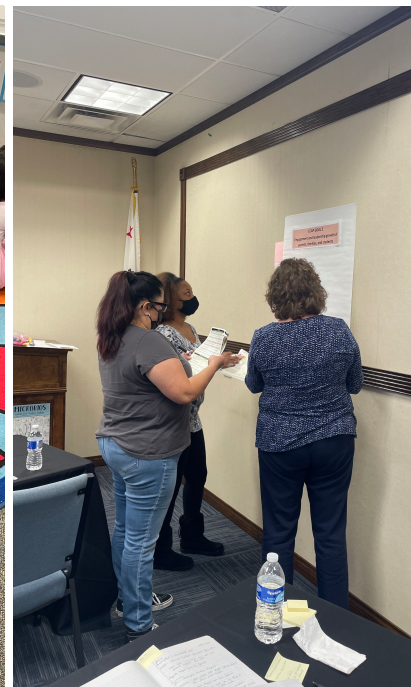
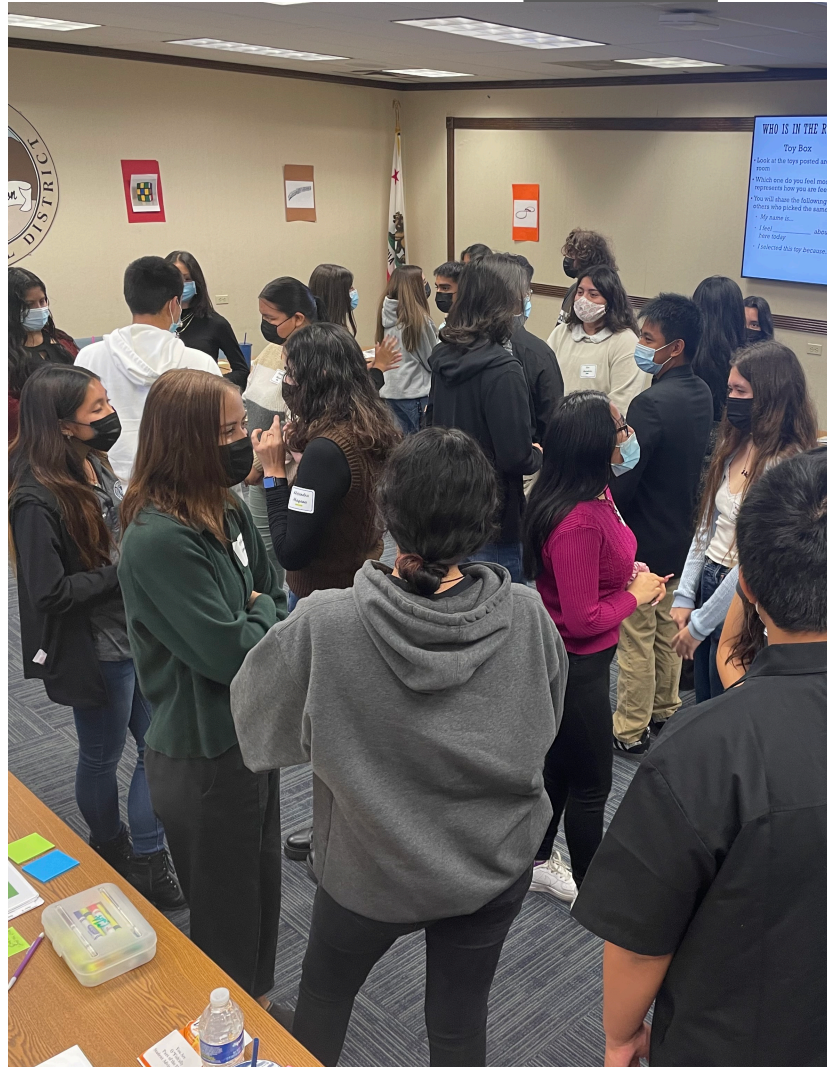
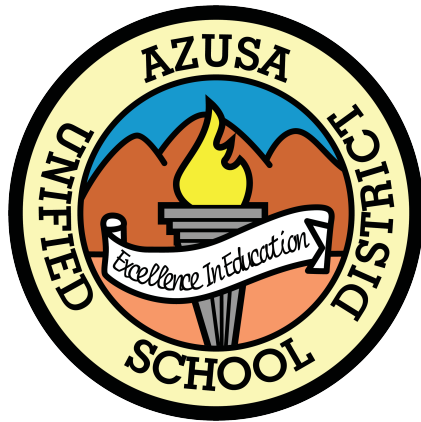


LCAP JANUARY UPDATE

JANUARY 2022



SUMMARY

This January LCAP Update provides progress details and metric updates for Azusa Unified School District's Local Control and Accountability Plan (LCAP) for the 2021-2022 year. During the 2020-2021 school year, the District met with community partners and the Board of Education to develop a new three-year LCAP. The District engaged parents, students, staff, and Board of Education members to collaboratively build five LCAP goals with 52 associated actions and services designed to move the District toward its goals. Forty-three measures serve to indicate growth toward goals. District staff collected data from the California Department of Education along with local data for the development of this report. The report provides an analysis of progress for each goal along with the associated metrics in the following order.

1. Creating engaging, relevant, rigorous, safe, & innovative learning environments

2. Increasing parent and student leadership, engagement, and partnerships

3. Increasing college and career readiness

4. Increasing the academic achievement of all students and language acquisition of emerging multilingual students

5. Improving focus on diversity, equity, and inclusion in classes, schools, and the District

KEY FINDINGS

Azusa USD is comprehensively addressing the actions and services of all District goals outlined in the 2021-2022 LCAP, with significant progress in most actions and services. The District is spending Supplemental and Concentration (S & C) funds along with one-time COVID-19 related funding, Base, Federal, and other grant funding to support its goals. In support of its goals, the District has expended over \$6.1 million in S & C funding this year. Below are some key findings from Azusa USD's LCAP January update.

- The District is addressing the needs of low-income, foster youth, and emerging multilingual students through the strategic use of funding. One-time funding, including grants and COVID-19 relief funds, are intentionally used first, before the use of S & C funds when possible, to maximize long-term funding of actions/services.
- All actions/services are being implemented. Some have required modifications due to the constraints, such as a lack of substitute teachers, challenges filling positions, and long delays in the supply chain for some materials and supplies. District staff has been revising and redesigning the effective implementation of the LCAP given the constraints.

- Programs supporting equity of access, student academic achievement, and social-emotional outcomes continue to expand and impact students despite the challenges faced as a result of the COVID-19 pandemic.
- Azusa USD Technology access for students and staff continues to be an area of success. Site technology infrastructure continues to improve to meet the increased demands and the needs of our 21st-century learners who are accessing wireless and wired internet in support of achievement.
- District attendance and chronic absenteeism continue to be a focus, improved attendance equates to more learning time for students and improved achievement. Chronic absenteeism rates are higher this year due to health concerns.
- A continuing focus on achievement is needed for emerging multilingual students (English learners) and students with disabilities to ensure a decrease in the performance gaps identified in this report. The District has been targeting support for these student groups through professional learning, expanded learning opportunities for students, and evidence-based curriculum and instruction.
- Strong data-driven professional learning community implementation coupled with attention to all student groups is occurring and the outcomes of this professional collaboration have been effectively addressing the learning needs of Azusa USD students.

SECTION 1

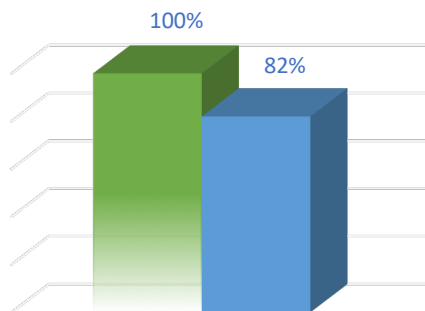
Goal 1: Through a collaborative, improvement-driven approach, Azusa USD will provide students engaging, relevant, rigorous, and innovative 21st-century learning environments. By cultivating school site systems, programs, and practices, we ensure positive, safe school climates supportive of student academic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

Azusa USD's first LCAP Goal seeks to positively impact the learning environments of students as well as improve school climates by attending to multiple aspects that impact them. Student data collected over the last year point to the need to continue to improve the quality of instruction in classrooms and create learning opportunities and environments that contribute to higher achievement. Learning environments and classroom climates are directly linked to student academic achievement and overall wellbeing and progress. District survey data point to the value and importance of professional learning in improving instruction, as does research on providing instructional coaching. Further, studies have linked school facilities and climate to student achievement, thus the District seeks to implement actions and services that increase and improve multiple areas impacting school and learning environments.

The following are summary graphic representations of Goal 1 progress. The visual displays portray the overall factors measuring learning environments and budget. Student learning environment factors include basic services, parent and student safety perceptions, and outcomes of professional learning communities. These graphics serve to provide a broad view of the data aligned to Goal 1. A comprehensive and detailed examination of the metrics and expenditures can be found in the subsequent sections following the infographics.

Basic Services

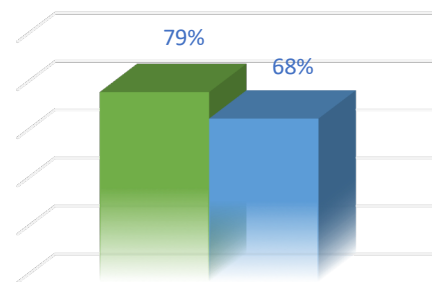
2021-2022 BASIC SERVICES



■ Students with Standards-Aligned Instructional Materials
■ Facilities Inspection Results December 2021

