, we will contract with a grant-writing consultant to develop grant proposals for increased services for our low-income, emerging bilingual, and foster students. Through this district-wide goal, we will utilize a grant writer consultant to assist us in securing additional funds in support of the academic achievement of low-income students, emerging bilingual students, and foster students. Evidence has shown that our past grant awards have benefited students and families by improving instruction, community engagement, and specialized support programs for low-income, emerging bilingual, and foster students. Students who are from low-income families, who are learning English, and who are in foster care need additional resources to ensure achievement barriers are removed, AUSD has identified needs that cost money beyond that provided by state and federal funds. In the past three years, over 2 million dollars in grants have come to AUSD through this service, it is expected AUSD will continue to be awarded grants and be able to provide additional resources for our low-income, emerging bilingual, and foster students	$62,700.00	Yes
4	Increase the number of professional development days to improve content knowledge and teaching strategies	We will provide compensation for certificated and classified staff to receive added professional learning focused on meeting the needs of low-income students, emerging bilingual students, and foster youth. Through this district-wide goal, we will increase and improve the content and pedagogical knowledge of teaching staff so they can deliver improved, research-based, high-leverage instruction that targets the needs of emerging bilingual students, low-income students, and foster students. The additional professional learning opportunities include additional full-day professional development and professional learning community opportunities beyond those that address all students' needs. Past implementation of additional professional learning has been effective as evidenced by learning walk data, local assessment results, and more authentic implementation of effective professional learning communities (professional learning feedback forms). Growth in local assessment and state assessment scores for emerging bilingual, low-income, and foster students was happening up until the COVID-19 pandemic. All three groups were disproportionately impacted by school physical closures, local	$3,251,989.00	Yes

assessment analysis showed their progress stalled during distance learning, and gaps between emerging bilingual students and all students grew. Over the 20-21 school year student achievement data on local academic measures and survey data showed emerging bilingual students suffered greater academic impact and disconnection from school. Gaps between emerging bilingual and all students exceeded a 20% difference on some local academic assessments. Low-income students also were not meeting/exceeding grade-level standards on our local assessments at the same rate over the last year. Foster youth academic achievement was also stalled during distance learning as these students felt less connected to school and motivation to engage in distance learning was a challenge (qualitative data collected through student listening circles). Teacher survey data also indicated they desire additional opportunities to learn strategies and practices that improve outcomes for low-income, emerging bilingual students. Over the last three years, the district has focused on the learning needs of all three groups (low-income, foster youth, emerging bilingual students) by offering additional professional learning for teachers and administrators targeting the three groups. As the district enters into the 21-22 school year, the added professional learning will focus on culturally relevant, constructivist learning environments which promote academic achievement and engagement across all content areas for learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). This action/service is directed to meeting the needs of emerging bilingual students, low-income, and foster students and will result in increased achievement and reduction in achievement gaps between emerging bilingual students and all students and higher rates of grade-level proficiency for low-income students and foster youth. Professional learning topics will support the implementation of the AUSD Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices); rigorous, inquiry-based instruction. Added topics will focus on respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research confirms this approach as showing increases student motivation and interest; increases engagement in students' academic discourse; and, increases positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013).

	5	Provide fully credentialed, appropriately assigned teachers	We will provide fully credentialed and appropriately assigned teachers at all of our school sites and provide added support to new teachers.	$51,290,108.00	No
	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support high need students. Professional learning and implementation serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of PBIS (Freeman, Simonsen, & McCoach, 2015) in improving school culture and climate. Low-income students, emerging bilingual students, and foster youth, who have historically experienced inequity in discipline, will benefit from	$32,768.00	Yes

		improved discipline outcomes and increased academic success.		
7	Provide behaviorist and professional learning for social/emotional wellness	When low-income, emerging bilingual, and foster students receive targeted support for social and emotional wellness, their academic outcomes are enhanced as our previous Social and Emotional Check Point data and student focus group data revealed. Current research and our own tracking of student social and emotional wellness reflect a continuing need for added support for our foster youth, emerging bilingual students, and low-income students. In particular, during the COVID-19 pandemic, low-income, emerging bilingual, and foster students indicated higher levels of sadness and less hope about their day-to-day educational experiences. We will provide staff focused on providing for the needs of these three groups beyond those of all students. Staff will oversee tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. It is expected our low-income, emerging bilingual, and foster students will report a higher level of social and emotional wellness during focus groups and on the student district annual survey leading to improved academic outcomes as well.	$146,812.00	Yes
8	Provide additional nurses and increased support for student health	Additional health services for low-income students add to their academic improvement and well-being. Our low-income students do not have the same access to health care services as those who are from higher-wealth families. We will provide increased health supports for low-income students, including, health and vision screening, medical evaluations, case management for medically fragile students from low-income families, and guidance from medical health professionals. The district has provided this additional health support in the past and evidence from survey data has shown the increased access to health supports contributes to better health and earlier access to needed care so that learning is not inhibited by health issues. It is expected that our survey data will continue to reflect the positive impact of providing these added services and that low-income students' academic achievement on state and local assessments will also reflect the positive impact.	$267,734.00	Yes
9	Base funding of facilities maintenance and improvements	We will ensure all of our facilities are enhanced to provide optimum learning for all students. Facilities inspection reports will reflect the efforts of staff to provide safe and healthy learning environments for students.	$7,008,002.00	No
10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Low-income students will have additional opportunities to learn about health, nutrition, and food through hands-on, project-based learning (elementary school garden projects) which is an effective strategy to engage students and increase learning for low-income students. We will increase our school garden programs at district elementary schools. District-wide, students will have increased opportunities to access meals and meals with added fresh produce. The district will address the food needs of low-income students while also increasing their learning around healthy eating with this action/service. Research has shown students who are hunger-free are better able to learn. Our low-income students face issues of hunger and food security. The COVID-19 pandemic's impact on families has heightened this as seen by the increase in demand for meals. Our low-income students will experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. Past implementation resulted in an increased number of	$2,692,089.00	Yes

		students/families participating in the meal programs as well as added positive perceptions about the district meal program. Low-income students showed positive engagement with and excitement about the school garden projects. It is expected that additional low-income students will participate in the district meal programs over the next three years and that on our internal measures of student wellness low-income students show higher rates of food security (health/wellness questions added to the District Annual Survey).		
11	Enhance facilities and LCAP support	The district will continue to provide improved classroom environments that are safer, cleaner, and encourage low-income students to engage more deeply in learning. Our low-income students will have access to improved positive school climates which contribute to academic achievement and can improve outcomes for students from low socioeconomic backgrounds (Berkowitz, Moore, Avi Astor, Benbenishti, Review of Educational Research, 2016). Our low-income students are only meeting state academic standards at a rate of 20-30% for both ELA and math, Noguera (2015) states that "disparities associated with socioeconomic status include school facilities, which impact learning opportunities and contribute to the achievement gap" (Noguera, 2015). Examples of how the district will improve the learning environments include added safety features, beautification and design of classrooms that allow for collaboration and flexible use of space. This district-wide goal will improve low-income students' access to high-quality learning environments beyond those non-socioeconomically disadvantaged students have access to. AUSD is aware of the continuing need to improve and enhance learning environments for our low-income students, our inspection results, as well as input from students, staff, and families, indicate our positive progress over the last three years but also identify areas still in need. A large body of research over the past century has consistently found that school facilities impact teaching and learning in profound ways. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs (Evaluation and Education Policy Analysis, Penn State, 2015). In addition, absenteeism is associated with building condition problems among schools in the lowest-SES districts (American Journal of Public Health, 2010). Research confirms a link between the quality of school facilities and student achievement in English and mathematics. Findings from a study conducted by Uline and Tschannen-Moran (2008) found that quality facilities were significantly positively related to school climate variables, confirming that school climate plays a mediating role in the relationship between facility quality and student achievement. It is expected that the district's improved facility quality will have an impact in three ways. First, low-income student academic achievement will increase and gaps will be diminished. Second, low-income students will increase their engagement in school as measured by low-income students' attendance rates. And third, low-income students will report higher levels of having adequate learning environments and resources; their response rates will align more closely with those of all students.	$160,234.00	Yes

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

Goal

Goal #	Description
2	Through a collaborative, improvement-driven approach, Azusa USD will ensure engagement and leadership growth of parents/families and students. We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community.

An explanation of why the LEA has developed this goal.

Azusa USD has a rich history of authentic community engagement which has led to improved outcomes for students. While our interview and meeting feedback data indicates more than 90% of engaged parents feel empowered to support decision-making, when measured across all families, including those who are not participating in parent forums or committees, there are still focus areas for improvement. Data from all parents show that just over 1/3 feel engaged in and empowered to influence decision-making. Student data also indicate a need to increase student voice. 47% of students felt their voices are heard when decisions are being made at their school.

Student engagement is also reflected in attendance, chronic absenteeism, and suspensions. These indicators are best addressed collaboratively and in support of our families. AUSD seeks to create opportunities to collaborate with parents/families and students in improving these engagement indicators. 2019 was our last full school year without the interruptions of the COVID-19 pandemic. When examining attendance data, AUSD had a 96% attendance rate. The pandemic interrupted traditional attendance therefore consideration and attention to attendance in the coming three years will be crucial to schools addressing any unfinished learning. Pre-pandemic, chronic absenteeism for AUSD was higher than average (9%) but was on the decline for all student groups. The prior success we were having in addressing chronic absenteeism will need to have continued attention to ensure students return to full in-person learning and have access to opportunities to accelerate their learning. Chronic absenteeism rates also reflect differences between student groups with higher rates among foster youth, students with disabilities, homeless, African American students, and White students. Furthermore, suspensions are also an indicator of student engagement and positive experiences at school. From 2018 to 2019, the AUSD suspension rate decreased .8% to 3% for all students. All student groups also declined, providing evidence that our efforts to improve engagement and positive behaviors were working. We seek to continue this positive trend and to bring more equity between student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Attendance Rate	2019-2020 (to March) -All Students: 96% -Emerging bilingual students: 97% -Low-income students: 96% -Foster Youth: 94% -Homeless: 94% -Students with disabilities: 95% -African American: 95% -Hispanic/Latinx: 96% -Asian: 98% -Filipino: 97% -White: 96%				≥96% for all groups
Chronic Absenteeism	2019-2020 (to March) -All Students: 9% -Emerging bilingual students: 9% -Low-income students: 9% -Foster Youth: 21% -Homeless: 20% -Students with disabilities: 16% -African American: 15% -Hispanic/Latinx: 9% -Asian: 5% -Filipino: 7% -White: 14%				≤ 7% for all groups
Suspension Rate	2019-2020 -All Students: 3% -Emerging bilingual students: 3% -Low-income students:				≤ 2.5% for all groups

	3.1% -Foster Youth: 7.6% -Homeless: 4.2% -Students with disabilities: 4.7% -African American: 9.7% -Hispanic/Latinx: 2.9% -Asian: 1.8% -Filipino: 0% -White: 3.5%					
Expulsion Rate	2019-2020 -All Students: .01% -Emerging bilingual students: 0% -Low-income students: .01% -Foster Youth: 0% -Homeless: 0% -Students with disabilities: 0% -African American: 0% -Hispanic/Latinx: .01% -Asian: 0% -Filipino: 0% -White: 0%					≤.5% for all groups
The degree to which parents/families are engaged in their school and empowered to influence decision making. District Annual YouthTruth Survey	2020-2021 Elementary: 68% positive responses Middle: 62% positive responses High: 63% positive responses					Increase of ≥ 5% for all grade spans
The degree to which parents/families are participating in programs for unduplicated students through	2020-2021 2,091 parents/family members					5% increase in the number (from baseline)

District Annual YouthTruth Survey.					
Perceptions parents, students, and staff of school safety on District Annual YouthTruth Survey; percent of positive responses	2020-2021 My school is a safe place/Students are safe from violence Parents: 76% Students: 67% Staff: 78%				Increase ≥ 5% for all groups
The degree to which students are connected and have a sense of belonging to school	2020-2021 Elementary: 67% Middle: 46% High: 36%				Elementary: ≥ 75% Middle: ≥65% High: ≥55%
Percent of parents/families who would recommend AUSD schools (level of satisfaction)	2020-2021 69%				≥75%
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions.	2020-2021 47% positive responses				≥53%
High School Dropout Rate	2020 -All: 6.7% -Emerging bilingual students: 19% -Students with disabilities: 7.1% -Low-income students: 6.6%				Reduction ≥ 1% for all groups
Middle School Dropout Rate	2020 0%				Maintain 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide enhanced communications to the community, including personnel, materials, and technology	Effective and consistent communication with all stakeholders and the community is vital for a coherent well-informed system. The district will improve communication with our families of low-income, emerging bilingual, and foster students. Our low-income and emerging bilingual students and their families need added opportunities to communicate and understand the navigate the public education system especially those families where all adults are also managing unflexible, full-time work schedules as well as raising children. Foster students and their families are often navigating many different school systems and the unique needs of foster youth, such as transportation and completion of credits toward high school graduation. The district will hire staff and purchase communication materials and tools that will focus on improving communication with our low-income families, families of emerging bilingual students, and foster families. Enhanced websites and district communication procedures will also contribute to increased communication. This service is principally directed toward meeting the needs of emerging bilingual students, low-income students, and foster students, as these groups have historically been underserved and have expressed a desire for increased opportunities to communicate and connect with schools and the district. This district-wide action/service will support parents of low-income, emerging bilingual, and foster students as well as the broader Azusa community in collaborating to promote student achievement. According to the California Family Engagement Framework (2014), when schools actively involve parents and engage community resources, they are able to respond more effectively to the needs of the most vulnerable students. Past improvements in this area have resulted in parents/families feeling more satisfied with the communication between schools/district and home. It is expected our low-income, emerging bilingual, and foster parents/families will continue to report high levels of connectedness and satisfaction with communication on the district's annual survey.	$286,021.00	Yes
2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	Goal 2 Action 2: AUSD will provide additional opportunities for parents of low-income, emerging bilingual, and foster students to engage with schools through an Azusa Parent Learning Network. The district-wide network will use a multi-session parent education model for parent learning workshops where both families and staff partner to focus on ways to improve results including both academic and social-emotional outcomes for low-income, emerging bilingual, and foster students. Survey data from parents shows strong progress in AUSD's community engagement, despite the growth, data also reflect the need to continue our efforts and increase opportunities for parents and families to be engaged in student success. Our engagement rates for low-income, emerging bilingual, and foster students are lower than those of all students, so additional opportunities for this group of parents to engage with schools will serve to increase low-income, emerging bilingual, and foster student success, in particular in academic areas. Evidence shows student achievement increases when parents, especially those of unduplicated students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. We expect to	$37,163.00	Yes