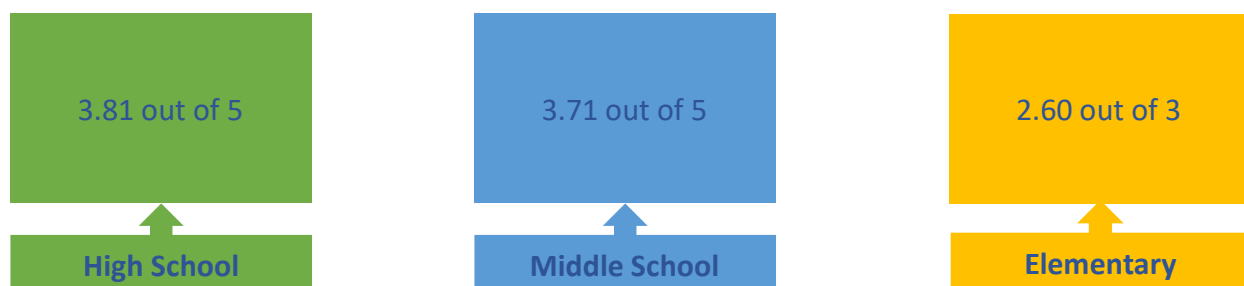
Parent/Student Survey Results

2021 SURVEY RESULTS

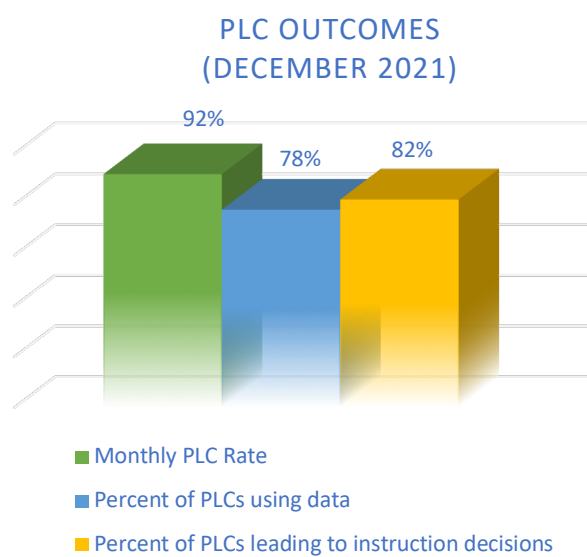


■ Parents' sense of safety on campuses

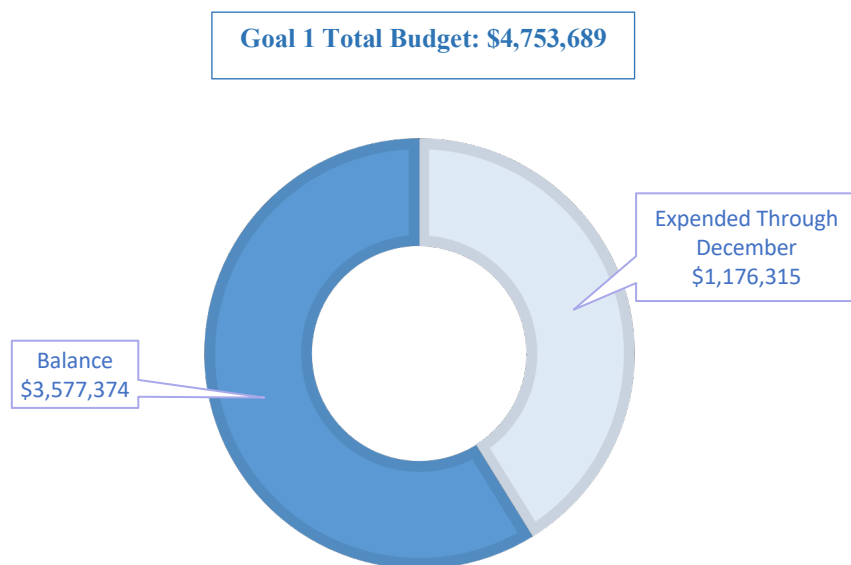
Students' sense of being challenged by coursework



Professional Learning Community (PLC) Outcomes



Goal 1 Expenditures



Goal 1 Metric Update

Metrics identified in LCAP Goal 1 include the percent of students with standards-aligned instructional materials, school inspection results, parent and student perceptions of school safety, measures of student feelings about challenging coursework, and PLC outcomes. These metrics serve to measure progress and meet state-required LCAP metrics. Table 1.1 lists each metric identified in the LCAP over time, along with the most recent results. Tables 1.2, 1.3, 1.4, and 1.5 display disaggregated data for Goal 1 metric outcomes.

Table 1.1
Goal 1 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
Average facilities inspection results (Good repair or better >96%)	97%	97%	96%	82%	96%
Percent of students with standards-aligned instructional materials	100%	100%	100%	100%	100%
Parent perceptions of safety on campuses (positive responses)	86%	88%	79%	TBD Spring 2022	80%
Students' sense of being challenged by coursework	New Metric	New Metric	New Metric	High School: 3.81 out of 5 Middle School: 3.71 out of 5 Elementary School: 2.60 out of 3	High School: 4.00 out of 5 Middle School: 4.45 out of 5 Elementary School: 2.75 out of 3
Student perceptions of safety on campuses (positive responses)	75%	80%	68%	TBD Spring 2022	75%
Professional Learning Community Outcomes <ul style="list-style-type: none">• Monthly implementation• Percent of PLCs using data• Percent of PLCs leading to instructional outcomes	New Metric	New Metric	New Metric	<ul style="list-style-type: none">• 92%• 78%• 82%	<ul style="list-style-type: none">• 100%• 100%• 100%

Table 1.2
2021-2022 Basic Services

	Facilities Inspection Ratings	Students with standards-aligned materials
Azusa USD	82%	100%
Alice M. Ellington TK-8	86%	100%
Azusa High	72%	100%
Center Middle	83%	100%
Charles H. Lee Elementary	80%	100%
Clifford D. Murray Elem.	85%	100%
Foothill Middle	87%	100%
Gladstone High	84%	100%
Henry Dalton Elementary	84%	100%
Magnolia Elementary	77%	100%
Paramount Elementary	79%	100%
Sierra High	85%	100%
Slauson Middle	79%	100%
Valleydale Elementary	85%	100%
Victor F. Hodge Elementary	75%	100%
W.R. Powell Elementary	88%	100%

Table 1.3
2020-2021 District Annual YouthTruth Survey
School Safety Perceptions

	Elementary	Middle	High
Percent of parents positively responding to a sense of safety on campuses	85%	72%	71%
Percent of students positively responding to a sense of safety on campuses	77%	66%	58%

Table 1.4
2020-2021 District Annual YouthTruth Survey
Measure of students feeling challenged by coursework and teachers

High Schools (average rating out of 5)	3.81
Azusa High	3.84
Gladstone High	3.78
Sierra High	3.80
Middle Schools (average rating out of 5)	3.71
Center Middle	3.72
Foothill Middle	3.74
Slauson Middle	3.72
Alice M. Ellington 6-8	3.60
Elementary (average rating out of 3)	2.60
Alice M. Ellington TK-8	2.65
Charles H. Lee Elementary	2.58
Clifford D. Murray Elementary	2.59
Henry Dalton Elementary	2.59
Magnolia Elementary	2.58
Paramount Elementary	2.59
Valleydale Elementary	2.60
Victor F. Hodge Elementary	2.63
W.R. Powell Elementary	2.68

Table 1.5
2021-2022 Professional Learning Community (PLC) Outcomes

	Monthly PLC Rate	Percentage of PLCs using data	Percentage of PLCs leading to instructional outcomes
Azusa USD	92%	78%	82%
Alice M. Ellington TK-8	85%	75%	85%
Azusa High	100%	70%	63%
Center Middle	100%	80%	60%
Charles H. Lee Elementary	60%	100%	80%
Clifford D. Murray Elem.	100%	100%	45%
Foothill Middle	100%	95%	100%
Gladstone High	100%	94%	65%
Henry Dalton Elementary	100%	93%	90%
Longfellow	100%	0%	100%
Magnolia Elementary	100%	56%	50%
Paramount Elementary	50%	100%	100%
Sierra High	100%	100%	98%
Slauson Middle	75%	45%	87%
Valleydale Elementary	100%	58%	87%
Victor F. Hodge Elementary	100%	100%	100%
W.R. Powell Elementary	100%	75%	100%

Goal 1 Qualitative Analysis and Detailed Expenditures

Eleven actions/services are aligned to Goal 1. These actions/services are intended to increase and improve the learning environments for students and create relevant, rigorous opportunities for all students to learn. In particular, the focus is on our low-income students, emerging multilingual students, and foster youth. Table 1.6 outlines the progress Azusa USD is making in each action/service associated with Goal 1. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 1.6
Goal 1 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2021)</i>
January 2022 1. One full-time equivalent (FTE) Spanish teacher serves all three middle schools, providing middle school students with an opportunity to begin to satisfy World Language a-g requirements. One FTE art teacher provides an Introduction to Art course at Foothill and Slauson. One FTE teacher, serves all three high schools, offering Latinx Studies to AUSD high school students interested in this elective course.	\$295,647	\$73,492
January 2022 2. Five FTE Teachers on Special Assignment (TOSAs) have implemented PK-12 ELA/ELD, Mathematics, History Social-Science, and Science instructional support to teachers through planning and facilitating professional learning for teachers, lesson demonstration, PLC and student data analysis support, and individual coaching. In addition, TOSAs have implemented "Test Kitchens" and collaboratives where they partner with classroom teachers to test and implement innovative instructional strategies in cycles of inquiry. Some of these opportunities include the Elementary Innovator's Test Kitchen and the Improving Reading for Older Students projects. The TOSAs support the 2-days of professional learning for all teachers in the District. These days are focused on grades PK-12 and the implementation of the District's three instructional drivers (academic discourse, collaborative practices, and cognitive rigor), culturally relevant pedagogy, and using an inquiry design approach.	\$514,554 \$131,849 (Title II Funding)	\$231,550 \$60,650 (Title II Funding)
January 2022 3. The District continues to contract with California Consulting to help locate, write, and procure grants that benefit the District. Grants have been awarded to AUSD, including Amgen Foundation, the JJ Watt Foundation, American Honda Foundation, and the Bridgestone Foundation to name just a few. Grant awards total over \$200,000 to date.	\$62,700	\$64,992
January 2022 4. Staff have participated in added professional development and pupil-free professional learning community days designed to increase and improve services for students through collaboration and data-driven instructional planning. Professional learning has centered on the District's three drivers of success: academic discourse, collaborative practices, and cognitive rigor along with embedded culturally relevant teaching and inquiry-based learning. Professional learning sessions also included social-emotional learning, student literacy and math achievement, and student engagement and grading practices.	\$3,251,989	\$585,000
January 2022 5. AUSD has 99.9% of teachers fully credentialed and appropriately assigned.	\$51,225,108 (Base Funding)	\$23,051,290 (Base Funding)
January 2022 6. All schools continued to implement Positive Behavioral Intervention and Support (PBIS) to ensure social and emotional development and safety. As students returned to school in person this Fall, implementing PBIS structures was part of the re-orientation process. Each school creates its own PBIS plan and has a PBIS committee to monitor implementation.	\$32,768	\$0

January 2022		\$146,812	\$64,265
7. LCAP S & C funds provide for increased support for social and emotional wellness for students. AUSD hired an additional psychologist who is also finalizing her behavior certification. The psychologist provides support for classroom teachers who have students with significant behavior needs by conducting observations, providing teachers with recommendations, and training to support the classroom environment. In addition, the psychologist provides training in evidence-based interventions for our special education instructional aides, student support assistants, and job coaches.			
January 2022		\$267,734	\$105,028
8. This year, to increase support for student health and wellbeing, the District is providing two LCAP funded Nurses and one Health and Wellness Program Specialist. This year our nurses are a vital support for students and staff as schools navigate the ongoing COVID-19 pandemic. One of the two nurse positions provided for in the LCAP is vacant. The Program Specialist is entirely funded by one-time money related to COVID-19 and the pandemic, at this time.			
January 2022		\$7,088,002 (Base Funding)	\$3,189,600 (Base Funding)
9. The District seeks to improve and enhance facilities through the Maintenance and Operations department in AUSD. Facility improvements have occurred throughout the summer and into the current school year.			
January 2022		\$21,251 (S & C)	\$0 (S & C)
10. The Nutrition Services department has expanded meal service to all students based upon the provided flexibilities and funding through the Federal government. Staff have overseen the collection of the Alternative Income forms from households to ensure accurate counts of students who are socio-economically disadvantaged. The Nutrition Services Department has not yet implemented the School Garden Plan for this year. Elementary schools will receive funding to build or enhance a school garden. Gardens offer students unique experiences that enhance classroom learning. Students learn the value of patience, respect, and responsibility. Weather, biology, and chemistry are integral to gardening. Even more importantly, gardening teaches how actions can both positively and negatively affect our environment.		\$2,670,838 (Fed)	\$1,201,877 (Fed)
January 2022		\$160,234	\$51,988
11. Purchasing and accounting staff has supported District implementation and tracking of the LCAP budgets. A web-based work order system continues to be used to support District efficiency and effectiveness. In addition, MOT has purchased equipment to facilitate added school environment improvements.			
TOTAL EXPENDITURES		Supplemental/Concentration	\$ 1,176,315
		Base & Fed	\$ 27,442,767
		Federal	\$ 60,650

SECTION 2

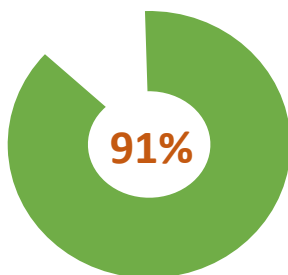
Goal 2: Through a collaborative, improvement-driven approach, Azusa USD will ensure engagement and leadership growth of parents/families and students. We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community.

Azusa USD's second LCAP Goal addresses how the District will work in collaboration with students and parents/families to serve the children in our community. Research shows a positive impact of parent/family leadership and authentic engagement in decision-making and progress. Likewise, students who are empowered to understand and contribute to decisions and initiatives feel a greater sense of belonging and connection to schools and their learning. Azusa USD has been identified as a District that leads the state in high-quality, impactful community engagement. Our data attest to the value for all students when we grow community leadership and engagement. Goal 2 seeks to maintain the high-quality community engagement initiatives Azusa USD has developed and to increase and improve the opportunities for leadership growth among our parents/families, students, and staff.

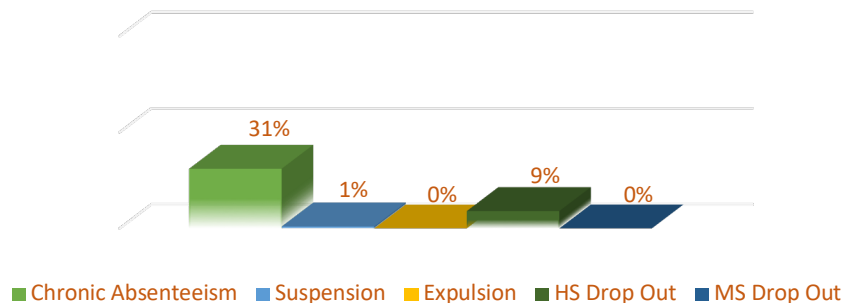
The following are summary graphic representations of Goal 2 progress. The visual displays portray the factors measuring community and student engagement and overall expenditures to date for Goal 2. Student engagement measures include attendance, chronic absenteeism, dropout, suspension, and expulsion rates. The District Annual YouthTruth Survey also provides important data for measuring our progress. This includes data around parent, student, and staff engagement and positive perceptions of the District and schools. The graphics below provide a broad view of the data aligned to Goal 2. A comprehensive, detailed examination of the metrics can be found in the subsequent sections following the infographics.

Attendance and Engagement Measures

ATTENDANCE RATE
(December 2021)



STUDENT ENGAGEMENT

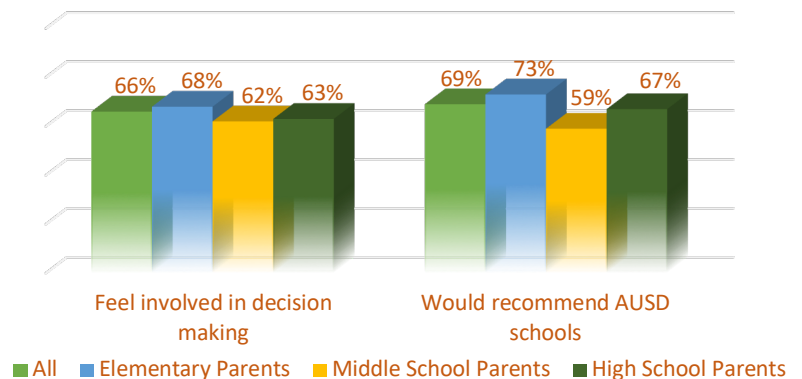


2021 District Annual YouthTruth Survey Measures

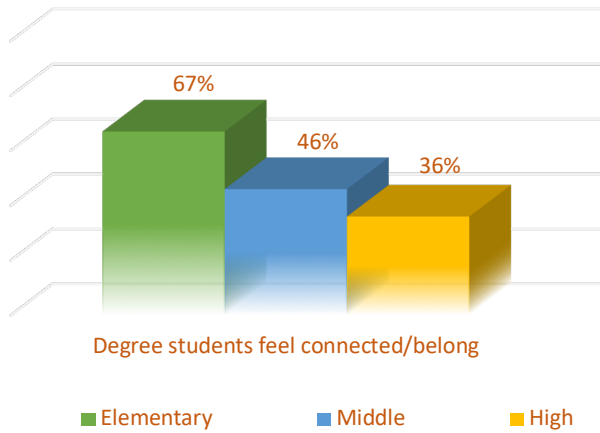
NUMBER OF PARENTS/FAMILIES
PARTICIPATING



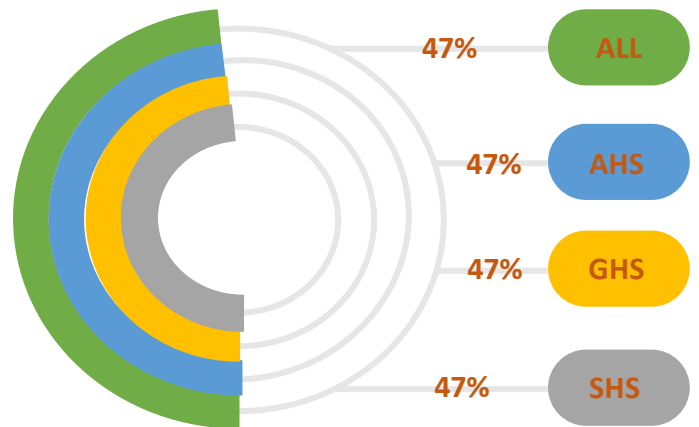
PARENT POSITIVE RESPONSES



STUDENT POSITIVE RESPONSES

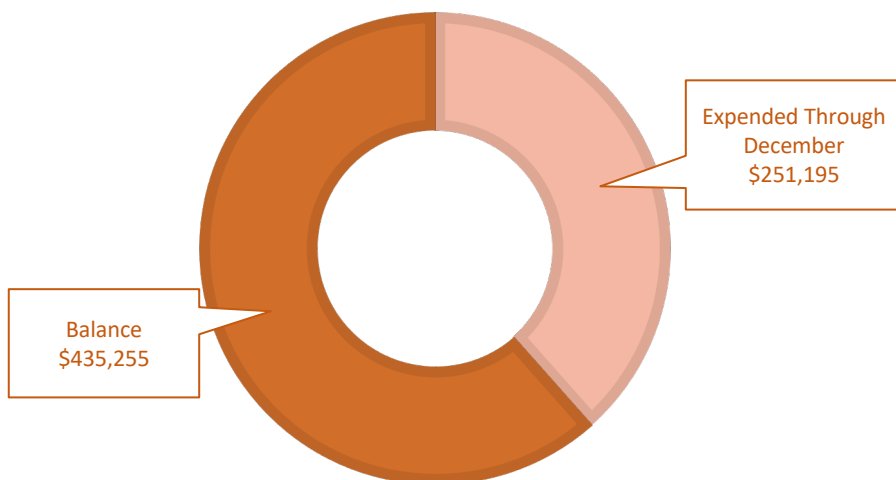


STUDENT VOICE IS HEARD: PERCENT OF STUDENTS WITH POSITIVE RESPONSES



Goal 2 Expenditures

Goal 2 Total Budget: \$686,450



Goal 2 Metric Update

Azusa USD's second LCAP Goal seeks to increase parent and student leadership, engagement, and positive perceptions in the District. Multiple studies, including a 2014 meta-analysis by Dr. Sandra Wilder at the University of Akron, Ohio, have found that parental involvement, in all forms, is positively correlated to student achievement. These findings were true for all grade levels, all socio-economic groups, and all ethnicities. Therefore, Azusa USD continues to make parent/family and student engagement an LCAP priority. In addition, student engagement and leadership as measured by school attendance, suspensions, and expulsions, are two of Azusa USD's priorities and are measured by the California School Dashboard in three of the state indicators. Table 2.1 shows metric data over time. Due to the COVID-19 pandemic, attendance, absenteeism, suspension, and expulsion data were unable to be measured in the same manner. A new LCAP three-year cycle began in the 2021-2022 school year, therefore, metric targets reflect the new LCAP. Additionally, the District began to partner with YouthTruth to administer the District Annual Survey in 2021. As a result, data prior to the 2020-2021 school year cannot be compared to those from 2020 through 2022.

Table 2.1
Goal 2 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
District Attendance Rate	96%	97% (to March)	N/A	91%	96%
Chronic Absenteeism	6%	9% (to March)	N/A	31%	≤ 7%
Suspension Rate	2%	3% (to March)	N/A	1%	≤ 2.5%
Expulsion Rate	0%	< .01% (to March)	N/A	0%	≤ .5%
Parent Participation in District Annual Survey	1,050	1,367	2,091	TBD Spring 2022	5% increase from baseline of 2,091
Parent Perceptions- Decision making <i>(The District partnered with YouthTruth in the 20-21 school year. Data prior to that year is not comparable.)</i>	87%	88%	Elementary: 68% Middle: 62% High: 63%	TBD Spring 2022	Increase ≥ 5% for all grade spans

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
Parent and Student Perceptions Satisfaction with school safety Satisfaction with student connectedness <i>(The District partnered with YouthTruth in the 20-21 school year. Data prior to that year is not comparable.)</i>	Safety Perceptions Parents: 87% Students: 58% Connectedness Parents: 86% Students: 89%	Safety Perceptions Parents: 88% Students: 80% Connectedness Parents: 85% Students: 68%	Safety Parents: 76% Students: 67% Staff: 78% Student Sense of Connectedness/ Belonging Elementary: 67% Middle: 46% High: 36%	TBD Spring 2022	Safety Increase $\geq 5\%$ for all groups Sense of Connectedness/ Belonging Elementary: 75% Middle: 65% High: 55%
Parents and families who would recommend AUSD schools	N/A	N/A	69%	TBD Spring 2022	$\geq 75\%$
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions	N/A	N/A	47%	TBD Spring 2022	$\geq 53\%$
Middle School Dropout Rate	0%	0%	0%	TBD Spring 2022	0%
High School Dropout Rate (ACGR)	5%	6.7%	9%	TBD Spring 2022	Reduction of 1%

Table 2.2
Attendance Rate as of December 2021

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	91%	92%	91%	91%	88%	88%	92%	88%	92%	95%	95%	91%	90%
Alice M. Ellington TK-8	93%	93%	93%	95%	*	*	93%	91%	*	*	*	93%	93%
Azusa High	91%	92%	91%	88%	*	89%	91%	86%	*	97%	*	91%	93%
Center Middle	91%	91%	91%	90%	*	86%	92%	89%	*	*	*	91%	*
Charles H. Lee Elementary	89%	89%	89%	92%	*	86%	89%	88%	*	*	*	89%	85%
Clifford D. Murray Elementary	90%	91%	89%	92%	*	*	91%	89%	*	*	*	90%	*
Foothill Middle	94%	94%	94%	93%	*	*	94%	89%	*	*	*	94%	*
Gladstone High	93%	94%	92%	90%	86%	87%	93%	90%	*	97%	97%	93%	90%
Henry Dalton Elementary	91%	91%	91%	92%	*	*	91%	91%	*	94%	*	914%	*
Longfellow	86%	85%	86%	*	*	*	87%	*	*	*	*	85%	*
Magnolia Elementary	93%	94%	93%	94%	*	*	93%	91%	*	*	*	93%	*
Paramount Elementary	91%	92%	91%	92%	91%	*	92%	89%	*	*	*	91%	92%
Sierra High	87%	86%	88%	86%	*	*	87%	88%	*	*	*	88%	*
Slauson Middle	93%	94%	92%	94%	*	*	93%	92%	*	*	*	93%	*
Valleydale Elementary	88%	89%	86%	90%	*	*	88%	81%	*	*	*	88%	85%
Victor F. Hodge Elementary	90%	91%	90%	90%	90%	*	90%	88%	*	*	*	90%	88%
W.R. Powell Elementary	88%	90%	87%	89%	*	*	88%	80%	*	87%	*	88%	93%