		see positive academic outcomes and increased social/emotional learning for our low-income students, emerging bilingual students, and foster youth. Families of low-income, emerging bilingual, and foster students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. The increased engagement will be monitored through district surveys and network session feedback forms.		
3	Provide supplies and resources for Foster Youth	In a recent study, Hass, Allen, & Amoah (2014) found having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increase student success. Our foster youth have lower rates of academic achievement, college/career readiness, and social-emotional wellness. AUSD will provide foster youth and parent services via frequent outreach meetings, periodic check-ins, and resources. Results of this district-wide service will improve social, emotional, and academic support for our students who are in foster care and we expect to see higher rates of achievement, attendance, social-emotional wellness, college/career readiness, and lower rates of suspension.	$5,000.00	Yes
4	Improve school safety through professional learning and supplies purchases	Increasing school safety is important for the community and staff, it adds to an effective learning environment for our low-income students. Our students report that they do not always feel safe in their communities and feel unsafe due to the COVID pandemic. 2021 survey results revealed students have less positive perceptions about school safety. We will continue to increase school safety professional learning for staff and enhance school safety supplies related to professional learning, such as vests, equipment, emergency food, and medical supplies beyond what is required. Engagement in school and learning increases for students from socio-economically disadvantaged families when they feel safe at school (Côté-Lussier & Fitzpatrick, 2016). Low-income students in our district will have a greater sense of safety on campuses and higher rates of engagement (attendance) and academic achievement. Measurable outcomes include a) low-income students' sense of safety which on safety survey questions, and b) improved engagement (higher rates of attendance). It is expected that low-income students' academic performance on state and local assessments will also increase. Past implementation of this action was effective. Student survey data four years ago revealed low-income students were concerned about safety, after offering professional learning and increasing safety preparation at schools, the survey data for low-income students showed increases in students' sense of safety on campuses. This year, a continuing need to address safety emerged from our survey results.	$25,579.00	Yes
5	Provide a bilingual community liaison at all schools	An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, emerging bilingual students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar for all three groups. We will continue to provide a bilingual Community Liaison for each school in the district so that families of low-income, emerging bilingual, and foster	$425,841.00	Yes

students will have increased access and connections to the schools. Community liaisons will provide referrals to resources for families, co-lead parent/family meetings, help parents/families to navigate district systems and processes for supporting students, and create a welcoming environment for families. Past implementation of this service has been effective as our low-income parents, parents of students learning English and foster families have higher rates of positive relationships and connection to schools when compared to similar schools and groups throughout the state and nation (District Annual YouthTruth survey comparison data). Through the Community Liaisons' work, parent engagement will continue to be prioritized, monitored, and addressed resulting in increased positive relationships and connections between families and schools. The data from families will also be cross-referenced with student academic achievement results which should also show positive growth on district assessments, diagnostics, and statewide standardized tests.

| 6 | Provide director to oversee and improve the LCAP process and implementation | Having access to accurate, frequent, and appropriate data to monitor the progress of our emerging bilingual students, low-income students, and foster youth is essential in increasing responsiveness to their special needs. Data and progress of emerging bilingual students are needed as they face the dual challenge of learning content and learning English. Foster youth face increased trauma that can impact learning along with frequent changes in schooling, a strong understanding of their progress helps schools and districts better meet their needs. Low-income students have historically underperformed students who are not from low-income families. In designing district goals, actions, and budgets that meet the needs of these three student groups, a district must have a strong focus and added attention to the implementation of their LCAP. Hiring staff to focus on LCAP implementation has improved the implementation in AUSD and increased the district's ability to use the LCAP as a living document that provides for the needs of low-income students, emerging bilingual students, and foster youth. Further evidence has shown that district monitoring of metrics, actions, and services outlined in the LCAP improves our transparency, effectiveness, and provides data to improve decision-making and instruction. Therefore, we will continue to provide district staff responsible for local, state, and federal data. Staff will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions/services; and, oversee surveys and stakeholder engagement in the LCAP process. Past implementation has shown this action has made a positive difference in the areas of family and student engagement in decision-making (district survey results), improved academic outcomes for students (CA Dashboard academic indicators), and increased transparency and collaboration among all stakeholders (district annual survey data, engagement feedback surveys). It is expected that parents will continue to maintain or increase their sense of involvement and value in district decision-making and additional parents/families will be part of that process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions resulting in improved academic outcomes for low-income, emerging bilingual, and foster students. A final expected outcome is that our LCAP process will evolve so that the implementation of the goals, actions, and services will continue to be seen as an effective and authentic means to | $178,526.00 | Yes |

		implement initiatives servicing our students who have the greatest needs.		
7	Provide personnel to support and improve student engagement	We will provide increased support for pupil engagement as measured by attendance, suspension, and expulsion, for all students. Child Welfare and Attendance staff will increase links to community agencies that support students, advocate for foster youth, and provide outreach and support for families and students.	$838,402.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
3	Through a collaborative, improvement-driven approach, Azusa USD will address the unique needs and abilities of all students, provide high-quality instruction and course offerings, and narrow college/career readiness gaps between student groups to ensure students are prepared for college enrollment and career transitions.

An explanation of why the LEA has developed this goal.

Through stakeholder engagement opportunities and data collection, AUSD identified the need for our third goal. Preparing students for college and/or careers after high school is an outcome all stakeholders felt strongly about as the LCAP was developed. Goal 3 focuses on ensuring our students are prepared for post-high school success.

The California School Dashboard reports a College and Career Indicator, AUSD has been showing improvements in preparing students for college and careers according to this indicator. In 2019 36% of students graduating from AUSD schools were considered prepared, by 2020, the number had increased 7% to 43%. Not all student groups have been improving at the same rate and in particular, students with disabilities and emerging bilingual students have lower readiness rates. These differences between the groups reveal a need to focus on equity by providing additional support and opportunities to be college and career-ready. While celebrating

our success in this area, the district seeks to continue to focus and address differences between student groups. We desire to increase college/career readiness for all students and in particular to focus on the readiness of our high need students.

Graduation rates for our students have been increasing over the last 3 years and continue to exceed those of the state and county. AUSD seeks to maintain the focus on supporting students in meeting graduation requirements in particular as we face any unrealized student learning brought about by the COVID-19 pandemic. The district also prioritizes the goal of ensuring all student groups are reaching the same high graduation rate. AUSD has identified three groups who, in particular, need additional support: our emerging bilingual students (74%), homeless students (77%), and students with disabilities (80%).

Academic achievement also contributes to preparing our students for college and careers. Rigorous coursework will better prepare students for the opportunities that await them in the 21st-century work world. During the pandemic, student Lexile levels (reading levels) and class grades indicated a need to focus on student achievement in order to prepare them for post-high school life. Over half of AUSD students were reading below grade level during distance learning. Data on course grades also show high rates of D and F grades, with over 40% of students having one or more D or F. The district aims to increase the percent of students who are earning a 3.00 grade point average or higher by focusing on improved college and career readiness initiatives and increasing opportunities for academic achievement support. We plan to examine what has been effective in supporting high need students and increase the opportunities for them to participate in these initiatives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard) Local Assessments for 2020-2021 only- 11th grade	2019 EAP/CAASPP ELA 11th grade -11th Grade: 47% -Emerging bilingual students: 10% -Low-income students: 45% -Students with disabilities: 6% -Hispanic/Latinx: 46% -White: 58% 2021 Local Assessment Grade 11 ELA meeting/exceeding standard All students: 39% Emerging bilingual students: 10% Students with disabilities: 15%				Increase for all groups ≥ 5% points Reduction in the difference between student groups ≥ 10%

EAP/CAASPP SBAC Mathematics percent of students meeting/exceeding standard)	2019 EAP/CAASPP Math 11th grade 11th Grade: 25% Emerging bilingual students: 2% Low-income students: 23% Students with disabilities: 0% Hispanic/Latinx: 23% White: 42% 2021 Local Assessment Grade 11 Math meeting/exceeding standard All students: 8% Emerging bilingual students: 4% Students with disabilities: 5%				Increase for all groups ≥ 5% points Reduction in the difference between student groups ≥ 10%
Graduation Rate (CA Dashboard District Rate)	2020 -All Students: 91% -Emerging bilingual students: 74% -Foster Youth: 94% -Homeless: 77% -Low-income students: 91% -Students with disabilities: 81% -Filipino: 92% -Hispanic/Latinx: 92% -White: 96%				Rates for all groups ≥ 95%
Percent of Early College Program Seniors earning 2 semesters of transferable units	2020 82%				100%
College and career readiness measures	2020 -Percent of 12th graders				-Percent of 12th graders meeting UC/CSU (A-G) course completion requirements ≥ 50%

	meeting UC/CSU (A-G) course completion requirements: 45% -Percent of AP students scoring a 3 or higher on AP exams: 57% -Percent of IB students averaging a score of 4 or higher on IB exams: 43% -Percent of students completing a CTE pathway by the end of 12th grade: 19% -Percent of high school seniors earning a Seal of Biliteracy: 15% -Percent of high school seniors earning a Seal of Civic Engagement: N/A -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard: 43%				-Percent of AP students scoring a 3 or higher on AP exams ≥ 60% -Percent of IB students averaging a score of 4 or higher on IB exams ≥ 55% -Percent of students completing a CTE pathway by the end of 12th grade ≥ 25% -Percent of high school seniors earning a Seal of Biliteracy ≥ 20% -Percent of high school seniors earning a Seal of Civic Engagement ≥ 20% -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard ≥ 50%
Percent of high school students enrolled in college-preparatory courses/programs (unduplicated AP, IB, ECP, Dual Enrollment)	2020 57%				≥ 65%
Percent of 9th-grade students with 3.00 GPA or higher	2021 25%				≥ 30%
Percent of 12th-graders who complete the FAFSA	New metric				≥ 70%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional learning and materials to increase student college preparedness	Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited home resources to advance their academic preparation for post-secondary education. The research identified in "Unlocking Emergent Talent" (Olszewski-Kubilius & Clarenbach, 2012) indicates that providing a high-powered, enriched curriculum and scaffolding for advanced thinking and questioning skills, rather than remediation is successful in raising the academic achievement and post-secondary trajectory of learners of varying ability and socioeconomic levels. Through this districtwide goal, we will increase college readiness opportunities, including support for meeting a-g requirements, access to AP courses, credit recovery, and grade improvement. This includes professional learning in these areas as well as direct student support. Past implementation has been effective, resulting in higher graduation rates, increased college and career readiness rates, and higher rates of college acceptance. AUSD expects to continue to see increases in college and career readiness levels in low-income students, emerging bilingual students, and foster youth.	$40,517.00	Yes
2	Provide SAT/PSAT Day and AP testing for high need students	Many of our low-income students will be first-generation college students and have limited home resources to advance their academic preparation. Through this districtwide goal, we will provide increased opportunities for our low-income students to develop an academic mindset and gain exposure to college-level entrance and AP exams. We will provide college entrance exams, AP Exams, test information, instruction, and preparation for low-income students to support increased college readiness and college enrollment.	$84,000.00	No
3	Provide the AVID program and middle and high schools	Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited support in terms of study skills and mentors familiar with the demands of college preparatory classes. Through this district-wide goal, we will provide increased opportunities for our students to develop strong study skills and gain the academic preparation necessary to access 4-year college admission. Through implementation of The Advancement Via Individual Determination (AVID) program we will support high need students in overcoming barriers faced in pursuit of higher education. AVID programs have shown to increase student success in accessing college upon graduation (Bernhardt, 2013).	$335,259.00	Yes
4	Provide STEM programs at Dalton and middle schools feeding to high school pathways	A longitudinal study on career preparation by Vuolo, Mortimer, and Staff (2013) clearly indicates the benefits of early identification of career goals on student long-term career decisions. We will provide added career exploration opportunities for Career Technical Education (CTE) at feeder schools, such as STEM and Project Lead the Way, in order to expand our CTE programs and pathways at district high schools. High need students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers.	$174,536.00	Yes
5	Offer, Support, Expand Career Tech Education at district high schools	Research by Fouad & Santana (2016) focusing on the under-representation of low-income, English language learners, and foster students in science, technology, engineering, and math (STEM) related careers indicates an acute need to increase their numbers in these	$604,500.00	Yes

high paying career fields, particularly in the area of medicine and engineering, and other high demand areas. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, emerging bilingual, and foster students in our district are able to begin their career trajectory into STEM-related and/or high demand, high earning professions while still in high school. AUSD has had a growing CTE program and with higher levels of enrollment of unduplicated students over the last three years. Participating students have been awarded commendations for their achievements. AUSD expects to a) increase the number of low-income, emerging bilingual, and foster students participating and completing CTE pathways, b) increase college and career readiness for these groups of students, c) increase the number of low-income, emerging bilingual, and foster students who plan to enter into career technology career fields.

6	Offer the International Baccalaureate Program to students at Azusa HS	Goal 3 Action 6: Our low-income and emerging bilingual students require additional support and rigorous coursework to prepare them for successful participation in a global economy. To better prepare students for college and high-paying global careers, we will offer increased and improved opportunities through the International Baccalaureate Program at Azusa High School. A large-scale study of public schools in an urban US district indicated that enrollment in IB programs increases the probability that students will graduate from high school and enroll in college (Saavedra, 2014). The Azusa IB program has resulted in low-income and emerging bilingual student participants being accepted to some of the top colleges/universities in the nation, AUSD will see additional low-income and emerging bilingual students participating in IB and transitioning successfully to college/university.	$358,423.00	Yes
7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all high schools	The premise of dual enrollment is that low-income, emerging bilingual, and foster youth high school students can enhance their chances for college success if they better understand what it takes to succeed in college: they do this by actually experiencing real college coursework, often earning "dual credit" for both high school and college. Research, conducted in Texas by Jobs for the Future (Struhl & Vargas, 2012), points to the effectiveness of dual enrollment as a strategy for improving postsecondary success. AUSD dual enrollment opportunities, including our Early College Program, have resulted in increased participation and an increased number of students completing 30+ units prior to high school graduation. Further, dual enrollment will contribute to financial benefits and build a sense of efficacy in low-income, emerging bilingual, and foster students who may be first in their families to attend college. We will coordinate with Citrus College to increase dual enrollment opportunities for our low-income, emerging bilingual, and foster students, including Career Technical Education programs, resulting in increased college and career readiness for all three student groups.	$63,000.00	Yes
8	Contract with ROP to offer career technology education programs	Our low-income students, emerging bilingual students, and foster youth will benefit from expanded opportunities to advance in their college and career preparation. All three groups have had lower rates of preparedness when compared to students who are not part of one	$780,953.00	Yes