*N/A or data suppressed to protect student privacy

Table 2.3
Chronic Absenteeism Rate as of December 2021

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	31%	29%	32%	32%	33%	40%	31%	39%	25%	15%	17%	31%	35%
Alice M. Ellington TK-8	25%	23%	27%	18%	*	*	27%	29%	*	*	*	26%	13%
Azusa High	25%	23%	25%	31%	*	36%	26%	34%	*	0%	*	25%	19%
Center Middle	28%	24%	31%	37%	*	52%	26%	34%	*	*	*	30%	*
Charles H. Lee Elementary	45%	45%	44%	36%	*	27%	47%	51%	*	*	*	45%	44%
Clifford D. Murray Elementary	39%	35%	43%	35%	*	*	38%	44%	*	*	*	39%	*
Foothill Middle	17%	17%	17%	28%	*	*	17%	32%	*	*	*	17%	*
Gladstone High	20%	18%	22%	29%	36%	31%	20%	29%	*	8%	17%	20%	35%
Henry Dalton Elementary	33%	32%	34%	28%	*	*	36%	32%	*	17%	*	35%	*
Longfellow	54%	50%	58%	*	*	*	53%	*	*	*	*	57%	*
Magnolia Elementary	21%	20%	22%	18%	*	*	23%	35%	*	*	*	21%	*
Paramount Elementary	32%	31%	33%	32%	39%	*	31%	30%	*	*	*	32%	*
Sierra High	44%	46%	42%	50%	*	*	44%	43%	*	*	*	43%	*
Slauson Middle	25%	18%	30%	22%	*	*	25%	25%	*	*	*	24%	*
Valleydale Elementary	44%	40%	48%	33%	*	*	46%	48%	*	*	*	43%	*
Victor F. Hodge Elementary	36%	34%	38%	38%	18%	*	39%	49%	*	*	*	37%	48%
W.R. Powell Elementary	39%	37%	42%	36%	*	*	43%	69%	*	36%	*	41%	21%

*N/A or data suppressed to protect student privacy

Table 2.4
Suspension Rate as of December 2021

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	1%	1%	2%	2%	7%	2%	1%	2%	6%	0%	0%	1%	3%
Alice M. Ellington TK-8	1%	0%	1%	0%	*	*	0%	0%	*	*	*	1%	0%
Azusa High	2%	1%	3%	1%	*	2%	2%	3%	*	0%	*	1%	3%
Center Middle	3%	1%	4%	3%	*	4%	3%	2%	*	*	*	3%	*
Charles H. Lee Elementary	0%	0%	1%	0%	*	0%	0%	2%	*	*	*	0%	0%
Clifford D. Murray Elementary	0%	0%	0%	1%	*	*	0%	0%	*	*	*	0%	*
Foothill Middle	3%	3%	3%	2%	*	*	4%	3%	*	*	*	3%	*
Gladstone High	3%	2%	5%	7%	36%	0%	3%	8%	*	0%	0%	3%	12%
Henry Dalton Elementary	0%	0%	0%	0%	*	*	0%	0%	*	0%	*	0%	*
Longfellow	0%	0%	0%	*	*	*	0%	*	*	*	*	0%	*
Magnolia Elementary	0%	0%	0%	0%	*	*	0%	0%	*	*	*	0%	*
Paramount Elementary	0%	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*
Sierra High	2%	1%	2%	3%	*	*	2%	0%	*	*	0%	2%	*
Slauson Middle	4%	2%	5%	6%	*	*	4%	2%	*	*	*	4%	*
Valleydale Elementary	1%	0%	1%	0%	*	*	1%	0%	*	*	*	1%	8%
Victor F. Hodge Elementary	0%	0%	0%	0%	0%	*	0%	1%	*	*	*	0%	0%
W.R. Powell Elementary	0%	0%	0%	0%	*	*	0%	0%	*	0%	*	0%	0%

*N/A or data suppressed to protect student privacy

Table 2.5
Expulsion Rate as of December 2021

	ALL	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Alice M. Ellington TK-8	0%	*	*	*	*	*	*	*	*	*	*	*	*
Azusa High	0%	*	*	*	*	*	*	*	*	*	*	*	*
Center Middle	0%	*	*	*	*	*	*	*	*	*	*	*	*
Charles H. Lee Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Clifford D. Murray Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Foothill Middle	0%	*	*	*	*	*	*	*	*	*	*	*	*
Gladstone High	0%	*	*	*	*	*	*	*	*	*	*	*	*
Henry Dalton Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Magnolia Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Paramount Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Sierra High	0%	*	*	*	*	*	*	*	*	*	*	*	*
Slauson Middle	0%	*	*	*	*	*	*	*	*	*	*	*	*
Valleydale Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Victor F. Hodge Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
W.R. Powell Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 2.6
Parent Survey Results 2020-2021

Key Indicators of School Climate	All	Elementary	Middle	High
Number of parents/families participating in District Annual YouthTruth Survey	2091	1,302	217	572
Decision Making Perceptions: Rate of positive responses	66%	68%	62%	63%
Percent of parents/families who would recommend AUD schools (level of satisfaction)	69%	73%	59%	67%

Table 2.7
Student Belonging & Connectedness 2020-2021

Key Indicators of School Climate	Elementary	Middle	High
The degree to which students are connected and have a sense of belonging to school	67%	46%	36%

Table 2.8
Student Voice 2020-2021

Key Indicators of School Climate	Azusa USD	Azusa High	Gladstone High	Sierra High
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions	47%	47%	47%	46%

Table 2.9
2020-2021 Dropout Rate

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	9%	8%	11%	16%	*	9%	13%	*	*	*	*	9%	0%
Azusa High	8%	3%	14%	24%	*	7%	15%	*	*	*	*	8%	*
Center Middle	0%	0%	0%	0%	*	0%	*	*	*	*	*	0%	*
Foothill Middle	0%	0%	0%	0%	*	0%	*	*	*	*	*	0%	*
Gladstone High	4%	6%	2%	6%	*	4%	0%	*	*	*	*	5%	*
Sierra High^	17%	25%	13%	11%	*	17%	20%	*	*	*	*	19%	*
Slauson Middle	0%	0%	0%	0%	*	0%	*	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

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

Goal 2 Qualitative Analysis and Expenditures

Seven actions/services are aligned to Goal 2. These actions/services are intended to increase and improve the engagement of both students and families in Azusa USD and result in more positive perceptions of the District and schools. Table 2.9 outlines the progress Azusa USD is making in each action/service associated with Goal 2. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 2.9
Goal 2 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2021)</i>
January 2022 1. The Communications Office has implemented a new parent/teacher communication tool called Blackboard Reach. This tool delivers communication to our parents in their language of choice and provides translation communication back to the teacher in the teacher's language of choice. The Communications Office is utilizing advertising opportunities in the San Gabriel Valley Tribune and social media advertising to reach over 72,000 people with information on our programs and services.	\$286,021	\$103,058
January 2022 2. Azusa USD continues to offer our parents opportunities to learn and partner with schools in the education of students. In the spring of 2020, the District started the Azusa Parent Learning Network (APLN) to meet the identified needs of parents and families. The APLN sprouted from the work of the Azusa USD Professional Learning and Learning (PLLN) team. In 2021-2022, the District contracted with the California Association for Bilingual Education (CABE) to offer their Project 2INSPIRE parent leadership program as part of the APLN offerings. Parents from all schools have been participating in this multi-session opportunity which will result in parents being trained as facilitators.	\$37,163	\$22,000
January 2022 3. The District continues to collaborate with the Foster Youth network facilitated by the Alliance for Children's Rights. Child Welfare and Attendance (CWA) staff has improved the identification and monitoring of foster youth in AERIES, the District's student information system. CWA staff are conducting trainings for counselors and site administrators. Additionally, AUSD was involved in the creation of a Best Practices Guide which earned a Golden Bell Award through the California School Boards Association. To date, one-time COVID-19 related funding has been used to support AUSD's foster youth.	\$7,000	\$0
January 2022 4. In past years, AUSD contracted with ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) to plan for emergency circumstances. Training took place and the District continues to employ the "Run, Hide, and Fight" strategies. For the 2021-2022 school year, the District is looking to further training and preparation in partnership with local law enforcement. To date, one-time COVID-19 related funding has been used to support school safety.	\$25,579	\$0

January 2022		\$154,161	\$45,797
5. All AUSD schools continue to have a bilingual community liaison who helps facilitate the flow of information between all of those responsible for the success of our students. Community liaisons ensure that parents receive and understand school site communication and information about the schools and District. The community liaison's role includes: coordinating communications and disseminating information between the school, home, and the community; facilitating home and community understanding of school programs and objectives, and aiding parent involvement and engagement in school activities; and the development and maintenance of effective working relationships with individuals, community groups, and social service agencies. They also provide interpretation and translation accommodations for parents who do not speak English to ensure parents, school administrators, and teachers are able to effectively communicate.		\$271,680 (Title I)	\$85,961 (Title I)
January 2022		\$178,526	\$80,340
6. The Director of Metrics and LCAP submitted the approvable 2021-2022 LCAP to the Los Angeles County Office of Education and has implemented the LCFF/LCAP process for the 2021-2022 school year. The director facilitates the Parent Advisory Committee + (PAC+) meetings and the Student Advisory Council meetings which are scheduled throughout the academic year. The director updated all District LCAP communication tools and documents to reflect the new three-year LCAP. The director drives AUSD involvement in the statewide Community Engagement Initiative - Professional Leading & Learning Network. She continues to work with District administrators, teachers, and classified staff to understand the LCAP and to effectively use data to drive improvements and student growth. The director continues to support all District departments and schools in implementing District goals, actions, and services.			
January 2022		\$838,402	\$335,360
7. Child Welfare and Attendance staff has supported pupil engagement by monitoring and working to improve attendance, chronic absenteeism, suspension, expulsions, and drop-out rates. Staff have supported school sites, students, and their families in addressing pupil engagement. The department has played an important role in managing the health and welfare requirements brought on by the COVID-19 pandemic.		(Base Funding)	(Base Funding)
TOTAL EXPENDITURES	Supplemental/Concentration		\$ 251,195
	Base		\$ 335,360
	Federal		\$ 85,961

SECTION 3

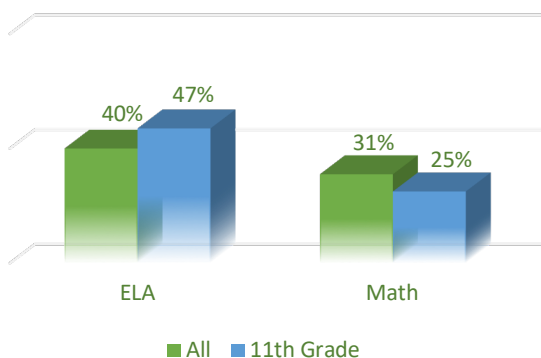
Goal 3: Through a collaborative, improvement-driven approach, Azusa USD will address the unique needs and abilities of all students, provide high-quality instruction and course offerings, and narrow college/career readiness gaps between student groups to ensure students are prepared for college enrollment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

Azusa USD's third LCAP Goal seeks to increase college and career readiness for all students with particular attention to those students who are emerging multilingual students, low-income students, and foster youth. While many outcomes for graduates have improved over the years, such as increases in the a-g and participation in college readiness and career technical programs, the COVID-19 pandemic has negatively impacted these improvements. Graduation rates at AUSD comprehensive high schools dipped during the pandemic. AUSD continues to exceed both state and county graduation rates, though. As students returned to in-person learning in the fall of 2021, restoring the previous years' levels of college and career readiness success has been a primary focus.