		of these groups. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, emerging bilingual and foster students so they exit our schools prepared for career or college transitions. We will coordinate with ROP to provide these courses which will increase and improve CTE programs and college and career readiness. College/career preparedness data show the effectiveness of the past implementation of this action. It is expected that continued increases in college-career readiness for low-income, emerging bilingual, and foster students will result.		
9	Offer summer school to high need students	Our low-income students, emerging bilingual students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. Multiple studies indicate the positive impact of summer programs for students, especially those from historically underserved populations (Somers, Welbeck, Grossman, & Gooden, 2015; Zvoch & Stevens, 2013). We will increase summer school sections to offer credit recovery, grade improvement, and original credit with a focus on enrolling emerging bilingual students, low-income students, and foster youth and increasing the graduation rate for all three student groups. Implementation of the action in the past as successfully enrolled students, increased graduation rates, and allowed for added instruction and course completion, in particular over the last two years. It is expected that due to the pandemic the need for additional learning opportunities will be greater for our low-income, foster youth, and emerging bilingual students who were disproportionately negatively impacted by school physical closures.	$240,154.00	Yes
10	Increase school counseling and services to prepare students for college and careers	Evidence has shown when our low-income, emerging bilingual, and foster students are provided additional support and assistance with planning for college and career transitions, their outcomes are improved and students are better prepared and have more post-secondary options. While this action has been effective in improving college and career readiness in the past, the three student groups still exit our schools with rates that need attention (low-income students only 41%, foster youth 50%, and emerging bilingual students 13%). We will provide sufficient staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, emerging bilingual, and foster students at all sites, including four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. Past implementation of this action has led to improved college and career readiness outcomes on state indicators. Implementation of this action will lead to continued growth for low-income, emerging bilingual, and foster students in college and career readiness. AUSD students who are low-income, who are learning English, and in foster care will leave our district after 12th grade with improved knowledge and resources supporting college and career transitions.	$2,210,336.00	Yes
11	Provide a College and Career Programs director and professional learning	Research indicates that a well-planned and coordinated College and Career Readiness program prepares all students, including those historically underserved, to be prepared for education and employment post–high school (Malin, Bragg, & Hackmann, 2017). AUSD low-income, emerging bilingual, and foster students report an increased desire to be	$189,854.00	Yes

		prepared for college and careers in the District Annual Survey. Further needs exist to continue to improve college and career readiness results on the CA School Dashboard (low-income students only 41%, foster youth 50%, and emerging bilingual students 13%). We will provide district staff and training to support site implementation of college preparatory and CTE programs and thus increase access to college and careers for our low-income students, emerging bilingual students, and foster students. Low-income, emerging bilingual, and foster students' college and career readiness rates have improved but are not yet at our target levels for all three groups. This action is also expected to result in higher participation of low-income students, emerging bilingual students, and foster students in college and career readiness programs.		
12	Participate in California Ed Partners project to improve 9th grade GPA	As a strategy aimed at increasing the a-g completion rate of 9th graders, the district will participate in a multi-year statewide collaborative focused on deep learning and systems improvement leading to changes in classroom instruction, culture, best practices, and student academic outcomes. Past participation in collaborative improvement networks has led to district growth in the areas of emerging bilingual achievement and community engagement. Furthermore, research shows that 9th-grade students with a grade point average above 3.0 have a 70% chance of maintaining or improving that number by high school graduation, which makes them significantly more likely to progress and persist in higher education.	$10,000.00	No

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not applicable to this year's LCAP cycle.

Goal

Goal #	Description

| | 4 | Through a collaborative, improvement-driven approach, Azusa USD will ensure all students achieve at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging bilingual students' language acquisition, biliteracy, reclassification, and academic achievement. |

An explanation of why the LEA has developed this goal.

AUSD is committed to ongoing efforts of improvement to ensure that all students are achieving academically. The district identifies strengths and weaknesses, plans for improvement, and reflects upon progress through the collection and analysis of data and the engagement of stakeholders. The California School Dashboard (2019) demonstrated that while AUSD has made positive progress for students, including those who are high need, there is still work to be done. AUSD students increased mathematics achievement by 5 points (average distance from standard), shifting the indicator to orange. In ELA, students improved their average distance from standard by 3 points. AUSD is encouraged by the 2019 growth, which is part of a 10% increase in students meeting standards in both ELA and Math over the last 6 years. The district seeks to capitalize on that momentum. While the 2020 SBAC was suspended, our local assessments served to monitor student progress, in particular any unrealized or unfinished learning by some students. All assessment results demonstrate the need to continue to prioritize student achievement, in particular for emerging bilingual students. Upwards of 60% of all students struggled to master grade-level standards in both ELA and math in 2020-2021. For emerging bilingual students and students with disabilities, the rate of mastery was even lower, 10% or fewer students in these groups were at standard on local assessments.

AUSD also tracked and monitored grades and during the 20-21 school year. The rate of D and F grades for secondary students increased during the pandemic. 38% of secondary students had one or more D or F on their report card. Students with disabilities had a rate of 59%, low-income students 40%, and emerging bilingual students had a D/F rate of 56%. These data explain why AUSD will continue to address student academic achievement for all student groups and also focus on the grade progress for emerging bilingual students and students with disabilities.

While survey data from our emerging bilingual students and their families show high rates of satisfaction with AUSD schools (70% at the elementary level), achievement monitoring reflects a need to continue to target professional learning, resources, and instruction toward increasing the language acquisition and academic achievement of emerging bilingual students. The suspension of the 2019 summative ELPAC led to AUSD creating additional local measures of progress for emerging bilingual students. These measures revealed 30% of TK-2nd-graders, 44% of 3rd-5th graders, 56% of 6th-8th graders, and 48% of 9th-12th graders were struggling to master English Language Development standards. In particular, many of the students in grades 7-12 are long-term English learners (LTELs) who have unique needs in meeting reclassification requirements. Focused monitoring and support for reclassification for our emerging bilingual students will be critical as scores from the 2021 ELPAC begin to arrive. Our international students (sometimes referred to as newcomers), also have specific needs and ongoing monitoring of all emerging bilingual students' language progress and achievement is embedded in Goal 4. Academic outcomes for students who have been reclassified are very positive, the district seeks to ensure all emerging bilingual students become proficient in English and have the same successful trajectory.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
CAASPP SBAC English Language Arts percent of students meeting/exceeding standard)	2019 CAASPP ELA -All students: 40% -Emerging bilingual students: 6% -Reclassified Fluent				Increase for all groups ≥ 5% points Reduction in the difference between student groups ≥ 10%

	English Proficient (RFEP): 55% -Low-income students: 38% -Students with disabilities: 6% -Foster Youth: 25% -Homeless: 33% -African American: 28% -Asian: 64% -Filipino: 76% -Hispanic/Latinx: 38% -White: 57% 2021 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard All students: 32% Emerging bilingual students: 11% Students with disabilities: 12%				
CAASPP SBAC Math percent of students meeting/exceeding standard)	2019 CAASPP Math -All students: 31% -Emerging bilingual students: 7% -Reclassified Fluent English Proficient: 40% -Low-income students: 29% -Students with disabilities: 4% -Foster Youth: 21% -Homeless: 26% -African American: 18% -Asian: 71% -Filipino: 68% -Hispanic/Latinx: 29% -White: 48% 2021 Local Assessment Grade 3-8 & 11 Math				Increase for all groups ≥ 5% points Reduction in the difference between student groups ≥ 10%

	meeting/exceeding standard All students: 18% Emerging bilingual students: 8% Students with disabilities: 5%					
Percent of fully credentialed/authorized teachers	2020-2021 100%					100%
Percent of appropriately assigned teachers	2020-2021 100%					100%
Percent of students with standards-aligned instructional materials	2020-2021 100%					100%
Third-grade reading proficiency rate (Lexile measure)	2020-2021 39%					≥ 65%
Rate of 9th-grade students earning A-C grades	All: 56% -Emerging bilingual students: 35% -Reclassified fluent English proficient: 65% -Low-income students: 54% -Students with disabilities: 37% -Hispanic/Latinx: 55%					≥ 75% for all groups
Rate of reclassification of emerging bilingual students	2020-2021 10.8%					≥ 12%
Percent of emerging bilingual students making progress toward language proficiency on the CA	2019 45%					≥ 55%

School Dashboard based upon ELPAC scores. (Outcome not available Year 1)					
Reduction of the percent of emerging bilingual students who are Long Term English Learners (LTELs = categorized as EL for more than 6 years)	2020-2021 LTEL rate 38% (new metric)				Reduction of rate ≥ 5%
Test of English Language Learning (TELL) Results	No baseline, new metric				Proficiency growth ≥ 5%
Implementation of State Standards Local Metric	2021 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5				All areas increase to or maintain 5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental standards-aligned instructional materials and technology	AUSD will purchase standards-aligned, instructional materials and technology supporting a culturally relevant, constructivist learning environment in order to improve low-income, emerging bilingual, and foster students' academic achievement on local and state assessments. Student performance data on these assessments reflect the need. In ELA, fewer than 40% of low-income students, 25% of foster youth, and 6% of emerging bilingual students are at grade level. Math achievement also reflect the need, fewer than 29% of low-	$1,871,471.00	Yes

		income students, 21% of foster youth, and 7% of emerging bilingual students are meeting grade-level standards. In 20-21 local assessment data for all three groups was even lower. The data point to a districtwide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students, and foster students. It is expected that a culturally relevant, constructivist learning environment will promote academic achievement and engagement across all content areas for low-income students, foster students, and emerging bilingual students. Rates of standards mastery by all three groups will improve and gaps between groups will diminish. By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach which will result in increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and emerging bilingual students have limited access to technology at home. In the past, increased availability to technology has improved access to learning for low-income, emerging bilingual, and foster students, especially during distance learning. AUSD seeks to continue to provide high levels of technology resources for unduplicated students. The increased access to technology and instructional materials will support instruction for low-income, emerging bilingual students, and foster students.			
2	Provide all students standards-aligned instructional materials	AUSD will provide all students standards-aligned instructional materials.	$1,180,339.00	No
3	Provide visual and performing arts curriculum and materials, support Powell School of the Arts	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas students from low-income backgrounds and emerging bilingual students benefit (Caterall, 2012). We will provide supplemental materials for the secondary art program, the performing arts elementary school, and other visual and performing arts programs so that low-income and emerging bilingual students can garner the benefits of a rich arts program in AUSD. In the past, this action has been effective as low-income and emerging bilingual students have had additional access to arts education and the indirect positive impact on their academic achievement levels. Students from low-income families and emerging bilingual students need additional access to art resources, materials, and explicit art instruction because family financial resources are not always enough to provide art education and activities outside of school-based programs. By offering additional arts education, low-income and emerging bilingual students' participation in district arts programs will increase. Participation will also have a positive impact on the academic achievement of these groups as reflected in state and local assessment data.	$50,000.00	Yes
			$875,384.00	Yes

4	Provide added opportunities for music instruction and instruments at all schools	Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students, our low-income students do not have access to added music instruction compared to students who are not low-income. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. We will increase student music instruction and improve all district music programs by purchasing instruments, materials, and supplies to increase equity and access for our low-income students. In the past, students from low-income families have been able to access additional music education in our district, more students participated in our music programs. With this action's resources, we expect to see continued increases in participation both within and outside the school day. It is expected that participation will increase so that all 5th and 6th graders are participating in music during the day and that this creates a pipeline to increase our middle school and high school music program participation. Further, access to music instruction should reflect positively by contributing to increases in low-income student's academic achievement of state and local academic measures, currently, low-income students are achieving at a rate less than 50% in all content areas.		
5	Provide comprehensive intervention for high need students at all sites	Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, emerging bilingual, and foster students. Our low-income, emerging bilingual, and foster students are performing significantly below grade level on state and local measures, with very large gaps (25% or more) when compared to students who are not in these three student groups. All three groups need access to added tier 1 and tier 2 interventions to support increased mastery of grade-level standards. Through this districtwide goal, intervention staff will increase and improve instructional support for low-income, emerging bilingual students, and foster students. By providing individual and small group instruction, intervention staff will support emerging bilingual students' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support will also include the development and implementation of a Student Study Team Protocol and early intervention. AUSD expects to see an increase in high need student achievement reflected by growth on our district diagnostics measuring math and reading skills. Further, we expect to see a reduction in the performance gap between low-income students, emerging bilingual	$1,770,567.00	Yes

		students, and foster students and those who are not in these groups. At the middle school level, student grades will also increase reflecting the impact of the additional academic support.		
6	Provide web-based programs to support monitoring of student achievement and outcomes	Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, emerging bilingual, and foster students' achievement, and use data to inform instructional practice. We will renew contracts for the district's enhanced student information system and the data and assessment system which provide added ability for assessing and monitoring our low-income students, emerging bilingual students, and foster students. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. Our low-income students faced added barriers to learning during the COVID-19 pandemic, lack of instructional resources and the pandemic's impact on their families created circumstances where they will come to school with unfinished learning in the Fall. Our emerging bilingual students had less English language exposure during distance learning, their progress toward fluency was slowed during distance learning. Our Foster youth experienced more upheaval during the pandemic and had higher levels of disengagement in distance learning when compared to all students. These circumstances and conditions indicate a need to closely measure the three groups' levels of learning and to monitor their progress intently to offset the impact of distance learning and the pandemic. In the past, our use of information and assessment systems has led to increased use of data in decision-making as seen in added PLC data use and administrator data use. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, emerging bilingual students, and foster youth. This will be evidenced by a reduction in the gaps between student groups on state and local assessments and diagnostics. It is expected that low-income and emerging bilingual students will have increased percentages of students meeting or exceeding grade-level standards. Additionally, emerging bilingual students' language acquisition will increase throughout the year as measured by our TELL. AUSD has experienced growth in data-driven instructional decision making and there is a desire to continue to address the need and improve practice. These data systems allow us to disaggregate results by student groups. Evidence has shown when data is used to monitor and improve instruction for our students, stronger academic impact results.	$131,000.00	Yes
7	Increase technology access and support for technology districtwide	AUSD will provide technical staff, equipment, infrastructure, and programs to be utilized by our low-income, emerging bilingual, and foster students. Many of our low-income students, foster students, and emerging bilingual students do not have access to reliable technology at home. In the past we have implemented actions to increase technology for these groups, we have improved our infrastructure and access to devices and connectivity; 90% of our students reported having access to a device and the internet after our previous implementation. This metric shows the district's previous actions had a positive impact. The pandemic highlighted the need to ensure that low-income, emerging bilingual, and foster students have equitable access to technology. Technology is constantly improving and	$1,424,440.00	Yes

		needs ongoing upkeep and replacement, we must maintain and continue to improve access so our students can learn with the most up-to-date devices and accessibility equipment. AUSD Management Information Systems department will maintain and increase student access to technology so that the district continues to see 90% or more of our low-income, emerging bilingual, and foster students reporting access to reliable devices and connectivity both at home and at school. These groups will be provided the technology and internet access they need to learn. The increased technology will support intervention instructional materials and instruction for emerging bilingual students, and academically at-risk, low-income students, and foster youth.		
8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Through this districtwide action/service, AUSD will provide staff such as translators and instructional aides to support families and students who are low-income and emerging bilingual students in accessing instruction and information. A teacher on special assignment will provide low-income and emerging bilingual students with access to increased learning opportunities and improved instruction through teacher professional learning and coaching. Low-income students' parents/families often have limited experience with access and understanding of school systems or have barriers such as unusual working hours or abilities to access information. Smaller percentages of our low-income parents report being engaged in their child's school when compared to higher-income families. Low-income students at all grade levels have consistently lower levels of standard mastery when compared to higher-income students on local academic assessments (up to 20% difference for some grade levels). Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. Our families who prefer to communicate in a language other than English frequently provide feedback at PAC+ or community forums about the vital need for translation. Emerging bilingual students' mastery of standards on local academic assessments is 21% lower than all students. As a result of this action, teachers will report higher levels of being prepared to teach students who are low-income and emerging bilingual. Further, it is expected that this action will increase the achievement levels for both groups and reduce the gaps between groups on local academic assessments and on state assessments.	$491,279.00	Yes
9	Provide early childhood programs	85% of our families qualify for free/reduced lunch and they continue to have a need to access early childhood programs so that students have added opportunities for academic achievement beginning early in their lives. A marked difference in achievement has been observed in those students who have participated in district preschool programs (Duncan & Magnuson, 2013). We see this reflected in Azusa, we've offered an early learning program for low-income students, foster youth, and emerging bilingual students in the past which has increased in enrollment over the years and resulted in students better prepared for elementary school. Our local assessment data for low-income, emerging bilingual, and foster youth, teacher feedback, and DRDP results reflect that students who participated in early learning programs were better prepared and were reading at higher rates than those who had not participated which was our expectation when the program was first developed. Azusa will continue to invest in added educational opportunities for our	$682,595.00	Yes

youngest learners who are low-income students, emerging bilingual students, and foster youth. The district will maintain an Early Childhood Director who will oversee preschools and increased early education services. A PK-TK-K curriculum-aligned program will continue to be implemented to support student learning. Additionally, transitional kindergarten will be offered at all sites for all 4-year-olds to increase early literacy and early social and emotional development. To further support AUSD's Early Childhood Programming, AUSD is engaged in the Pre-K to 3 Coherence Collaboration (P3CC), a professional learning network of 10 California school districts that collaborate to develop a coherent, aligned mathematics instructional program from preschool to third grade. Our program will grow in size and high need student achievement as measured by preschool through third-grade academic assessments will reflect increases in student achievement.