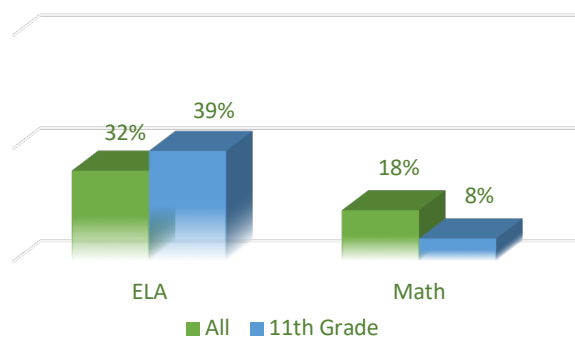
The following are summary graphic representations of Goal 3 progress. The visual displays portray the factors measuring student college and career readiness and overall budget expenditures for Goal 3 to date. College and career readiness factors include many of the college and career readiness indicators shared on the CA School Dashboard, such as annual state assessment scores (SBAC) for 11th graders (for 2020 the District reported local assessment results), graduations rates, a-g course requirement completion, participation and test results for Advanced Placement (AP) and International Baccalaureate (IB) programs, as well as college unit completion rates for the District Early College Program (ECP). These graphics serve to provide a broad view of the data aligned to Goal 3. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

Student Achievement

2019 SBAC
MEETING/EXCEEDING STANDARD

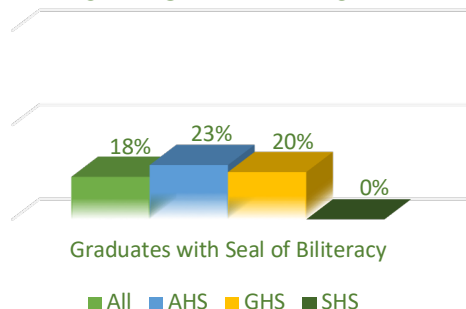


2021 LOCAL ASSESSMENTS
MEETING/EXCEEDING STANDARD

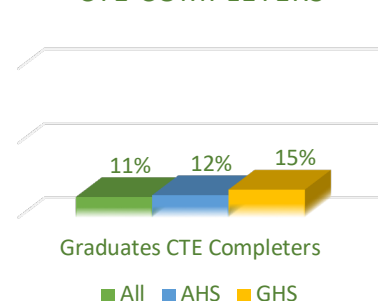


Graduation Outcomes

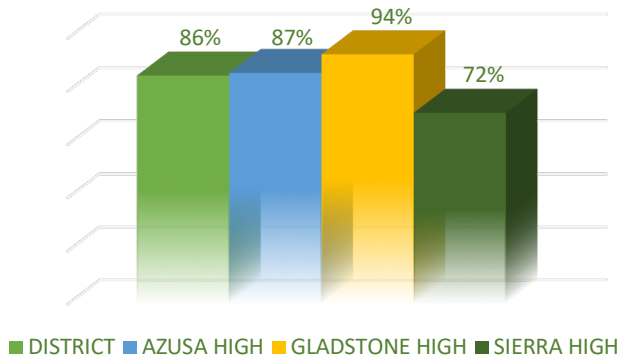
2021 GRADUATES:
SEAL OF BILITERACY



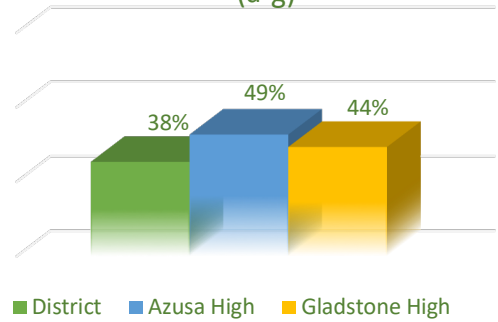
2021 GRADUATES:
CTE COMPLETERS



2021 GRADUATION RATE
(4-YEAR ADJUSTED COHORT RATE)

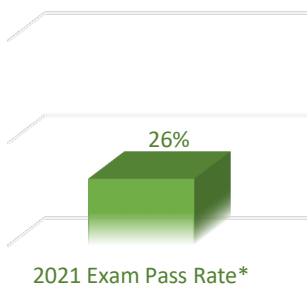


2021 GRADUATES MEETING
UC/CSU ENTRANCE COURSE
REQUIREMENTS
(a-g)

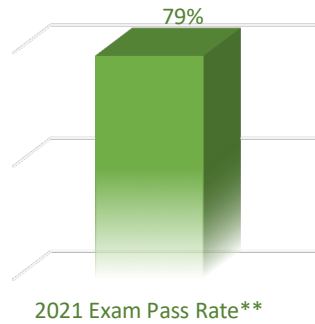


College & Career Readiness

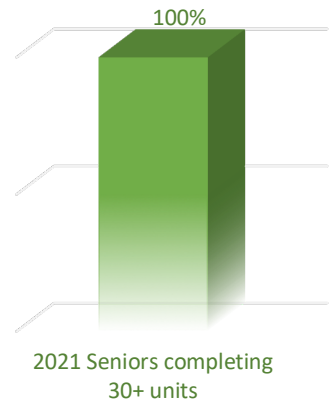
ADVANCED
PLACEMENT
PROGRAM



INTERNATIONAL
BACCALAUREATE
PROGRAM

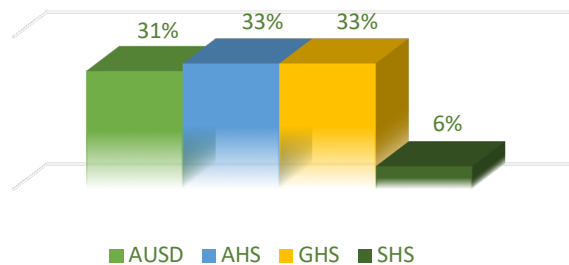


EARLY COLLEGE
PROGRAM

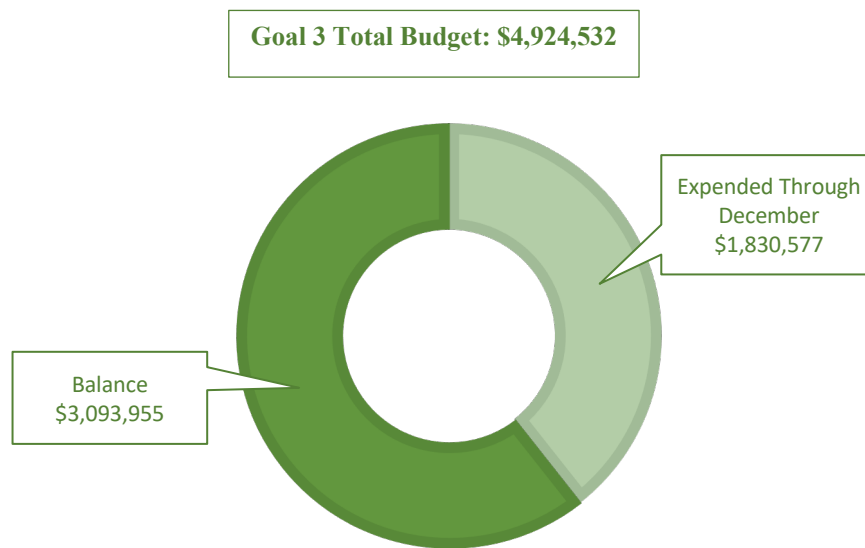


*Percent of total AP test-takers with score of 3+ **Percent of IB students averaging a score of 4 or higher

2021-2022 PERCENT OF HIGH SCHOOL
STUDENTS PARTICIPATING IN COLLEGE
PREPARATORY PROGRAMS
(AP, IB, ECP/Dual Enrollment)



Goal 3 Expenditures



Goal 3 Metric Update

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

Table 3.1
Goal 3 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
Percent of students who met or exceeded standards on the SBAC ELA assessment (Grade 11)	All: 40% 11 th : 47%	SBAC Suspended	Local Results All: 32% 11 th : 39% *SBAC not feasible due to hybrid learning	TBD Spring 2022	SBAC Increase \geq 5%
Percent of students who met or exceeded standards on the SBAC Math assessment (Grade 11)	All: 31% 11 th : 25%	SBAC Suspended	Local Results All: 18% 11 th : 8% *SBAC not feasible due to hybrid learning	TBD Spring 2022	SBAC Increase \geq 5%
Percent of Graduates earning the California State Seal of Biliteracy	11%	15%	15%	TBD Spring 2022	20%
Percent of Graduates Completing a CTE Pathway	New Metric	19%	District: 11% AHS: 12% GHS: 15%	TBD Spring 2022	25%
Graduation Rate (4-year adjusted cohort rate)	District: 92% AHS: 92% GHS: 98% SHS: 78%	District: 91% AHS: 87% GHS: 97% SHS: 83%	District: 86% AHS: 87% GHS: 94% SHS: 72%	TBD Spring 2022	95%
Percent of students meeting UC/CSU Entrance Course Requirements (a-g)	District: 33% AHS: 28% GHS: 47%	District: 45% AHS: 55% GHS: 51%	District: 38% AHS: 49% GHS: 44%	TBD Spring 2022	50%
IB Exam Pass Rate (Percent of IB students averaging a score of 4 or higher)	43%	Exams Suspended	79%	TBD Spring 2022	55%
AP Exam Pass Rate (Percent of total AP test takers with a score of 3 or higher)	District: 43% AHS: 41% GHS: 50% SHS: 10%	Exams Suspended	District: 45% AHS: 47% GHS: 45% SHS: 0%	TBD Spring 2022	60%
Percent of Early College Program students (Seniors) completing 30 or more units	92%	82%	100%	TBD Spring 2022	100%

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
Percent of students participating in college preparatory programs (AP, IB, ECP/dual enrollment)	N/A	District: 57%	District: 43% AHS: 41% GHS: 50% SHS: 10%	District: 31% AHS: 33% GHS: 33% SHS: 6%	65%

Table 3.2
2018-2019 ELA SBAC 11th Grade Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
Azusa USD 11th Graders	47%	54%	41%	10%	*	42%	45%	5%	*	*	*	46%	58%
Azusa High	52%	60%	46%	13%	*	39%	51%	6%	*	*	*	50%	*
Gladstone High	57%	58%	55%	12%	*	59%	54%	4%	*	*	*	57%	64%
Sierra High	7%	9%	6%	0%	*	*	5%	*	*	*	*	7%	*

*N/A or data suppressed to protect student privacy

Table 3.3
2018-2019 Math SBAC 11th Grade Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
Azusa USD 11th Graders	25%	25%	24%	2%	*	25%	23%	0%	*	*	*	23%	42%
Azusa High	31%	31%	30%	4%	*	8%	30%	8%	*	*	*	29%	20%
Gladstone High	25%	26%	24%	0%	*	5%	25%	0%	*	*	*	24%	*
Sierra High	0%	0%	0%	0%	*	*	0%	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.4
2021 Graduates Earning the Seal of Biliteracy

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	18%	27%	9%	11%	0%	18%	2%	*	*	*	19%	0%
Azusa High	24%	30%	15%	0%	*	30%	*	*	*	*	24%	*
Gladstone High	20%	30%	9%	14%	*	20%	0%	*	*	*	21%	*