10	Improve tracking and monitoring of emerging bilingual students' language acquisition	The differences in performance levels of emergent bilingual students in the four domains of listening, speaking, reading, and writing require that teachers monitor growth in the individual domains beyond a single overall performance score. In particular, AUSD staff must monitor and address the unique needs of our international students (Newcomers), and Long Term English Learners, and those students who have been reclassified as English proficient. We will renew performance monitoring software for emerging bilingual students to assist teachers in the implementation of effective integrated and designated ELD lessons. Emerging bilingual students will show language acquisition growth and improved academic achievement.	$22,000.00	No
11	Increase and improve professional learning targeting the needs of emerging bilingual students	Effective professional learning requires sustained follow-up and coaching throughout the year (Hargreaves & Fullan, 2012). Increased and improved professional learning focused on improving emerging bilingual student achievement and aligned to the California English Learner Roadmap will continue to be provided through consultants and through the assistance of Teachers on Special Assignment, who have expertise in serving the needs of emerging bilingual students. Emerging bilingual students continue to achieve at rates lower than those of all students. Emerging bilingual students' state and local assessments in math and ELA reveal a 20% or larger gap when compared to all students. 55% of secondary emerging bilingual students have at least one D or F on their 20-21 report card. As a result of this action, emerging bilingual students will have improved academic achievement and language acquisition growth. Prior to the pandemic, AUSD was making progress with emerging bilingual achievement as reflected on district monitoring assessments, the pandemic amplified the need to focus specifically on emerging bilingual student achievement and growth.	$349,929.00	Yes
12	Provide added intervention and instructional support for emerging bilingual students	Our school sites have different needs with regard to the services they can provide emerging bilingual students. Some schools may have very high percentages of emerging bilingual students (up to 65%). Emerging bilingual academic achievement on local assessments showed decreases in levels of mastery in both ELA and Math. Preliminary 2021 ELPAC scores are showing our emerging bilingual students are not advancing in their language	$424,667.00	Yes

		acquisition as expected. Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for emerging bilingual students. School sites will utilize resource teachers/instructional aides to provide interventions for emerging bilingual students. AUSD has seen an improvement in interventions, for example, all K-8 schools have been offering afterschool interventions and support to emerging bilingual students. The district expects to see additional growth in emerging bilingual students' language acquisition on both the ELPAC and our local assessment, the TELL. Additionally, this action should result in increased reclassification and a reduction in the number of long-term English learners.		
13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for emerging bilingual students. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of emerging bilingual students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement.	$493,457.00	Yes
14	Increase monitoring of emerging bilingual students' language acquisition	Castañeda v Pickard (1981) established that bilingual education programs must be based on sound educational theory, implemented effectively with resources for personnel and instructional materials, and be proven effective in helping students overcome language barriers. To close academic gaps and develop language proficiency, the English language development of emerging bilingual students requires ongoing monitoring of students (Olson, 2010). The annual state language assessment isn't sufficient to ensure progress for students. To address the need, an additional ELD/ELL assessment will be utilized to determine ongoing progress and identify advancement toward reclassification. The district expects to see emerging bilingual students' English language proficiency increase because the additional formative data will be used to adjust instruction and target students' specific language needs.	$35,000.00	Yes
15	Support a dual language immersion program	Research studies are clear regarding the long-term advantages of bilingualism and dual language immersion programs on the achievement and reclassification of emerging bilingual students (Umansky & Reardon, 2014). By increasing the Dual Immersion (DI) program at our schools, our students, particularly those who are identified as high need, will have the opportunity to develop balanced bilingualism and increased academic achievement. AUSD has had a successful and growing DI program that has resulted in higher levels of student achievement for participants in particular our emerging bilingual students.	$2,299,247.00	Yes

| 16 | Provide supplemental instructional materials and technology for emerging bilingual students | In AUSD, many emerging bilingual students lack adequate access to technology in their homes. Technology tools such as tablets, laptops, projectors, and Chromebooks allow for increased differentiation in the instructional program, as well as improvement in the development of literacy and research skills. In the past, the district has been able to provide many more resources for our emerging bilingual students, which has resulted in improved ELD instruction and up until the pandemic, growth in our reclassification rate. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve emerging bilingual students' achievement across content areas. Specific technology to support ELD might include devices and plug-ins like microphones and earphones as well as programs and applications specifically designed to improve emerging bilingual students' academic achievement and language acquisition. In addition, the expanded technology implementation will require reliable wireless access and infrastructure. Emerging bilingual students will increase their language proficiency as indicated by the TELL and state (SBAC and ELPAC) and local assessments (ELA, ELD, Math). They will report higher rates of access to technology and internet access when surveyed about technology access and use. | $950,000.00 | Yes |

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not applicable to this year's LCAP cycle.

Goal

Goal #	Description
5	Through a collaborative, improvement-driven approach, Azusa USD will address diversity, equity, and inclusion for all students, including diminishing systemic barriers and racism in our community and elevating culturally relevant teaching/learning.

In light of events in the US and across the globe highlighting the need for our communities to address ongoing issues of diversity, equity, and inclusion, AUSD in collaboration with stakeholders has embarked on a deep analysis and our equity work to date. During the first half of the 2020-2021 school year, a group of students organized and approached the Board of Education with their concerns and desires for the district to examine and address DEI issues. More specially, this group of high school students formed a Diversify Our Narrative chapter in Azusa. In response to this initial presentation by the students, the Board initiated work to hear more from the group. District staff also engaged in ongoing dialogue with students and parents around DEI topics. A districtwide Diversity, Equity, and Inclusion Committee was established and began work on gathering both qualitative and quantitative data on DEI topics. From these initial steps was born the mutually developed goal for our LCAP which is focused on DEI areas.

Baseline data serves to highlight our areas of strength and areas of growth. Ongoing data collection will serve as a way to measure our progress on DEI work in AUSD as well as illuminate specific areas of focus through actions and services in this goal. The data collected through a DEI survey of students, parents/families, and staff revealed mid-levels (in the 50% range) of positive responses from students. When asked whether students and staff in AUSD value diverse groups, student responses ranged between 45%-50% for students in middle schools and high schools. When asked if AUSD encourages students to speak out against racism, student responses were similar, at the mid-level range. Students reported slightly lower rates of positive responses (35%-40%) when reporting whether or not they see people of diverse backgrounds being represented in schools. In total, the DEI survey data indicate a need to address diversity in our curriculum and staff as well as explicitly address issues of addressing racism and the valuing of diverse groups in our classrooms and schools.

Similar to students, parents/families reported mid-level positive responses when asked about being encouraged to speak out against racism (56%-60%) and schools valuing people of diverse groups (50-60%). Parent/family responses were grouped into elementary, middle, and high school parents with elementary parents/families consistently reporting higher levels of positive responses. There were fairly consistent responses between parents/families and students with slightly lower positive responses from students. Staff responses were consistently higher which indicates a need to address the differences in perceptions between the groups. 62% to 69% of staff reported they are encouraged to speak out against racism with similar levels indicating students value people of diverse backgrounds. Just over half of staff indicate they receive professional learning that addresses DEI topics and 70% to 80% of staff indicate they are comfortable using culturally relevant teaching strategies. Data indicate a need for the district to offer professional learning that engages staff in DEI topics and teaching strategies that enhance equity. The actions/services in Goal 5 provide for professional learning, instructional materials, and opportunities for staff and students to improve diversity, equity, and inclusion in our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024

Parent/family responses to diversity, equity, and inclusion survey questions
  -District/schools valuing different backgrounds
  -District/schools
	2020-2021
	Valuing diversity (average positive response): 58%
	
	Encouragement to speak out against racism: 60%
					increase ≥ 10% for both questions

encouragement of families to speak out against racism percent positively responding					

Student responses to diversity, equity, and inclusion survey questions
   -District/schools valuing different backgrounds
   -District/schools encouragement of families to speak out against racism percent positively responding
   -Student comfort level speaking about diverse groups
	2020-2021
	Valuing diversity (average positive response): 53%
	
	Encouragement to speak out against racism: 53%
	
	Student comfort level speaking about
	-Religions and faiths: 50%
	-Sexual orientations: 44%
	-Abilities (People with disabilities): 38%
	-Gender: 49%
	-Incomes: 36%
	-Races/ethnicities: 59%
	-Country of origin: 62%
					Increase ≥ 10% for all questions

Staff responses to diversity, equity, and inclusion survey questions
   -District/schools valuing different backgrounds, percent positive responses
   -District/schools encouragement of families to speak out against racism percent positively responding
	2020-2021
	Valuing diversity (average positive response): 84%
	
	Encouragement to speak out against racism: 63%
					Response rate ≥ 85% for all questions

Suspension Rate	2019-2020 -All Students: 3%				≤ 2.5% for all groups

	-Emerging bilingual students: 3% -Low-income students: 3.1% -Foster Youth: 7.6% -Homeless: 4.2% -Students with disabilities: 4.7% -African American: 9.7% -Hispanic/Latinx: 2.9% -Asian: 1.8% -Filipino: 0% -White: 3.5%				
Staff comfort level speaking about diversity (average response on 1-5 Likert scale) Staff opportunities to learn about culturally relevant teaching strategies (average response on 1-5 Likert scale)	2020-2021 Comfort level speaking about diversity -Elementary: 3.91 -Middle: 4.00 -High: 3.72 Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.70 -Middle: 3.74 -High: 3.43				increase ≥ .50 for all groups and both topics

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional materials and professional learning for restorative justice	All schools will receive training and coaching support to address equity for low-income, emerging bilingual, and foster students. These three student groups have had higher rates of suspension, expulsion, and punitive discipline when compared to all students. Students in these three groups face added trauma that can manifest itself in negative behavior. Low-income students can face food and housing insecurity that creates stress and anxiety. Emerging bilingual students may face barriers to adjusting to a new culture and country if they have immigrated recently from another country. Foster youth not only experience the trauma of being removed from their homes but also suffer added stress and anxiety from frequent moves. Many of our secondary foster youth have been involved with the justice system. Helping our staff better manage student trauma and create more equitable	$24,800.00	Yes

discipline practices is needed. Traditional discipline has not been effective in reducing rates of suspension and expulsion. Restorative practices and peer mediation will become an integral part of how the district supports low-income, emerging bilingual, and foster students. Professional learning and implementation of these practices serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices (González, 2016) in improving school culture, climate, and addressing racial disparities in discipline. Low-income students, emerging bilingual students, and foster youth will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. Survey data, one indicator of the need for improvements in school climate, will reflect increased positive responses on school climate questions for our emerging bilingual, low-income, and foster students. We expect to also see reductions in suspension rates for all three groups.

| | 2 | Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs | Although research indicates that schools with high populations of economically disadvantaged students are more likely to underperform, research also suggests that maintaining high academic expectations for these students is critical to their academic success (Gehrke, Kappa Delta Pi, 2005). We will increase and improve professional learning for AUSD staff in support of the AUSD Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Student performance data points to a need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students, and foster students. Local evidence and research show that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering professional learning in support of this approach, AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as one that increases student motivation and interest; increases engagement in students' academic discourse; and, increases positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Funding will also support professional learning in support of Innovation Labs at elementary sites whereby high need students will gain added exposure to STEM career possibilities (Fouad and Santana, 2016). Also included will be professional learning for curriculum development and implementation of state standards and frameworks. Through this districtwide goal, we will offer continued professional learning for teachers to increase and improve rigor resulting in greater academic achievement for low-income students, emerging bilingual students, and foster youth. State and local assessment data will show increased percentages of low-income, emerging bilingual, and foster students meeting standards. 21-22 ELPAC scores will reflect higher numbers of emerging bilingual student | $319,000.00 | Yes |

		students meeting ELD standards, and we will have higher reclassification rates. Our professional learning plan will support teachers in implementing instruction that supports high academic expectations and rigorous standards-aligned instruction designed to support emerging bilingual students, foster students, and low-income students.		
3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are emerging bilinguals, foster students, and from low-income families, this includes creating learning environments that address issues of diversity, equity, and inclusion (DEI). Students in these three groups have lower achievement on our state and local assessments and achieve below that of all students. Low-income students in the district have also provided feedback and formal communication to the Board about desiring curriculum and instruction that centers on DEI and are more rigorous. District staff will purchase materials and/or services for low-income students, emerging bilingual students, and foster students, beyond what is provided to students who are not in these groups, to improve student learning outcomes related to DEI and rigorous coursework. This action allows AUSD to identify and provide low-income, emerging bilingual, and foster youth additional materials and supplies needed to support culturally relevant, inclusive, constructivist learning environments at each school site. Research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). The district will increase rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research further supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). We expect to see higher levels of engagement by emerging bilingual students, low-income students, and foster youth based upon attendance, chronic absenteeism. We expect to also see student positive responses to engagement and DEI questions on the district survey increase. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income, emerging bilingual, and foster students when compared to students who are not in these three groups. Finally, it is expected that emerging bilingual, low-income, and foster students will report more rigor in their classes and more focus on curriculum and instruction on DEI topics.	$215,000.00	Yes
4	Provide trauma informed professional learning opportunities	AUSD will provide low-income students, emerging bilingual students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early examination of student trauma points to the higher levels of trauma often experienced by our low-income, emerging bilingual, and foster students.	$15,500.00	Yes

		Districtwide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the district will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. It is expected the increased and improved professional learning will result in the improved implementation of trauma-informed practices in classrooms, evidence will include classroom observations and staff and student responses to classroom climate and culture questions on the district survey. We will also see our low-income students, emerging bilingual students, and foster youth report more positive responses when asked about diversity, equity, and inclusion in their schools.		
5	Provide added library resources focused on diversity, equity, and inclusion topics	AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of low-income students and will include a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this districtwide goal, this action/service will increase and improve low-income students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower-income families have less access to high-quality reading materials which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and, review library usage data to influence outcomes for low-income students. Low-income students will report higher exposure to diverse authors and topics in their curriculum and libraries on the district DEI survey.	$50,000.00	Yes
6	Provide culturally relevant language arts curriculum for high school students	Our low-income students, emerging bilingual students, and foster students have all indicated a need for more rigorous coursework connected to their lives, backgrounds, and experiences. District survey results have measured not only classroom instruction and climate but also diversity, equity, and inclusion progress. All three student groups identified needs in these areas. Coupled with the explicit feedback in the survey, students in these three groups achieve at lower rates on ELA and Math assessments when compared to students who are not low-income, emerging bilingual, or foster students (based upon local and state assessment data). Students who are low-income, emerging bilingual, and foster youth also have higher D/F rates at the secondary level in the 20-21 school year. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of low-income, emerging bilingual, and foster	$521,116.00	Yes

students. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. It is expected that student survey results will show increased positive responses for questions aligned to course rigor, school climate, and diversity, equity and inclusion. Low-income, emerging bilingual, and foster students will also be more engaged in classroom learning (attendance, teacher reports of participation and engagement) and have higher levels of academic achievement as measured by local assessments, SBAC, CAST, and ELPAC results.

Goal Analysis 2021-2022

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.
Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Not applicable to this year's LCAP cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Not applicable to this year's LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.7%	$20,965,479.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 1: Secondary schools will provide increased opportunities for our emerging bilingual students, foster youth, and low-income students to meet a-g requirements as part of their college readiness by offering an extended day to allow unduplicated pupils to take elective courses in addition to their basic program of study. AUSD will provide 1 FTE middle school Spanish teacher, 1 FTE middle school Art teacher, and 1 FTE Latinx Studies teacher to increase equity and access for our students to a broad course of study by providing zero and 7th periods. Access to academic rigor and support is important for our low-income students, foster students, and emerging bilingual students, many of whom will be first-generation college students (Hébert, 2017). Over the last several years, student survey data reflects a need to offer additional, more rigorous college preparatory coursework for unduplicated pupils. Our low-income students, foster youth, and emerging bilingual students have lower rates of college and career readiness based upon state indicators and scheduling constraints prevent many low-income, foster students, and emerging bilingual students from participating in elective classes. By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for low-income students, emerging bilingual students, and foster youth. We will also see an increase in enrollment for these courses. Since 2018-2019 district a-g rates for our low-income students, foster youth, and emerging bilingual students have increased over 10% because of the added opportunity to take a-g electives.

Goal 1 Action 2: AUSD will provide 5 FTE instructional coaches (TOSAs) to support the increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum so that emerging bilingual students, low-income students, and foster youth receive improved instruction in the classroom directed toward their specific needs. TOSAs will provide content area and grade level professional learning, facilitation of professional learning communities, development and support for the use of assessment data, individualized coaching, lesson study opportunities, and book studies all of which will be focused on unduplicated pupils' needs. Teacher coaching has emerged as a promising alternative to traditional models of professional development. There is a need to provide additional opportunities for teachers to learn to address the unique needs of low-income students, emerging bilingual students, and foster youth. Our low-income, emerging bilingual, and foster students are not achieving at the same levels as all students Since beginning the use of instructional coaches in the district several years ago, low-income students, foster youth, and emerging bilingual students have shown increased achievement and language acquisition. Staff survey data have also indicated high levels of value in our professional learning offered by district instructional coaches in supporting their instruction of low-income students, emerging bilingual students, and foster youth. While the data have improved, there is still a need to address the lower rates of progress among emerging bilingual students, foster youth, and low-income students, we still see gaps in their levels of progress when compared to all students. It is expected that the additional professional learning and instructional coaching focused on unduplicated pupils' needs will result in greater engagement and academic achievement of our low-income students, foster youth, and emerging bilingual students.

Goal 1 Action 3: Through this district-wide action, we will contract with a grant-writing consultant to develop grant proposals for increased services for our low-income, emerging bilingual, and foster students. Through this district-wide goal, we will utilize a grant writer consultant to assist us in securing additional funds in support of the academic achievement of low-income students, emerging bilingual students, and foster students. Evidence has shown that our past grant awards have benefited students and families by improving instruction, community engagement, and specialized support programs for low-income, emerging bilingual, and foster students. Students who are from low-income families, who are learning English, and who are in foster care need additional resources to ensure achievement barriers are removed, AUSD has identified needs that cost money beyond that provided by state and federal funds. In the past three years, over 2 million dollars in grants have come to AUSD through this service, it is expected AUSD will continue to be awarded grants that exceed the cost of the consultant and be able to provide additional resources for our low-income, emerging bilingual, and foster students beyond those provided to all students.

Goal 1 Action 4: We will provide compensation for certificated and classified staff to receive added professional learning focused on meeting the needs of low-income students, emerging bilingual students, and foster youth. Through this district-wide goal, we will increase and improve the content and pedagogical knowledge of teaching staff so they can deliver improved, research-based, high-leverage instruction that targets the needs of emerging bilingual students, low-income students, and foster students. The additional professional learning opportunities include additional full-day professional development and professional learning community opportunities beyond those that address all students' needs. Past implementation of additional professional learning has been effective as evidenced by learning walk data, local assessment results, and more authentic implementation of effective professional learning communities (professional learning feedback forms). Growth in local assessment and state assessment scores for emerging bilingual, low-income, and foster students was happening up until the COVID-19 pandemic. All three groups were disproportionately impacted by school physical closures, local assessment analysis showed their progress stalled during distance learning, and gaps between emerging bilingual students and all students grew. Over the 20-21 school year student achievement data on local academic measures and survey data showed emerging bilingual students suffered greater academic impact and disconnection from school. Gaps between emerging bilingual and all students exceeded a 20% difference on some local academic assessments. Low-income students also were not meeting/exceeding grade-level standards on our local assessments at the same rate over the last year. Foster youth academic achievement was also stalled during distance learning as these students felt less connected to school and motivation to engage in distance learning was a challenge (qualitative data collected through student listening circles). Teacher survey data also indicated they desire additional opportunities to learn strategies and practices that improve outcomes for low-income, emerging bilingual students. Over the last three years, the district has focused on the learning needs of all three groups (low-income, foster youth, emerging bilingual students) by offering additional professional learning for teachers and administrators targeting the three groups. As the district enters into the 21-22 school year, the added professional learning will focus on culturally relevant, constructivist learning environments which promote academic achievement and engagement across all content areas for learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). This action/service is directed to meeting the needs of emerging bilingual students, low-income, and foster students and will result in increased achievement and reduction in achievement gaps between emerging bilingual students and all students and higher rates of grade-level proficiency for low-income students and foster youth. Professional learning topics will support the implementation of the AUSD Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices); rigorous, inquiry-based instruction. Added topics will focus on respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research confirms this approach as showing increases student motivation and interest; increases engagement in students' academic discourse; and, increases positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013).

Goal 1 Action 6: All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support low-income, emerging bilingual, and foster students and provide an effective learning environment. Professional learning and implementation of PBIS serve to create an emotionally and physically safe environment for all students. Past implementation in AUSD, research, and data provide significant evidence of the positive impact of PBIS (Freeman, Simonsen, & McCoach, 2015) in improving school culture and climate. Low-income students, emerging bilingual students, and foster youth, who have historically experienced inequity in discipline, will benefit from improved discipline outcomes and increased academic success. We will see fewer suspensions and increased attendance and engagement for our low-income, emerging bilingual, and foster students.

Goal 1 Action 7: When low-income, emerging bilingual, and foster students receive targeted support for social and emotional wellness, their academic outcomes are enhanced as our previous Social and Emotional Check Point data and student focus group data revealed. Current research and our own student social and emotional wellness tracking reflect a continuing need for added support for our foster youth, emerging bilingual students, and low-income students. In particular, during the COVID-19 pandemic, low-income, emerging bilingual, and foster students indicated higher levels of sadness and less hope about their day-to-day educational experiences. We will provide staff focused on providing for the needs of these three groups beyond those of all students. Staff will oversee tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. It is expected our low-income, emerging bilingual, and foster students will report a higher level of social and emotional wellness during focus groups and on the student district annual survey leading to improved academic outcomes as well.

Goal 1 Action 8: Additional health services for low-income students add to their academic improvement and well-being. Our low-income students do not have the same access to health care services as those who are from higher-wealth families. We will provide increased health supports for low-income students, including, health and vision screening, medical evaluations, case management for medically fragile students from low-income families, and guidance from medical health professionals. The district has provided this additional health support in the past and evidence from survey data has shown the increased access to health supports contributes to better health and earlier access to needed care so that learning is not inhibited by health issues. It is expected that our survey data will continue to reflect the positive impact of providing these added services and that low-income students' academic achievement on state and local assessments will also reflect the positive impact.

Goal 1 Action 10: Low-income students will have additional opportunities to learn about health, nutrition, and food through hands-on, project-based learning (elementary school garden projects) which is an effective strategy to engage students and increase learning for low-income students. We will increase our school garden programs at district elementary schools. District-wide, low-income students will have increased opportunities to access meals and meals with added fresh produce. The district will address the food needs of low-income students while also increasing their learning around healthy eating with this action/service. Research has shown students who are hunger-free are better able to learn. Our low-income students face issues of hunger and food security. The COVID-19 pandemic's impact on families has heightened this as seen by the increase in demand for meals. Our low-income students will experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. Past implementation resulted in an increased number of students/families participating in the meal programs as well as added positive perceptions about the district meal program. Low-income students showed positive engagement with and excitement about the school garden projects. It is expected that additional low-income students will participate in the district meal programs over the next three years and that on our internal measures of student wellness low-income students show higher rates of food security (health/wellness questions added to the District Annual Survey).

Goal 1 Action 11: The district will continue to provide improved classroom environments that are safer, cleaner, and encourage low-income students to engage more deeply in learning. Our low-income students will have access to improved positive school climates which contribute to academic achievement and can improve outcomes for students from low socioeconomic backgrounds (Berkowitz, Moore, Avi Astor, Benbenishti, Review of Educational Research, 2016). Our low-income students are only meeting state academic standards at a rate of 20-30% for both ELA and math, Noguera (2015) states that "disparities associated with socioeconomic status include school facilities, which impact learning opportunities and contribute to the achievement gap" (Noguera, 2015). Examples of how the district will improve the learning environments include added safety features, beautification, and design of classrooms that allow for collaboration and flexible use of space. This district-wide goal will improve low-income students' access to high-quality learning environments beyond those non-socioeconomically disadvantaged students have access to. AUSD is aware of the continuing need to improve and enhance learning environments for our low-income students, our inspection results, as well as input from students, staff, and families, indicate our positive progress over the last three years but also identify areas still in need. A large body of research over the past century has consistently found that school facilities impact teaching and learning in profound ways. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs (Evaluation and Education Policy Analysis, Penn State, 2015). In addition, absenteeism is associated with building condition problems among schools in the lowest-SES districts (American Journal of Public Health, 2010). Research confirms a link between the quality of school facilities and student achievement in English and mathematics. Findings from a study conducted by Uline and Tschannen-Moran (2008) found that quality facilities were significantly positively related to school climate variables, confirming that school climate plays a mediating role in the relationship between facility quality and student achievement. It is expected that the district's improved facility quality will have an impact in three ways. First, low-income student academic achievement will increase and gaps will be diminished. Second, low-income students will increase their engagement in school as measured by low-income students' attendance rates. And third, low-income students will report higher levels of having adequate learning environments and resources; their response rates will align more closely with those of all students.

Goal 2 Action 1: Effective and consistent communication with all stakeholders and the community is vital for a coherent well-informed system. The district will improve communication with our families of low-income, emerging bilingual, and foster students. Our low-income and emerging bilingual students and their families need added opportunities to communicate and understand the navigate the public education system especially those families where all adults are also managing unflexible, full-time work schedules as well as raising children. Foster students and their families are often navigating many different school systems and the unique needs of foster youth, such as transportation and completion of credits toward high school graduation. The district will hire staff and purchase communication materials and tools that will focus on improving communication with our low-income families, families of emerging bilingual students, and foster families. Enhanced websites and district communication procedures will also contribute to increased communication. This service is principally directed toward meeting the needs of emerging bilingual students, low-income students, and foster students, as these groups have historically been underserved and have expressed a desire for increased opportunities to communicate and connect with schools and the district. This district-wide action/service will support parents of low-income, emerging bilingual, and foster students as well as the broader Azusa community in collaborating to promote student achievement. According to the California Family Engagement Framework (2014), when schools actively involve parents and engage community resources, they can respond more effectively to the needs of the most vulnerable students. Past improvements in this area have resulted in parents/families feeling more satisfied with the communication between schools/district and home. It is expected our low-income, emerging bilingual, and foster parents/families will continue to report high levels of connectedness and satisfaction with communication on the district's annual survey.

Goal 2 Action 2: AUSD will provide additional opportunities for parents of low-income, emerging bilingual, and foster students to engage with schools through an Azusa Parent Learning Network. The district-wide network will use a multi-session parent education model where both families and staff partner to focus on ways to improve results including both academic and social-emotional outcomes for low-income, emerging bilingual, and foster students. Survey data from parents shows strong progress in AUSD's community engagement, despite the growth, data also reflect the need to continue our efforts and increase opportunities for parents and families to be engaged in student success. Our engagement rates for low-income, emerging bilingual, and foster students are lower than those of all students, so additional opportunities for this group of parents to engage with schools will serve to increase low-income, emerging bilingual, and foster student success, in particular in

academic areas. Evidence shows student achievement increases when parents, especially those of unduplicated students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. We expect to see positive academic outcomes and increased social/emotional learning for our low-income students, emerging bilingual students, and foster youth. Families of low-income, emerging bilingual, and foster students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. The increased engagement will be monitored through district surveys and network session feedback forms.