*N/A or data suppressed to protect student privacy

Table 3.5
2021 Graduates CTE Pathway Completion

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic	White
Azusa USD	11%	12%	11%	6%	*	12%	13%	*	*	*	11%	*
Azusa High	12%	12%	12%	6%	*	12%	*	*	*	*	12%	*
Gladstone High	15%	15%	15%	5%	*	13%	*	*	*	*	15%	*

*N/A or data suppressed to protect student privacy

Table 3.6
2020-2021 Graduation Rate
(4-year adjusted cohort rate)

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
Azusa USD	86%	89%	83%	71%	82%	75%	86%	69%	*	*	*	86%	91%
Azusa High	87%	94%	78%	66%	*	77%	87%	49%	*	*	*	87%	*
Gladstone High	94%	93%	95%	85%	*	86%	94%	93%	*	*	*	94%	*
Sierra High	72%	63%	77%	61%	*	57%	72%	73%	*	*	*	71%	*

*N/A or data suppressed to protect student privacy

Table 3.7
2021 Graduates Meeting UC/Cal State Entrance Requirements
(a-g completion rate)

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	40%	51%	24%	18%	0%	37%	7%	*	*	*	38%	20%
Azusa High	49%	56%	39%	15%	*	57%	*	*	*	*	49%	*
Gladstone High	44%	58%	27%	11%	*	43%	4%	*	*	*	43%	*
Sierra High	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.8
Spring 2021 IB Exam Pass Rates

	All	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Filipino	Hispanic/Latinx	Pacific Islander	White
20-21 IB Exams Pass Rate (percent with average score of 4 or higher)	79%	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 3.9
Spring 2021 AP Exam Pass Rate
(Percent of AP students with score of 3 or higher)

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	45%	*	*	*	*	*	*	*	*	*	*	*
Azusa High	47%	*	*	*	*	*	*	*	*	*	*	*
Gladstone High	45%	*	*	*	*	*	*	*	*	*	*	*
Sierra High	0%	*	*	*	*	*	*	*	*	*	*	*

Table 3.10
2020-2021 Early College Program
(Graduates completing 30+ transferrable units)

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	100%	*	*	*	*	*	*	*	*	*	*	96%	*

*N/A or data suppressed to protect student privacy

Goal 3 Qualitative Analysis and Expenditures

Fourteen actions/services are aligned to Goal 3. These actions/services contribute to student college and career preparedness. Table 3.11 outlines the progress Azusa USD is making in each action/service. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 3.11
Goal 3 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2021)</i>
January 2022 1. High school counselors meet with all students during registration to encourage them to challenge themselves by enrolling in AP classes. Additionally, counselors have been analyzing grades and transcripts to find AP course candidates. Counselors meet individually with every student to review 4-year plans, discuss graduation requirements, a-g requirements, and postsecondary plans. AHS Counselors use an "on track/off track" list that is color-coded, which students see if they are on track to meet a-g requirements. Both GHS and AHS counselors analyze grades and transcripts making recommendations for APEX, summer courses, and other opportunities to meet a-g requirements. The SHS counselor analyzes grades and transcripts and encourages students to enroll in AP courses offered at that site. Furthermore, the SHS counselor meets regularly with students to review graduation requirements and formulate plans for all students to graduate through regular coursework, APEX, summer school, or Citrus College courses.	\$40,517	\$15,115
January 2022 2. After careful consideration and analysis of current trends in college admissions, Azusa USD decided to not offer District-wide PSAT in the fall 2021. While the SAT is being phased out of admissions criteria for UC/CSU schools, Azusa USD will offer any students who wish to take the SAT in the spring an opportunity to do so. Funding from this action/service will be available to cover costs of other assessments, such as AP Exams in the spring.	\$44,000 \$44,000 (Title IV)	\$0 \$0 (Title IV)
January 2022 3. AUSD continues to offer an Advancement Via Individual Determination (AVID) program to our students at the middle school and high school levels. AVID provides students, particularly those who come from low-income backgrounds or those who have been historically underrepresented in higher education, opportunities for preparation and a successful transition to college. AVID courses at our middle schools and high schools focus on teaching students the skills and strategies necessary for success in addition to providing tutoring. AUSD has faced challenges in hiring tutors this year, although each school does have at least two tutors at this time.	\$335,259	\$213,180
January 2022 4. AUSD is offering students STEM courses at the elementary and middle school levels that lead to early interest and motivation to participate in our high school STEM pathways. The District purchased materials and supplies for the Center Middle School PITSCO lab, which is implementing 36 different STEM modules across multiple science disciplines. STEM courses are also available at Foothill Middle School where students are offered Project Lead the Way courses. At Slauson Middle School, in addition to STEM courses, students are provided opportunities to participate in a Femineers Club as an extra-curricular activity. Dalton Elementary School continues to focus its teaching and curriculum on STEM and is an official Project Lead the Way school.	\$159,536 \$15,000 (CTE Grant Funding)	\$93,271 \$28,541 (CTE Grant Funding)

January 2022 5. AUSD offers Career Technical Education (CTE) courses at all three high schools. Both comprehensive high schools have CTE Pathways. One focus of improvement at AHS has been increasing enrollment of females. CTE program enrollment is close to 30% female this year in the Auto Tech, Engineering, and Information Technology/Computer Science pathways. The Women Transportation Seminar Organization (WTS) adopted the school, and continues to offer our senior female STEM students scholarship opportunities. GHS pathways continue to grow and currently consist of the Academy of Health Sciences, Public Services (EMS, Forensics, Admin. of Justice), Arts, Media & Entertainment (Graphic Arts). GHS students in the Academy of Health Sciences pathway have assisted the District with the COVID-19 vaccination clinics this year. CTE Pathways students in AUSD are participating in partnerships with colleges and universities, such as UCI Student STEM panel, Citrus College programs, and internships with businesses such as Kaiser Permanente. In addition to gaining knowledge and skills that lead to successful careers, CTE Pathway students are also supported in resume building, mock interviews, and post-high school education planning. Students also compete in their fields of interest with Azusa USD students consistently being recognized and earning awards and stipends for their skills over the years. AUSD is currently spending additional CTE Incentive Grant funding on the high school programs.	\$566,500 \$38,000 (CTE Incentive Grant)	\$89,680 \$156,264 (CTE Incentive Grant)
January 2022 6. Azusa High School continues to offer students an International Baccalaureate Program. Currently, there are 20 students in the program with a pipeline of 136 9 th and 10 th graders who are in AP and/or Honors classes. Teachers have participated in ongoing professional learning sponsored by the IB Organization, training has focused on improving practice and meeting program compliance expectations. An IB coordinator oversees the program at Azusa High School and participates in a monthly San Gabriel Valley IB coordinators network. The District purchased IB instructional materials for the 2021-2022 school year. The IB program saw an increase in the percent of IB seniors earning an IB Diploma- 45% did so from the class of 2021.	\$358,423	\$142,028
January 2022 7. The District partners with Citrus College to offer dual enrollment courses to students this year. Courses include Political Science, English, Biology, History, and Speech, to name a few. 67 Juniors and 41 seniors are currently enrolled in the ECP program at GHS. ECP helps students and their families save thousands of dollars in fees, books, and tuition. By completing one year of transferable credits (30+) before they graduate from high school, students learn and become familiar with the college process and college academic rigor. Parents and student alumni have expressed high levels of satisfaction with the ECP program. Furthermore, Citrus College instructors have stated that GHS ECP students are more prepared and on average have higher grades than their college peers. A Dual Enrollment Coordinator manages the partnership between Citrus and GHS. The coordinator also recruits and supports students through the process of registration.	\$63,000 \$20,000 (CTE Grant Funding)	\$8,740 \$4,560 (CTE Grant Funding)
January 2022 8. AUSD is funding 12 CTE Pathways in collaboration with the Regional Occupational Program (ROP). Courses and pathways align to the key industry sectors: transportation, information and communication technologies, public service, health science and medical technology, and arts and media. Azusa High school currently has 345 students participating in CTE Pathways, GHS has 514. CTE courses are offered at SHS but no pathways are available, pathways normally take three years to complete. SHS is an alternative high school where most students graduate or transfer in less than two years.	\$780,953	\$242,282

January 2022	\$240,154	\$240,154
9. Azusa USD implemented a successful summer school, called Summer Extravaganza, in the summer of 2021. Planning for the summer of 2022 has already begun and will again be in partnership with Think Together. Elementary and middle school students will receive rigorous, project-based learning in all content areas. High school students will have opportunities to take courses, including APEX and Citrus College courses to accelerate or to make up units. Summer school recruitment prioritizes enrollment of emerging multilingual students, students with disabilities, and those who are not meeting grade-level standards. S & C funding for summer school will be expended in late spring and early summer.		
January 2022	\$2,210,336	\$711,540
10. Twelve counselors serve Azusa USD students and at the high school level have provided college planning and financial aid workshops to families during College Fairs, parent meetings, FAFSA meetings, Naviance activities, and through ongoing opportunities during counselor classroom visits. At the middle school level close to 80% of students have begun their initial Naviance activity. Counselors are meeting with students and parents to develop 6-year plans spanning 7 th grade to high school graduation. Counselors are also focusing efforts on improving academic outcomes for 9 th graders.		
January 2022	\$189,854	\$74,586
11. The Director of College and Career Programs initiated a collaborative effort to focus on 4 primary goals in the 2021-2022 year; 1) offer high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including providing a coherent sequence of CTE courses that lead students to college and/or careers, 2) develop a sequenced continuum of integrated work-based learning activities, including internships, job shadows, mock interviews, job site visits, soft skills training, and guest speakers, 3) collaboration with San Gabriel Economic Partnership, NAF, Azusa Chamber of Commerce, San Gabriel Valley ROP, and local businesses, 4) increase participation of underserved and underrepresented student populations, particularly emerging multilingual students and students with disabilities. The director has collaborated with numerous organizations and business entities to support strong career paths and submit grant requests in excess of \$1.5 million. The director oversees and monitors all college and career programs in the District.		
January 2022	\$10,000 (CAL Ed Partners Grant)	\$0 (CAL Ed Partners Grant)
12. Teachers, administrators, and District-level leaders are participating in the California Education Partners College On-Track Collaborative. This statewide network with Districts across California is focusing on strategies and policies that can increase academic success by focusing on 9 th -grade achievement. The Azusa USD team has implemented improvement cycles that use 9 th -grade letter grades to identify areas of need and measure progress. Emerging actions to address needs include increasing relevance and rigor, additional tutoring and monitoring of students, and a re-examination of grading practices. Funding for this work covers costs associated with travel which will take place in the Spring provided safe opportunities to do so.		
TOTAL EXPENDITURES	Supplemental/Concentration Base Federal/Grants	\$ 1,830,577 \$ 0 \$ 189,365

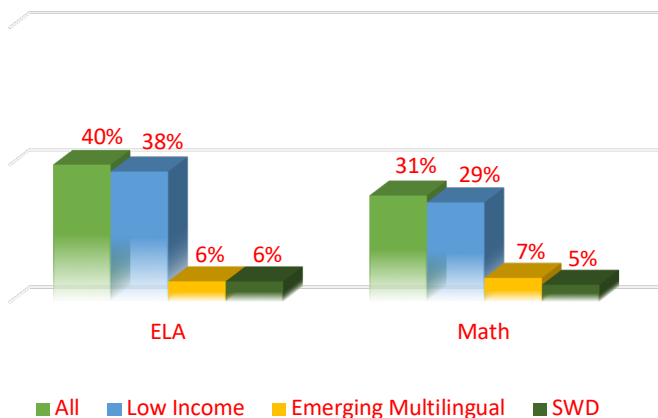
Section 4

Goal 4: Through a collaborative and 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 multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.