Goal 2 Action 4: Increasing school safety is important for the community and staff, it adds to an effective learning environment for our low-income students. Our students report that they do not always feel safe in their communities and feel unsafe due to the COVID pandemic. 2021 survey results revealed students have less positive perceptions about school safety. We will continue to increase school safety professional learning for staff and enhance school safety supplies related to professional learning, such as vests, equipment, emergency food, and medical supplies beyond what is required. Engagement in school and learning increases for students from socio-economically disadvantaged families when they feel safe at school (Côté-Lussier & Fitzpatrick, 2016). Low-income students in our district will have a greater sense of safety on campuses and higher rates of engagement (attendance) and academic achievement. Measurable outcomes include a) low-income students' sense of safety which on safety survey questions, and b) improved engagement (higher rates of attendance). It is expected that low-income students' academic performance on state and local assessments will also increase. Past implementation of this action was effective. Student survey data four years ago revealed low-income students were concerned about safety, after offering professional learning and increasing safety preparation at schools, the survey data for low-income students showed increases in students' sense of safety on campuses. This year, a continuing need to address safety emerged from our survey results.

Goal 2 Action 5: An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, emerging bilingual students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar for all three groups. We will continue to provide a bilingual Community Liaison for each school in the district so that families of low-income, emerging bilingual, and foster students will have increased access and connections to the schools. Community liaisons will provide referrals to resources for families, co-lead parent/family meetings, help parents/families to navigate district systems and processes for supporting students, and create a welcoming environment for families. Past implementation of this service has been effective as our low-income parents, parents of students learning English and foster families have higher rates of positive relationships and connection to schools when compared to similar schools and groups throughout the state and nation (District Annual YouthTruth survey comparison data). Through the Community Liaisons' work, parent engagement will continue to be prioritized, monitored, and addressed resulting in increased positive relationships and connections between families and schools. The data from families will also be cross-referenced with student academic achievement results which should also show positive growth on district assessments, diagnostics, and statewide standardized tests.

Goal 2 Action 6: Having access to accurate, frequent, and appropriate data to monitor the progress of our emerging bilingual students, low-income students, and foster youth is essential in increasing responsiveness to their special needs. Data and progress of emerging bilingual students are needed as they face the dual challenge of learning content and learning English. Foster youth face increased trauma that can impact learning along with frequent changes in schooling, a strong understanding of their progress helps schools and districts better meet their needs. Low-income students have historically underperformed students who are not from low-income families. In designing district goals, actions, and budgets that meet the needs of these three student groups, a district must have a strong focus and added attention to the implementation of their LCAP. Hiring staff to focus on LCAP implementation has improved the implementation in AUSD and increased the district's ability to use the LCAP as a living document that provides for the needs of low-income students, emerging bilingual students, and foster youth. Further evidence has shown that district monitoring of metrics, actions, and services outlined in the LCAP improves our transparency, effectiveness, and provides data to improve decision-making and instruction. Therefore, we will continue to provide district staff responsible for local, state, and federal data. Staff will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions/services; and, oversee surveys and stakeholder engagement in the LCAP process. Past implementation has shown this action has made a positive difference in the areas of family and student engagement in decision-making (district survey results), improved academic outcomes for students (CA Dashboard academic indicators), and increased transparency and collaboration among all stakeholders (district annual survey data, engagement feedback surveys). It is expected that parents will continue to maintain or increase their sense of involvement and value in district decision-making and additional parents/families will be part of that process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions resulting in improved academic outcomes for low-income, emerging bilingual, and foster students. A final expected outcome is that our LCAP process will evolve so that the implementation of the goals, actions, and services will continue to be seen as an effective and authentic means to implement initiatives servicing our students who have the greatest needs.

Goal 3 Action 1: Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited home resources to advance their academic preparation for post-secondary education. The research identified in "Unlocking Emergent Talent" (Olszewski-Kubilius & Clarenbach, 2012) indicates that providing a high-powered, enriched curriculum and scaffolding for advanced thinking and questioning skills, rather than remediation is successful in raising the academic achievement and post-secondary trajectory of learners of varying ability and socioeconomic levels. Through this districtwide goal, we will increase college readiness opportunities, including support for meeting a-g requirements, access to AP courses, credit recovery, and grade improvement. This

includes professional learning in these areas as well as direct student support. Past implementation has been effective, resulting in higher graduation rates, increased college and career readiness rates, and higher rates of college acceptance. AUSD expects to continue to see increases in college and career readiness levels in low-income students, emerging bilingual students, and foster youth.

Goal 3 Action 3: Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited support in terms of study skills and mentors familiar with the demands of college preparatory classes. Through this district-wide goal, we will provide increased opportunities for our students to develop strong study skills and gain the academic preparation necessary to access 4-year college admission. Through the implementation of The Advancement Via Individual Determination (AVID) program we will support low-income, emerging bilingual, and foster students in overcoming barriers faced in pursuit of higher education. AVID programs have shown to increase student success in accessing college upon graduation (Bernhardt, 2013). Past implementation of AVID has led to increases in participation and college readiness for low-income, emerging bilingual, and foster students. AUSD expects to see increased college acceptance and preparedness in low-income students, emerging bilingual students, and foster youth as we continue to implement AVID.

Goal 3 Action 4: A longitudinal study on career preparation by Vuolo, Mortimer, and Staff (2013) clearly indicates the benefits of early identification of career goals on student long-term career decisions. We will provide added career exploration opportunities for Career Technical Education (CTE) at feeder schools, such as STEM and Project Lead the Way, to expand our CTE programs and pathways at district high schools. Low-income, emerging bilingual, and foster students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers. Our low-income, emerging bilingual and foster students have fewer opportunities outside of the district to participate in STEM-related activities and exploration that influence career interests and decisions in the STEM field, this action will provide those opportunities.

Goal 3 Action 5: Research by Fouad & Santana (2016) focusing on the under-representation of low-income, English language learners, and foster students in science, technology, engineering, and math (STEM) related careers indicates an acute need to increase their numbers in these high paying career fields, particularly in the area of medicine and engineering, and other high demand areas. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, emerging bilingual, and foster students in our district can begin their career trajectory into STEM-related and/or high demand, high earning professions while still in high school. AUSD has had a growing CTE program and with higher levels of enrollment of unduplicated students over the last three years. Participating students have been awarded commendations for their achievements. AUSD expects to a) increase the number of low-income, emerging bilingual, and foster students participating and completing CTE pathways, b) increase college and career readiness for these groups of students, c) increase the number of low-income, emerging bilingual, and foster students who plan to enter into career technology career fields.

Goal 3 Action 6: Our low-income and emerging bilingual students require additional support and rigorous coursework to prepare them for successful participation in a global economy. To better prepare students for college and high-paying global careers, we will offer increased and improved opportunities through the International Baccalaureate Program at Azusa High School. A large-scale study of public schools in an urban US district indicated that enrollment in IB programs increases the probability that students will graduate from high school and enroll in college (Saavedra, 2014). The Azusa IB program has resulted in low-income and emerging bilingual student participants being accepted to some of the top colleges/universities in the nation, AUSD will see additional low-income and emerging bilingual students participating in IB and transitioning successfully to college/university.

Goal 3 Action 7: The premise of dual enrollment is that low-income, emerging bilingual, and foster youth high school students can enhance their chances for college success if they better understand what it takes to succeed in college: they do this by actually experiencing real college coursework, often earning "dual credit" for both high school and college. Research, conducted in Texas by Jobs for the Future (Struhl & Vargas, 2012), points to the effectiveness of dual enrollment as a strategy for improving postsecondary success. AUSD dual enrollment opportunities, including our Early College Program, have resulted in increased participation and an increased number of students completing 30+ units before high school graduation. Further, dual enrollment will contribute to financial benefits and build a sense of efficacy in low-income, emerging bilingual, and foster students who may be first in their families to attend college. We will coordinate with Citrus College to increase dual enrollment opportunities for our low-income, emerging bilingual, and foster students, including Career Technical Education programs, resulting in increased college and career readiness for all three student groups.

Goal 3 Action 8: Our low-income students, emerging bilingual students, and foster youth will benefit from expanded opportunities to advance in their college and career preparation. All three groups have had lower rates of preparedness when compared to students who are not part of one of these groups. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, emerging bilingual and foster students so they exit our schools prepared for career or college transitions. We will coordinate with ROP to provide these courses which will increase and improve CTE programs and college and career readiness. College/career preparedness data show the effectiveness of the past implementation of this action. It is expected that continued increases in college-career readiness for low-income, emerging bilingual, and foster students will result.

Goal 3 Action 9: The impact of the COVID-19 pandemic on academic achievement and unfinished learning is evident by local achievement data and grades. Our low-income, emerging bilingual, and foster students have experienced these effects at higher rates when compared to students who are not considered part of these three student groups. Our low-income students, emerging bilingual students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. Multiple studies indicate the positive impact of summer programs for students, especially those from historically underserved populations (Somers, Welbeck, Grossman, & Gooden, 2015; Zvoch & Stevens, 2013). We will increase summer school sections to offer credit recovery, grade improvement, and original credit with a focus on enrolling emerging bilingual students, low-income students, and foster youth and increasing the graduation rate for all three student groups. Implementation of the action in the past as successfully enrolled students, increased graduation rates, and allowed for added instruction and course completion, in particular over the last two years.

Goal 3 Action 10: Evidence has shown when our low-income, emerging bilingual, and foster students are provided additional support and assistance with planning for college and career transitions, their outcomes are improved and students are better prepared and have more post-secondary options. While this action has been effective in improving college and career readiness in the past, the three student groups still exit our schools with rates that need attention (low-income students only 41%, foster youth 50%, and emerging bilingual students 13%). We will provide sufficient staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, emerging bilingual, and foster students at all sites, including four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. Past implementation of this action has led to improved college and career readiness outcomes on state indicators. Implementation of this action will lead to continued growth for low-income, emerging bilingual, and foster students in college and career readiness. AUSD students who are low-income, who are learning English, and in foster care will leave our district after 12th grade with improved knowledge and resources supporting college and career transitions.

Goal 3 Action 11: Research indicates that a well-planned and coordinated College and Career Readiness program prepares all students, including those historically underserved, to be prepared for education and employment post-high school (Malin, Bragg, & Hackmann, 2017). AUSD low-income, emerging bilingual, and foster students report an increased desire to be prepared for college and careers in the District Annual Survey. Further needs exist to continue to improve college and career readiness results on the CA School Dashboard (low-income students only 41%, foster youth 50%, and emerging bilingual students 13%). We will provide district staff and training to support site implementation of college preparatory and CTE programs and thus increase access to college and careers for our low-income students, emerging bilingual students, and foster students. Low-income, emerging bilingual, and foster students' college and career readiness rates have improved but are not yet at our target levels for all three groups. This action is also expected to result in higher participation of low-income students, emerging bilingual students, and foster students in college and career readiness programs.

Goal 4 Action 1: AUSD will purchase standards-aligned, instructional materials and technology supporting a culturally relevant, constructivist learning environment to improve low-income, emerging bilingual, and foster students' academic achievement on local and state assessments. Student performance data on these assessments reflect the need. In ELA, fewer than 40% of low-income students, 25% of foster youth, and 6% of emerging bilingual students are at grade level. Math achievement also reflects the need, fewer than 29% of low-income students, 21% of foster youth, and 7% of emerging bilingual students are meeting grade-level standards. In 20-21 local assessment data for all three groups was even lower. The data point to a districtwide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students, and foster students. It is expected that a culturally relevant, constructivist learning environment will promote academic achievement and engagement across all content areas for low-income students, foster students, and emerging bilingual students. Rates of standards mastery by all three groups will improve and gaps between groups will diminish. By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach which will result in increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and emerging bilingual students have limited access to technology at home. In the past, increased availability of technology has improved access to learning for low-income, emerging bilingual, and foster students, especially during distance learning. AUSD seeks to continue to provide high levels of technology resources for unduplicated students. The increased access to technology and instructional materials will support instruction for low-income, emerging bilingual students, and foster students.

Goal 4 Action 3: Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas students from low-income backgrounds and emerging bilingual students benefit (Caterall, 2012). We will provide supplemental materials for the secondary art program, the performing arts elementary school, and other visual and performing arts programs so that low-income and emerging bilingual students can garner the benefits of a rich arts program in AUSD. In the past, this action has been effective as low-income and emerging bilingual students have had additional access to arts education and the indirect positive impact on their

academic achievement levels. Students from low-income families and emerging bilingual students need additional access to art resources, materials, and explicit art instruction because family financial resources are not always enough to provide art education and activities outside of school-based programs. By offering additional arts education, low-income and emerging bilingual students' participation in district arts programs will increase. Participation will also have a positive impact on the academic achievement of these groups as reflected in state and local assessment data.

Goal 4 Action 4: Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students, our low-income students do not have access to added music instruction compared to students who are not low-income. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. We will increase student music instruction and improve all district music programs by purchasing instruments, materials, and supplies to increase equity and access for our low-income students. In the past, students from low-income families have been able to access additional music education in our district, more students participated in our music programs. With this action's resources, we expect to see continued increases in participation both within and outside the school day. It is expected that participation will increase so that all 5th and 6th graders are participating in music during the day and that this creates a pipeline to increase our middle school and high school music program participation. Further, access to music instruction should reflect positively by contributing to increases in low-income student's academic achievement of state and local academic measures, currently, low-income students are achieving at a rate less than 50% in all content areas.

Goal 4 Action 5: Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, emerging bilingual, and foster students. Our low-income, emerging bilingual, and foster students are performing significantly below grade level on state and local measures, with very large gaps (25% or more) when compared to students who are not in these three student groups. All three groups need access to added tier 1 and tier 2 interventions to support increased mastery of grade-level standards. Through this districtwide goal, intervention staff will increase and improve instructional support for low-income, emerging bilingual students, and foster students. By providing individual and small group instruction, intervention staff will support emerging bilingual students' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support will also include the development and implementation of a Student Study Team Protocol and early intervention. AUSD expects to see an increase in high need student achievement reflected by growth on our district diagnostics measuring math and reading skills. Further, we expect to see a reduction in the performance gap between low-income students, emerging bilingual students, and foster students and those who are not in these groups. At the middle school level, student grades will also increase reflecting the impact of the additional academic support.

Goal 4 Action 6: Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, emerging bilingual, and foster students' achievement, and use data to inform instructional practice. We will renew contracts for the district's enhanced student information system and the data and assessment system which provide added ability for assessing and monitoring our low-income students, emerging bilingual students, and foster students. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. Our low-income students faced added barriers to learning during the COVID-19 pandemic, lack of instructional resources and the pandemic's impact on their families created circumstances where they will come to school with unfinished learning in the Fall. Our emerging bilingual students had less English language exposure during distance learning, their progress toward fluency was slowed during distance learning. Our Foster youth experienced more upheaval during the pandemic and had higher levels of disengagement in distance learning when compared to all students. These circumstances and conditions indicate a need to closely measure the three groups' levels of learning and to monitor their progress intently to offset the impact of distance learning and the pandemic. In the past, our use of information and assessment systems has led to increased use of data in decision-making as seen in added PLC data use and administrator data use. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, emerging bilingual students, and foster youth. This will be evidenced by a reduction in the gaps between student groups on state and local assessments and diagnostics. It is expected that low-income and emerging bilingual students will have increased percentages of students meeting or exceeding grade-level standards. Additionally, emerging bilingual students' language acquisition will increase throughout the year as measured by our TELL. AUSD has experienced growth in data-driven instructional decision making and there is a desire to continue to address the need and improve practice. These data systems allow us to disaggregate results by student groups. Evidence has shown when data is used to monitor and improve instruction for our students, stronger academic impact results.

Goal 4 Action 7: AUSD will provide technical staff, equipment, infrastructure, and programs to be utilized by our low-income, emerging bilingual, and foster students. Many of our low-income students, foster students, and emerging bilingual students do not have access to reliable technology at home. In the past we have

implemented actions to increase technology for these groups, we have improved our infrastructure and access to devices and connectivity; 90% of our students reported having access to a device and the internet after our previous implementation. This metric shows the district's previous actions had a positive impact. The pandemic highlighted the need to ensure that low-income, emerging bilingual, and foster students have equitable access to technology. Technology is constantly improving and needs ongoing upkeep and replacement, we must maintain and continue to improve access so our students can learn with the most up-to-date devices and accessibility equipment. AUSD Management Information Systems department will maintain and increase student access to technology so that the district continues to see 90% or more of our low-income, emerging bilingual, and foster students reporting access to reliable devices and connectivity both at home and at school. These groups will be provided the technology and internet access they need to learn. The increased technology will support intervention instructional materials and instruction for emerging bilingual students, and academically at-risk, low-income students, and foster youth.

Goal 4 Action 8: Through this districtwide action/service, AUSD will provide staff such as translators and instructional aides to support families and students who are low-income and emerging bilingual students in accessing instruction and information. A teacher on special assignment will provide low-income and emerging bilingual students with access to increased learning opportunities and improved instruction through teacher professional learning and coaching. Low-income students' parents/families often have limited experience with access and understanding of school systems or have barriers such as unusual working hours or abilities to access information. Smaller percentages of our low-income parents report being engaged in their child's school when compared to higher-income families. Low-income students at all grade levels have consistently lower levels of standard mastery when compared to higher-income students on local academic assessments (up to 20% difference for some grade levels). Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. Our families who prefer to communicate in a language other than English frequently provide feedback at PAC+ or community forums about the vital need for translation. Emerging bilingual students' mastery of standards on local academic assessments is 21% lower than all students. As a result of this action, teachers will report higher levels of being prepared to teach students who are low-income and emerging bilingual. Further, it is expected that this action will increase the achievement levels for both groups and reduce the gaps between groups on local academic assessments and state assessments.

Goal 4 Action 9: 85% of our families qualify for free/reduced lunch and they continue to have a need to access early childhood programs so that students have added opportunities for academic achievement beginning early in their lives. Emerging bilingual students and foster youth also do not have the same access to early education, with far fewer attending preschool according to nationwide studies. A marked difference in achievement has been observed in those students who have participated in district preschool programs (Duncan & Magnuson, 2013). We see this reflected in Azusa, we've offered an early learning program for low-income students, foster youth, and emerging bilingual students in the past which has increased in enrollment over the years and resulted in students better prepared for elementary school. Our local assessment data for low-income, emerging bilingual, and foster youth, teacher feedback, and DRDP results reflect that students who participated in early learning programs were better prepared and were reading at higher rates than those who had not participated which was our expectation when the program was first developed. Azusa will continue to invest in added educational opportunities for our youngest learners who are low-income students, emerging bilingual students, and foster youth. The district will maintain an Early Childhood Director who will oversee preschools and increased early education services. A PK-TK-K curriculum-aligned program will continue to be implemented to support student learning. Additionally, transitional kindergarten will be offered at all sites for all 4-year-olds to increase early literacy and early social and emotional development. To further support AUSD's Early Childhood Programming, AUSD is engaged in the Pre-K to 3 Coherence Collaboration (P3CC), a professional learning network of 10 California school districts that collaborate to develop a coherent, aligned mathematics instructional program from preschool to third grade. Our program will grow in size and high need student achievement as measured by preschool through third-grade academic assessments will reflect increases in student achievement.

Goal 4 Action 11: Effective professional learning requires sustained follow-up and coaching throughout the year (Hargreaves & Fullan, 2012). Increased and improved professional learning focused on improving emerging bilingual student achievement and aligned to the California English Learner Roadmap will continue to be provided through consultants and through the assistance of Teachers on Special Assignment, who have expertise in serving the needs of emerging bilingual students. Emerging bilingual students continue to achieve at rates lower than those of all students. Emerging bilingual students' state and local assessments in math and ELA reveal a 20% or larger gap when compared to all students. 55% of secondary emerging bilingual students have at least one D or F on their 20-21 report card. As a result of this action, emerging bilingual students will have improved academic achievement and language acquisition growth. Before the pandemic, AUSD was making progress with emerging bilingual achievement as reflected on district monitoring assessments, the pandemic amplified the need to focus specifically on emerging bilingual student achievement and growth.

Goal 4 Action 13: Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for emerging bilingual students. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of emerging bilingual students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement.

Goal 4 Action 14: Castañeda v Pickard (1981) established that bilingual education programs must be based on sound educational theory, implemented effectively with resources for personnel and instructional materials, and be proven effective in helping students overcome language barriers. To close academic gaps and develop language proficiency, the English language development of emerging bilingual students requires ongoing monitoring of students (Olson, 2010). The annual state language assessment isn't sufficient to ensure progress for students. To address the need, an additional ELD/ELL assessment will be utilized to determine ongoing progress and identify advancement toward reclassification. The district expects to see emerging bilingual students' English language proficiency increase because the additional formative data will be used to adjust instruction and target students' specific language needs.

Goal 4 Action 15: In AUSD our emerging bilingual students benefit when they become fluent in more than one language. Spanish-speaking emerging bilingual students lack opportunities to develop comprehensive literacy in Spanish in English-only classes. A 2014 Stanford University study showed that second language learners who are taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically. Past implementation of dual language immersion in AUSD resulted in similar findings. Elementary English speaking students who are low-income and foster youth do not have opportunities to learn another language and develop Spanish literacy. This schoolwide action will increase opportunities for emerging bilingual students, low-income students, and foster youth to develop bilingualism by participating in a Dual Language Immersion Program. Students who have participated in the district's Dual Language Immersion Program have scored higher on academic achievement assessments, the district expects continued high achievement to be the outcome for members of all three student groups who participate.

Goal 4 Action 16: In AUSD, many emerging bilingual students lack adequate access to technology in their homes. Technology tools such as tablets, laptops, projectors, and Chromebooks allow for increased differentiation in the instructional program, as well as improvement in the development of literacy and research skills. In the past, the district has been able to provide many more resources for our emerging bilingual students, which has resulted in improved ELD instruction and up until the pandemic, growth in our reclassification rate. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve emerging bilingual students' achievement across content areas. Specific technology to support ELD might include devices and plug-ins like microphones and earphones as well as programs and applications specifically designed to improve emerging bilingual students' academic achievement and language acquisition. In addition, the expanded technology implementation will require reliable wireless access and infrastructure. Emerging bilingual students will increase their language proficiency as indicated by the TELL and state (SBAC and ELPAC) and local assessments (ELA, ELD, Math). They will report higher rates of access to technology and internet access when surveyed about technology access and use.

Goal 5 Action 1: All schools will receive training and coaching support to address equity for low-income, emerging bilingual, and foster students. These three student groups have had higher rates of suspension, expulsion, and punitive discipline when compared to all students. Students in these three groups face added trauma that can manifest itself in negative behavior. Low-income students can face food and housing insecurity that creates stress and anxiety. Emerging bilingual students may face barriers to adjusting to a new culture and country if they have immigrated recently from another country. Foster youth not only experience the trauma of being removed from their homes but also suffer added stress and anxiety from frequent moves. Many of our secondary foster youth have been involved with the justice system. Helping our staff better manage student trauma and create more equitable discipline practices is needed. Traditional discipline has not been effective in reducing rates of suspension and expulsion. Restorative practices and peer mediation will become an integral part of how the district supports low-income, emerging bilingual, and foster students. Professional learning and implementation of these practices serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices (González, 2016) in improving school culture, climate, and addressing racial disparities in discipline. Low-income students, emerging bilingual students, and foster youth will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. Survey data, one indicator of the need for improvements in school climate, will reflect increased positive responses on school climate questions for our emerging bilingual, low-income, and foster students. We expect to also see reductions in suspension rates for all three groups.

Goal 5 Action 2: Although research indicates that schools with high populations of economically disadvantaged students are more likely to underperform, research also suggests that maintaining high academic expectations for these students is critical to their academic success (Gehrke, Kappa Delta Pi, 2005). We will increase and improve professional learning for AUSD staff in support of the AUSD Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Student performance data points to a need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students, and foster students. Local evidence and research show that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering professional learning in support of this approach, AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as one that increases student motivation and interest; increases engagement in students' academic discourse; and, increases positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick,

2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Funding will also support professional learning in support of Innovation Labs at elementary sites whereby high need students will gain added exposure to STEM career possibilities (Fouad and Santana, 2016). Also included will be professional learning for curriculum development and implementation of state standards and frameworks. Through this districtwide goal, we will offer continued professional learning for teachers to increase and improve rigor resulting in greater academic achievement for low-income students, emerging bilingual students, and foster youth. State and local assessment data will show increased percentages of low-income, emerging bilingual, and foster students meeting standards. 21-22 ELPAC scores will reflect higher numbers of emerging bilingual student students meeting ELD standards, and we will have higher reclassification rates. Our professional learning plan will support teachers in implementing instruction that supports high academic expectations and rigorous standards-aligned instruction designed to support emerging bilingual students, foster students, and low-income students.

Goal 5 Action 3: District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are emerging bilinguals, foster students, and from low-income families, this includes creating learning environments that address issues of diversity, equity, and inclusion (DEI). Students in these three groups have lower achievement on our state and local assessments and achieve below that of all students. Low-income students in the district have also provided feedback and formal communication to the Board about desiring curriculum and instruction that centers on DEI and are more rigorous. District staff will purchase materials and/or services for low-income students, emerging bilingual students, and foster students, beyond what is provided to students who are not in these groups, to improve student learning outcomes related to DEI and rigorous coursework. This action allows AUSD to identify and provide low-income, emerging bilingual, and foster youth additional materials and supplies needed to support culturally relevant, inclusive, constructivist learning environments at each school site. Research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). The district will increase rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research further supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). We expect to see higher levels of engagement by emerging bilingual students, low-income students, and foster youth based upon attendance, chronic absenteeism. We expect to also see student positive responses to engagement and DEI questions on the district survey increase. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income, emerging bilingual, and foster students when compared to students who are not in these three groups. Finally, it is expected that emerging bilingual, low-income, and foster students will report more rigor in their classes and more focus on curriculum and instruction on DEI topics.

Goal 5 Action 4: AUSD will provide low-income students, emerging bilingual students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early examination of student trauma points to the higher levels of trauma often experienced by our low-income, emerging bilingual, and foster students. Districtwide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the district will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. It is expected the increased and improved professional learning will result in the improved implementation of trauma-informed practices in classrooms, evidence will include classroom observations and staff and student responses to classroom climate and culture questions on the district survey. We will also see our low-income students, emerging bilingual students, and foster youth report more positive responses when asked about diversity, equity, and inclusion in their schools.

Goal 5 Action 5: AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of low-income students and will include a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this districtwide goal, this action/service will increase and improve low-income students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower-income families have less access to high-quality reading materials which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and, review library usage data to influence outcomes for low-income students. Low-income students will report higher exposure to diverse authors and topics in their curriculum and libraries on the district DEI survey.

Goal 5 Action 6: Our low-income students, emerging bilingual students, and foster students have all indicated a need for more rigorous coursework connected to their lives, backgrounds, and experiences. District survey results have measured not only classroom instruction and climate but also diversity, equity, and inclusion progress. All three student groups identified needs in these areas. Coupled with the explicit feedback in the survey, students in these three groups achieve at lower

rates on ELA and Math assessments when compared to students who are not low-income, emerging bilingual, or foster students (based upon local and state assessment data). Students who are low-income, emerging bilingual, and foster youth also have higher D/F rates at the secondary level in the 20-21 school year. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of low-income, emerging bilingual, and foster students. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. It is expected that student survey results will show increased positive responses for questions aligned to course rigor, school climate, and diversity, equity and inclusion. Low-income, emerging bilingual, and foster students will also be more engaged in classroom learning (attendance, teacher reports of participation and engagement) and have higher levels of academic achievement as measured by local assessments, SBAC, CAST, and ELPAC results.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

EMERGING BILINGUAL STUDENTS (English learners)
Services for emerging bilingual students in Azusa USD are being increased/improved in the following ways:
1. Increased and prioritized access to courses including those that meet a-g requirements, are Career Technical Education pathways, provide dual credit for college (dual enrollment), dual immersion in English and Spanish, provide college preparatory (AVID)and college credit (AP) opportunities, and summer programs.
2. Increased opportunities for academic support both within and outside of the regular school day.
3. Professional learning and coaching that addresses the specific needs of language learners English language acquisition and that differentiates between the unique needs of international (newcomer) students, LTELs (long-term English learners), and RFEP (reclassified) students. This professional learning will result in improved teaching and learning for emerging bilingual students.
4. Professional learning and coaching that addresses the specific needs of language learners who have experienced trauma or other barriers to engagement such as inequitable discipline. This includes trauma-informed and restorative practices topics that teachers will learn about and implement in classrooms.
5. Increased use of culturally relevant pedagogy and project-based learning resulting in improved academic outcomes and higher levels of English language acquisition for emerging bilingual students.
6. AUSD will provide additional materials, supplies, and resources specifically for emerging bilingual students. These include computers/Chromebooks, science and engineering supplemental equipment, books and texts, instructional supplies, and computer applications for student and staff use.
7. AUSD will increase the number of staff members in the district to provide targeted support for emerging bilingual students and their families.