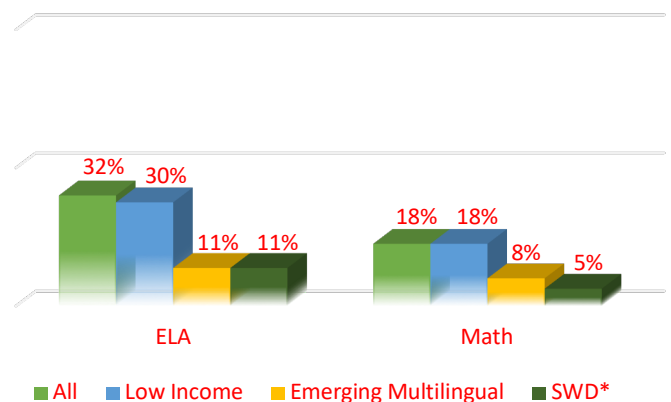
Azusa USD's fourth goal seeks to positively impact student achievement by increasing rigor in classrooms and by working toward greater alignment to the demands of state standards. Furthermore, this goal focuses on increasing the academic achievement and language acquisition of students who are learning English as another language. The District seeks to increase the number of Reclassified Fluent English Proficient (RFEP) students and decrease Long Term English Learners (LTEL). Student performance on the Smarter Balanced Assessment Consortium (SBAC) tests, local and diagnostic assessments identify an ongoing need to address student academic achievement, in particular the impact of the COVID-19 pandemic on student learning. The District has been using carryover supplemental and concentration funds resulting from school physical closures along with one-time COVID-19 funding to ensure all actions/services in Goal 4 are being implemented.

Student Achievement

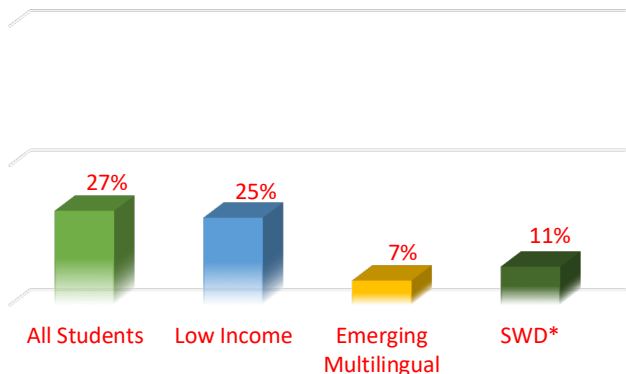
2019 SBAC
MEETING/EXCEEDING STANDARD



2021 LOCAL ASSESSMENTS
MEETING/EXCEEDING STANDARD

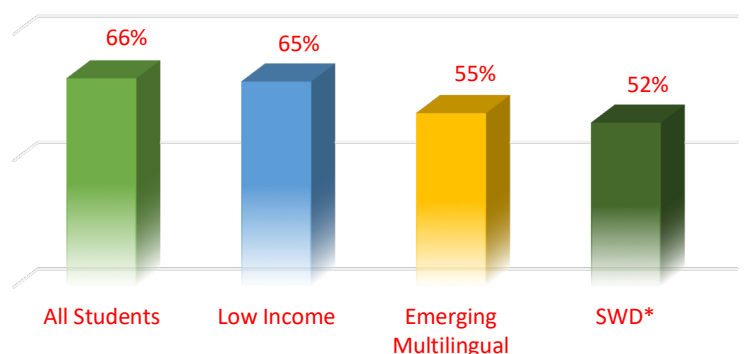


NOVEMBER 2021
GRADE 3 READING PROFICIENCY



*Students with disabilities

A-C GRADES EARNED BY 9TH GRADERS
(DECEMBER 2021)



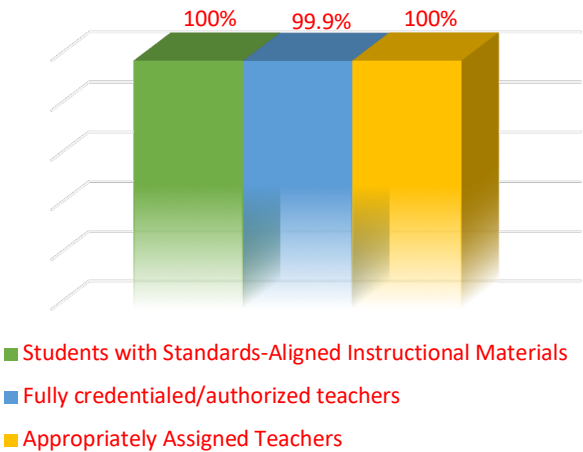
*Students with disabilities

2021-2022 EMERGING MULTILINGUAL STUDENTS

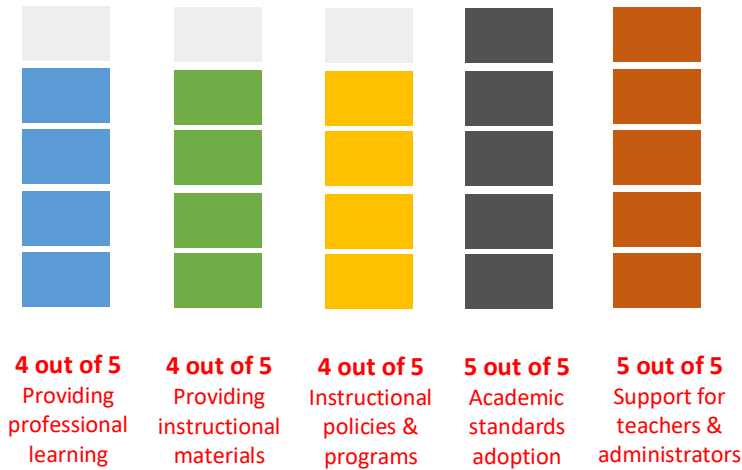


Basic Services & Local Metrics

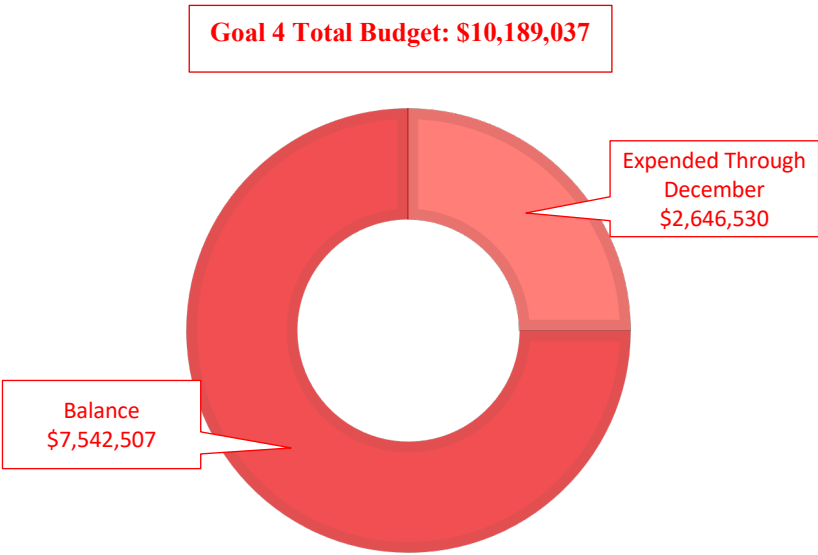
2021-2022 BASIC SERVICES



2021-2022 DASHBOARD LOCAL INDICATORS:
IMPLEMENTATION OF STATE STANDARDS



Goal 4 Expenditures



Goal 4 Metric Update

Metrics identified in LCAP Goal 4 include SBAC scores for all student groups in grades 3 through 8 and 11 in ELA and mathematics, basic services provided that increase academic outcomes for students, third-grade reading levels, ninth-grade grades, and the reclassification rate and academic progress of emerging multilingual students. Table 4.1 lists each metric identified in the LCAP along with the most recent results including results by all students (ALL), emerging multilingual students/English learners (EM), socio-economically disadvantaged (SED), and students with disabilities (SWD). Some metrics are new and therefore may not have historical data or current data to date. The following tables 4.2 – 4.7 display the disaggregated data for student groups and schools in AUSD.

Table 4.1
Goal 4 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
Percent of students who met or exceeded standards on the SBAC ELA assessment (Grades 3 – 8 & 11)	All: 39% EM: 6% SED: 38% SWD: 6%	SBAC Suspended	Local Results All: 32% EM: 11% SED: 30% SWD: 11% *SBAC not feasible due to hybrid learning	TBD Spring 2022	SBAC Increase \geq 5% Gap reduction \geq 10%
Percent of students who met or exceeded standards on the SBAC Math assessment (Grades 3 – 8 & 11)	All: 31% EM: 7% SED: 29% SWD: 4%	SBAC Suspended	Local Results All: 18% EM: 8% SED: 18% SWD: 5% *SBAC not feasible due to hybrid learning	TBD Spring 2022	SBAC Increase \geq 5% Gap reduction \geq 10%
3 rd -Grade Reading Proficiency Rate (Lexile)	New metric	New metric	All: 39%	All: 27% EM: 7% RFEP: 60% SED: 25% SWD: 11%	65%
Percent of A-C grades earned by 9 th -grade students	New metric	New metric	New metric	All: 66% EM: 55% RFEP: 73% SED: 65% SWD: 52%	\geq 65%
Emerging Multilingual Reclassification Rate	15%	16%	11%	3% to date	12%
Percent of students with standards-aligned instructional materials	100%	100%	100%	100%	100%
Percent of fully credentialed/authorized teachers	100%	100%	100%	99.9%	100%
Percent of appropriately assigned teachers	100%	100%	100%	100%	100%

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
CA Dashboard Local Indicators: Implementation of state standards	New Metric	New Metric	Providing Professional learning: 4 Standards-based materials: 4 Instructional policies & programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	Providing Professional learning: 4 Standards-based materials: 4 Instructional policies & programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	Providing Professional learning: 5 Standards-based materials: 5 Instructional policies & programs: 5 Academic standards adoption: 5 Support for teachers and administrators: 5

Table 4.2
2019 ELA SBAC Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	39%	44%	35%	6%	25%	33%	38%	6%	28%	64%	76%	38%	57%
Alice M. Ellington TK-8	41%	48%	34%	7%	*	35%	36%	11%	*	*	*	39%	53%
Azusa High	52%	60%	46%	13%	*	39%	51%	6%	*	*	*	50%	*
Center Middle	37%	46%	29%	4%	*	15%	36%	1%	*	*	*	37%	*
Charles H. Lee Elementary	45%	46%	44%	14%	*	50%	45%	7%	*	*	*	42%	*
Clifford D. Murray Elementary	31%	36%	25%	9%	*	21%	30%	0%	*	*	*	30%	*
Foothill Middle	35%	38%	32%	5%	*	38%	34%	9%	*	*	*	33%	60%
Gladstone High	57%	58%	55%	12%	*	59%	54%	4%	*	*	*	57%	64%
Henry Dalton Elementary	45%	41%	48%	15%	*	*	44%	12%	*	*	*	49%	*
Magnolia Elementary	38%	54%	26%	0%	*	27%	39%	0%	*	*	*	38%	*
Paramount Elementary	53%	58%	49%	5%	*	56%	53%	8%	*	*	*	54%	*
Sierra High	7%	9%	6%	0%	*	*	5%	*	*	*	*	7%	*
Slauson Middle	37%	42%	33%	3%	*	25%	36%	3%	*	*	*	36%	63%
Valleydale Elementary	38%	41%	35%	5%	*	*	37%	7%	*	*	*	36%	*
Victor F. Hodge Elementary	42%	44%	40%	4%	*	*	40%	17%	*	*	*	41%	54%
W.R. Powell Elementary	40%	47%	31%	6%	*	*	39%	0%	*	*	*	35%	*