LOW-INCOME STUDENTS
Services for low-income students in Azusa USD are being increased/improved in the following ways:
1. Increased and prioritized access to courses including those that meet a-g requirements, are Career Technical Education pathways, provide dual credit for college (dual enrollment), dual immersion in English and Spanish, provide college preparatory (AVID)and college credit (AP) opportunities, the IB program, and summer programs.
2. Increased opportunities for college and career preparation support including access to additional counselors and administrators who provide support for coursework planning, college applications and financial aid support, college field trips, internships with local businesses, and personalized help with college and career planning.
3. Additional courses and extra-curricular opportunities in the arts and music, including participation in performances throughout the community. This includes instruments, uniforms, and arts materials and supplies.
4. Professional learning and instructional coaching targeting the specific needs of students from low-income families, including culturally relevant pedagogy, project-based learning, and trauma-informed practices, positive behavioral intervention, and restorative practices.
5. Increased personnel to provide services for physical and emotional well-being, such as nurses and mental health counselors.
6. Improved learning environments that include access to additional materials, supplies, technology resources that may not be available in students' homes.
7. Increased opportunities for parents to engage in decision-making and learning in support of student achievement and well-being, such as the expanded Azusa Parent Learning Network.
8. Improved assessment, tracking, and monitoring of student progress.
9. Increased opportunities for communication, including two-way communication, with students, parents/families.

10. Increased opportunities for early childhood education, including Preschool and transitional kindergarten, improved early childhood education student outcomes stemming from focused professional learning for early learners and practices implemented in classrooms.
11. Increased materials and supplies that enhance low-income students' exposure to texts focus on diversity, equity, and inclusion topics.

FOSTER YOUTH
Services for Youth in Azusa USD are being increased/improved in the following ways:
1. Purchase of additional materials and supplies for foster youth, including backpacks, school supplies, and clothing.
2. Provide opportunities for foster youth to attend end-of-year optional graduation activities, such as Grad Nights, dances, and other events that incur costs.
3. Provide added staff to support mental health, counseling, physical health resources, and referrals.
4. Increased professional learning focused on trauma-informed practices and restorative practices so teachers and school staff can improve implementation of classroom teaching and improved school climates where foster youth are able to thrive.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$81,765,475.00	$136,668.00	$83000.00	$4,954,198.00	$86,939,341.00	$79,141,304.00	$7,798,037.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Offer middle school Spanish and Art; offer high school Latinx Studies	English learner (EL), Foster Youth, Low Income	$295,647.00			$0.00	$295,647.00
1	2	Provide instructional coaches/TOSAs to support academic achievement	English learner (EL), Foster Youth, Low Income	$514,554.00			$131,849.00	$646,403.00
1	3	Purchase grant writing services to increase grant funding	English learner (EL), Low Income, Foster Youth	$62,700.00				$62,700.00
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	English learner (EL), Foster Youth, Low Income	$3,251,989.00				$3,251,989.00
1	5	Provide fully credentialed, appropriately assigned	All	$51,225,108.00			$65,000.00	$51,290,108.00

Goal	Action	Title	Student Groups					
		teachers						
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Low Income, Foster Youth, English learner (EL)	$32,768.00					$32,768.00
1	7	Provide behaviorist and professional learning for social/emotional wellness	English learner (EL), Low Income, Foster Youth	$146,812.00					$146,812.00
1	8	Provide additional nurses and increased support for student health	Low Income	$267,734.00					$267,734.00
1	9	Base funding of facilities maintenance and improvements	All	$7,008,002.00					$7,008,002.00
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Low Income	$21,251.00			$2,670,838.00	$2,692,089.00
1	11	Enhance facilities and LCAP support	Low Income	$160,234.00					$160,234.00
2	1	Provide enhanced communications to the community, including personnel, materials, and technology	English learner (EL), Low Income, Foster Youth	$286,021.00					$286,021.00
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	Foster Youth, Low Income, English learner (EL)	$37,163.00					$37,163.00
2	3	Provide supplies and resources for Foster Youth	Foster Youth	$5,000.00					$5,000.00
2	4	Improve school safety through professional learning and supplies purchases	Low Income	$25,579.00					$25,579.00
2	5	Provide a bilingual	Foster Youth,	$154,161.00			$271,680.00	$425,841.00

Goal	Action	Description	Students	Amount 1	Amount 2	Amount 3	Amount 4	Total
		community liaison at all schools	English learner (EL), Low Income					
2	6	Provide director to oversee and improve the LCAP process and implementation	Foster Youth, English learner (EL), Low Income	$178,526.00				$178,526.00
2	7	Provide personnel to support and improve student engagement	All	$838,402.00				$838,402.00
3	1	Professional learning and materials to increase student college preparedness	Foster Youth, Low Income, English learner (EL)	$40,517.00				$40,517.00
3	2	Provide SAT/PSAT Day and AP testing for high need students	Foster Youth, English learner (EL), Low Income				$84,000.00	$84,000.00
3	3	Provide the AVID program and middle and high schools	Low Income, Foster Youth, English learner (EL)	$335,259.00				$335,259.00
3	4	Provide STEM programs at Dalton and middle schools feeding to high school pathways	Foster Youth, English learner (EL), Low Income	$159,536.00		$15,000.00		$174,536.00
3	5	Offer, Support, Expand Career Tech Education at district high schools	Foster Youth, Low Income, English learner (EL)	$566,500.00		$38,000.00		$604,500.00
3	6	Offer the International Baccalaureate Program to students at Azusa HS	Low Income, English learner (EL)	$358,423.00				$358,423.00
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all high schools	Foster Youth, English learner (EL), Low Income	$43,000.00		$20,000.00		$63,000.00
3	8	Contract with ROP to offer career technology education programs	Foster Youth, English learner (EL), Low Income	$780,953.00				$780,953.00

Goal	Action	Title	Student Groups					Total
3	9	Offer summer school to high need students	Foster Youth, English learner (EL), Low Income	$240,154.00				$240,154.00
3	10	Increase school counseling and services to prepare students for college and careers	Low Income, English learner (EL), Foster Youth	$2,210,336.00				$2,210,336.00
3	11	Provide a College and Career Programs director and professional learning	Foster Youth, English learner (EL), Low Income	$189,854.00				$189,854.00
3	12	Participate in California Ed Partners project to improve 9th grade GPA	English learner (EL), Foster Youth, Low Income, All			$10,000.00		$10,000.00
4	1	Supplemental standards-aligned instructional materials and technology	English learner (EL), Low Income, Foster Youth	$1,871,471.00				$1,871,471.00
4	2	Provide all students standards-aligned instructional materials	All	$1,180,339.00				$1,180,339.00
4	3	Provide visual and performing arts curriculum and materials, support Powell School of the Arts	English learner (EL), Low Income	$50,000.00				$50,000.00
4	4	Provide added opportunities for music instruction and instruments at all schools	Low Income	$875,384.00				$875,384.00
4	5	Provide comprehensive intervention for high need students at all sites	Foster Youth, English learner (EL), Low Income	$344,485.00			$1,426,082.00	$1,770,567.00
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	Foster Youth, English learner (EL), Low Income	$131,000.00			$0.00	$131,000.00
4	7	Increase technology access and support for technology districtwide	Low Income, Foster Youth, English learner	$1,424,440.00			$0.00	$1,424,440.00

				(EL)					
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Low Income, English learner (EL)	$491,279.00				$0.00	$491,279.00
4	9	Provide early childhood programs	Low Income, English learner (EL), Foster Youth	$545,927.00	$136,668.00			$0.00	$682,595.00
4	10	Improve tracking and monitoring of emerging bilingual students' language acquisition	English learner (EL)	$0.00				$22,000.00	$22,000.00
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	English learner (EL)	$275,929.00				$74,000.00	$349,929.00
4	12	Provide added intervention and instructional support for emerging bilingual students	English learner (EL)	$387,667.00				$37,000.00	$424,667.00
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	English learner (EL)	$493,457.00				$0.00	$493,457.00
4	14	Increase monitoring of emerging bilingual students' language acquisition	English learner (EL)	$0.00				$35,000.00	$35,000.00
4	15	Support a dual language immersion program	English learner (EL), Foster Youth, Low Income	$2,247,998.00				$51,249.00	$2,299,247.00
4	16	Provide supplemental instructional materials and technology for emerging	English learner (EL)	$950,000.00				$0.00	$950,000.00

Goal	Action #	Action Title	Student Group(s)					
		bilingual students						
5	1	Instructional materials and professional learning for restorative justice	English learner (EL), Low Income, Foster Youth	$14,300.00			$10,500.00	$24,800.00
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Foster Youth, Low Income, English learner (EL)	$244,000.00			$75,000.00	$319,000.00
5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	Foster Youth, English learner (EL), Low Income	$215,000.00				$215,000.00
5	4	Provide trauma informed professional learning opportunities	Foster Youth, English learner (EL), Low Income	$15,500.00			$0.00	$15,500.00
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Low Income	$50,000.00			$0.00	$50,000.00
5	6	Provide culturally relevant language arts curriculum for high school students	Low Income, English learner (EL), Foster Youth	$521,116.00			$0.00	$521,116.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$21,513,624.00	$26,506,490.00
LEA-wide Total:	$13,536,861.00	$18,231,810.00
Limited Total:	$392,667.00	$429,667.00
Schoolwide Total:	$7,584,096.00	$7,845,013.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Offer middle school Spanish and Art; offer high school Latinx Studies	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Middle schools and high schools	$295,647.00	$295,647.00
1	2	Provide instructional coaches/TOSAs to support academic achievement	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$514,554.00	$646,403.00
1	3	Purchase grant writing services to increase grant funding	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$62,700.00	$62,700.00
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$3,251,989.00	$3,251,989.00
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$32,768.00	$32,768.00
1	7	Provide behaviorist and professional learning for social/emotional wellness	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$146,812.00	$146,812.00
1	8	Provide additional nurses and increased support for student health	LEA-wide	Low Income	All Schools	$267,734.00	$267,734.00
1	10	Provide school gardens, nutrition	LEA-wide	Low Income	All Schools	$21,251.00	$2,692,089.00

		enhancement, nutrition related instructional materials, and healthy meals for students					
1	11	Enhance facilities and LCAP support	LEA-wide	Low Income	All Schools	$160,234.00	$160,234.00
2	1	Provide enhanced communications to the community, including personnel, materials, and technology	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$286,021.00	$286,021.00
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$37,163.00	$37,163.00
2	3	Provide supplies and resources for Foster Youth	Limited	Foster Youth	All Schools	$5,000.00	$5,000.00
2	4	Improve school safety through professional learning and supplies purchases	LEA-wide	Low Income	All Schools	$25,579.00	$25,579.00
2	5	Provide a bilingual community liaison at all schools	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$154,161.00	$425,841.00
2	6	Provide director to oversee and improve the LCAP process and implementation	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$178,526.00	$178,526.00
3	1	Professional learning and materials to	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools,All secondary	$40,517.00	$40,517.00

		increase student college preparedness			schools		
3	3	Provide the AVID program and middle and high schools	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Secondary Schools	$335,259.00	$335,259.00
3	4	Provide STEM programs at Dalton and middle schools feeding to high school pathways	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,Dalton Elem; Middle Schools	$159,536.00	$174,536.00
3	5	Offer, Support, Expand Career Tech Education at district high schools	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools,High Schools	$566,500.00	$604,500.00
3	6	Offer the International Baccalaureate Program to students at Azusa HS	Schoolwide	Low Income, English learner (EL)	Specific Schools,Azusa High School	$358,423.00	$358,423.00
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all high schools	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,High Schools	$43,000.00	$63,000.00
3	8	Contract with ROP to offer career technology education programs	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,High Schools	$780,953.00	$780,953.00
3	9	Offer summer school to high need students	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$240,154.00	$240,154.00
3	10	Increase school counseling and services to prepare students for college	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools,Secondary Schools	$2,210,336.00	$2,210,336.00

		and careers					
3	11	Provide a College and Career Programs director and professional learning	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$189,854.00	$189,854.00
4	1	Supplemental standards-aligned instructional materials and technology	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,871,471.00	$1,871,471.00
4	3	Provide visual and performing arts curriculum and materials, support Powell School of the Arts	LEA-wide	English learner (EL), Low Income	All Schools	$50,000.00	$50,000.00
4	4	Provide added opportunities for music instruction and instruments at all schools	LEA-wide	Low Income	All Schools	$875,384.00	$875,384.00
4	5	Provide comprehensive intervention for high need students at all sites	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$344,485.00	$1,770,567.00
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$131,000.00	$131,000.00
4	7	Increase technology access and support for technology districtwide	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,424,440.00	$1,424,440.00
4	8	Increase instructional support	LEA-wide	Low Income, English learner (EL)	All Schools	$491,279.00	$491,279.00

		for emerging bilingual students and low-income students, including translators, instructional support, oversight					
4	9	Provide early childhood programs	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools,Longfellow School; Elementary schools	$545,927.00	$682,595.00
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	LEA-wide	English learner (EL)	All Schools	$275,929.00	$349,929.00
4	12	Provide added intervention and instructional support for emerging bilingual students	Limited	English learner (EL)	All Schools	$387,667.00	$424,667.00
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	LEA-wide	English learner (EL)	All Schools	$493,457.00	$493,457.00
4	14	Increase monitoring of emerging bilingual students' language acquisition	LEA-wide	English learner (EL)	All Schools	$0.00	$35,000.00
4	15	Support a dual language immersion	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Lo	$2,247,998.00	$2,299,247.00

		program			ngfellow School; Hodge Elementary; Valleydale Elementary		
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	LEA-wide	English learner (EL)	All Schools	$950,000.00	$950,000.00
5	1	Instructional materials and professional learning for restorative justice	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$14,300.00	$24,800.00
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$244,000.00	$319,000.00
5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$215,000.00	$215,000.00
5	4	Provide trauma informed professional learning opportunities	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$15,500.00	$15,500.00
5	5	Provide added library resources	LEA-wide	Low Income	All Schools	$50,000.00	$50,000.00

| 5 | 6 | Provide culturally relevant language arts curriculum for high school students | LEA-wide | Low Income, English learner (EL), Foster Youth | All Schools | $521,116.00 | $521,116.00 |

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$1,305,762.00	$271,849.00	$184,249.00	$94,500.00		$3,097,838.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Provide instructional coaches/TOSAs to support academic achievement		$131,849.00					$646,403.00
1	5	Provide fully credentialed, appropriately assigned teachers		$65,000.00					$51,290,108.00
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students						$2,670,838.00	$2,692,089.00
2	5	Provide a bilingual	$271,680.00						$425,841.00

		community liaison at all schools								
3	2	Provide SAT/PSAT Day and AP testing for high need students				$84,000.00				$84,000.00
4	5	Provide comprehensive intervention for high need students at all sites	$999,082.00						$427,000.00	$1,770,567.00
4	10	Improve tracking and monitoring of emerging bilingual students' language acquisition				$22,000.00				$22,000.00
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students				$74,000.00				$349,929.00
4	12	Provide added intervention and instructional support for emerging bilingual students				$37,000.00				$424,667.00
4	14	Increase	$35,000.00							$35,000.00

		monitoring of emerging bilingual students' language acquisition							
4	15	Support a dual language immersion program			$51,249.00				$2,299,247.00
5	1	Instructional materials and professional learning for restorative justice				$10,500.00			$24,800.00
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs		$75,000.00					$319,000.00

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2022-23**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2022-23)
Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.