*N/A or data suppressed to protect student privacy

Table 4.3
2019 Mathematics SBAC Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	31%	30%	31%	7%	21%	26%	29%	4%	18%	71%	68%	29%	48%
Alice M. Ellington TK-8	41%	42%	38%	16%	*	29%	36%	11%	*	*	*	37%	*
Azusa High	31%	32%	30%	4%	*	4%	31%	0%	*	*	*	29%	*
Center Middle	22%	27%	17%	2%	*	15%	21%	0%	*	*	*	22%	*
Charles H. Lee Elementary	37%	36%	39%	3%	*	58%	38%	0%	*	*	*	36%	*
Clifford D. Murray Elementary	32%	27%	36%	13%	*	13%	33%	0%	*	*	*	32%	*
Foothill Middle	24%	25%	23%	6%	*	29%	23%	4%	18%	*	*	22%	40%
Gladstone High	27%	24%	31%	0%	*	35%	24%	0%	*	*	*	26%	36%
Henry Dalton Elementary	38%	41%	34%	14%	*	*	38%	6%	*	*	*	30%	*
Magnolia Elementary	29%	31%	28%	0%	*	18%	30%	0%	*	*	*	29%	*
Paramount Elementary	52%	53%	51%	21%	*	61%	53%	17%	*	*	*	51%	*
Sierra High	1%	0%	2%	0%	*	*	1%	*	*	*	*	1%	*
Slauson Middle	27%	24%	31%	2%	*	14%	26%	1%	*	*	*	26%	56%
Valleydale Elementary	35%	38%	32%	12%	*	*	33%	7%	*	*	*	33%	*
Victor F. Hodge Elementary	42%	37%	46%	9%	*	*	38%	15%	*	*	*	41%	54%
W.R. Powell Elementary	32%	34%	29%	17%	*	*	32%	0%	*	*	*	30%	*

*N/A or data suppressed to protect student privacy

Table 4.4
Third Grade Reading Proficiency Rate
(Lexile)

	All	Females	Males	Emerging Multilingual	RFP	Socioeconomically Disadvantaged	Students w/ Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	27%	28%	26%	7%	60%	25%	11%	*	*	55%	*	26%	33%
Alice M. Ellington TK-8	33%	24%	44%	*	*	25%	*	*	*	*	*	32%	*
Charles H. Lee Elementary	29%	26%	32%	16%	*	0%	*	*	*	*	*	27%	*
Clifford D. Murray Elem.	22%	33%	13%	10%	*	17%	*	*	*	*	*	22%	*
Henry Dalton Elementary	31%	30%	32%	7%	*	33%	*	*	*	*	*	30%	*
Magnolia Elementary	38%	40%	36%	15%	*	23%	*	*	*	*	*	35%	*
Paramount Elementary	25%	19%	28%	0%	*	27%	*	*	*	*	*	25%	*
Valleydale Elementary	15%	10%	20%	0%	*	18%	*	*	*	*	*	13%	*
Victor F. Hodge Elementary	27%	30%	25%	*	*	26%	17%	*	*	*	*	30%	*
W.R. Powell Elementary	33%	38%	20%	*	*	40%	*	*	*	*	*	27%	*

*N/A or data suppressed to protect student privacy

Table 4.5
2021-2022 Percent of A-C Grades Earned by 9th-Grade Students

	All	Emerging Multilingual	RFP	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	66%	55%	73%	65%	52%	*	*	*	55%	68%
Azusa High	61%	53%	67%	58%	49%	*	*	*	60%	*
Gladstone High	71%	57%	78%	71%	56%	*	*	*	70%	*

*N/A or data suppressed to protect student privacy

Table 4.6
EL (EM) Reclassification Rates

	EL (EM) Students	21-22 Reclassification Rate
Azusa USD	1784	3%
Alice M. Ellington TK-8	65	3%
Azusa High	202	0%
Center Middle	113	6%
Charles H. Lee Elementary	104	0%
Clifford D. Murray Elementary	204	3%
Foothill Middle	58	10%
Gladstone High	179	4%
Henry Dalton Elementary	91	4%
Longfellow	7	0%
Magnolia Elementary	88	3%
Paramount Elementary	168	4%
Sierra High	30	10%
Slauson Middle	76	8%
Valleydale Elementary	182	6%
Victor F. Hodge Elementary	150	0%
W.R. Powell Elementary	66	0%

Table 4.7
2021-2022 Basic Services

	Students with Standards-Aligned Instructional Materials	Students with Fully Credentialed Teachers	Percent of Appropriately Assigned Teaching Staff
Azusa USD	100%	99.9%	100%
Alice M. Ellington TK-8	100%	100%	100%
Azusa High	100%	99%	100%
Center Middle	100%	100%	100%
Charles H. Lee Elementary	100%	100%	100%
Clifford D. Murray Elementary	100%	100%	100%
Foothill Middle	100%	100%	100%
Gladstone High	100%	100%	100%
Henry Dalton Elementary	100%	100%	100%
Longfellow	100%	100%	100%
Magnolia Elementary	100%	100%	100%
Paramount Elementary	100%	100%	100%
Sierra High	100%	100%	100%
Slauson Middle	100%	100%	100%
Valleydale Elementary	100%	100%	100%
Victor F. Hodge Elementary	100%	100%	100%
W.R. Powell Elementary	100%	100%	100%

Goal 4 Qualitative Analysis and Expenditures

Sixteen actions/services are aligned to Goal 4. These actions/services are intended to increase and improve the academic achievement of students in Azusa USD and result in language acquisition and academic progress for our emerging multilingual students. Table 4.8 outlines the progress Azusa USD is making in each action/service associated with Goal 4. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 4.8
Goal 4 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2021)</i>
January 2022 1. The District is purchasing standards-aligned supplemental instructional materials including renewed subscriptions to online resources, science lab materials, and additional textbooks. Supplemental instructional supplies are being used in classrooms to improve student achievement and accelerate learning for all students. Technology purchases include replacement Chromebooks, ensuring that all students have a device for individual and home use as well as access to updated technology in classrooms.	\$1,871,471	\$734,713
January 2022 2. District staff purchased standards-aligned instructional materials for grades TK-12, including ELD materials. Staff purchased updates to ELA and mathematics materials and supplies necessary for the ongoing implementation of math and ELA programs.	\$1,180,339 (Base Funding)	\$295,000 (Base Funding)
January 2022 3. Visual and Performing Arts funds continue to support secondary schools and Powell Elementary School for the Arts. Additionally, for 2021-2022, S & C funding continued to support the Meet the Masters Program at all elementary schools.	\$50,000	\$5,042
January 2022 4. The District has provided music instruction, instruments, and other music supplies necessary for the 2021-2022 music program. Afterschool and in-school music instructors Districtwide are being funded through this action/service. Music programs at all schools are taking place with COVID-19 precautions so students can participate fully in music and remain safe. Additionally, the Mariachi de Azusa program has performed at several venues this year.	\$875,384	\$207,863
January 2022 5. The District is focusing its support on all emerging multilingual (EM) students by utilizing District diagnostic results to identify specific learning needs and strategies for accelerating learning based upon those needs. EM students' progress is monitored closely, they receive effective, first instruction in their classes and any needed academic interventions. Students at all grade levels who are part of all student groups are monitored with District assessments and diagnostics to identify specific learning needs in language arts and math. Added learning support is offered during the school day and after school. At the high school level, the On Track Collaborative team has focused added support for 9 th -grade students based upon grades.	\$344,485	\$123,600
January 2022 6. The District has renewed its contracts with Aeries (Student Information System) and Illuminate (Data and Assessment System) for 2021-2022. Supplemental components of each system have been purchased to enhance their use for tracking and monitoring all student data. AERIES has moved to a cloud-based system which will improve access and use. The systems are compatible, where data from each can be shared, one beneficial example is that teachers using Illuminate for assessments and lessons can push results to their AERIES grade book.	\$131,000	\$64,687

January 2022 7. The District recently hired a new Director of Management Information Systems (MIS) who is building upon the work done previously by the MIS department. MIS is processing and preparing all new technology and computer technologists have been providing support for sites. The District is in the process of upgrading and improving the network so that it is better able to handle the increased use of devices at all sites. To enhance student registration, Davis Demographics is proving a service that will integrate with Blackboard. Whenever possible, the District will wait to expend S & C funding on technology that can otherwise be purchased with one-time COVID-19 relief funds.	\$1,424,440	\$701,455
January 2022 8. The Special Education TOSA is providing group training and individual support for new teachers and speech pathologists. The Special Education TOSA partners with other content-specific TOSAs to implement professional learning and coaching in all content areas ensuring that inclusion is an embedded focus. Translators have completed over 200 written IEP translations and provided interpretation at IEP meetings. Instructional aides have supported mainstreaming and support for special education programs for students with intensive needs. Coordinators continued to support inclusion, compliance, and program monitoring.	\$491,279	\$170,550
January 2022 9. The District is continuing to utilize the Sobrato Early Academic Language (SEAL) program focusing on strategies that enhance oral academic language acquisition in young children. The District collaborates with California Education Partners in the Preschool through Third Grade Coherence Collaboration (P3CC) to continue to develop an alignment in math instruction and assessment from preschool through third grade. Preschool and ETK teachers have participated in professional learning and support in the implementation of Counting Collections. The District has purchased supplemental curriculum materials through AMAZEworks and is providing professional learning to support preschool and ETK children's social-emotional learning. The LCAP funds Early TK classes in addition to an Early Childhood Director to support increased and improved services to Azusa USD's youngest learners. Azusa USD added preschool classes at two more elementary schools in the District this school year, Dalton and Lee.	\$545,927 \$136,668 (CA State Preschool Program)	\$176,976 \$68,334 (CA State Preschool Program)
January 2022 10. The District renewed its subscription to ELLevation for the 2021-2022 school year. ELLevation is a program management platform that organizes all EL/Emerging multilingual student data, supports critical meeting and monitoring processes, enables accurate reporting. Additionally, it supports instructional planning for multilingual students.	\$22,000 (Title III)	\$21,092 (Title III)
January 2022 11. A teacher on special assignment (TOSA) supports teacher professional learning targeting the needs of emerging multilingual students through coaching and book study sessions. Focus areas include literacy, language development, and utilizing formative assessment to support the needs of students learning English. The TOSA also provides intensive curriculum support and instructional support services including effective strategies and intervention in the areas of language and literacy development. The TOSA assists in providing support to site administrators and teachers specific to the academic development of emerging multilingual students.	\$349,929	\$51,296

January 2022	\$387,667	\$38,249
12. The District is providing bilingual paraprofessionals, professional learning hours, and materials and supplies to support the language acquisition and academic achievement of emerging multilingual students. Included in this action are opportunities for academic interventions. Emerging multilingual students require effective instructional approaches and interventions to prevent further barriers to learning English and to augment and support their academic development overall. When designing an instructional approach or intervention, Azusa USD considers several factors, in addition to content, to ensure a match between the learner's learning needs and the best approach or intervention to address those needs. For emerging multilingual students, it is especially important to consider the role of second language proficiency in their learning needs so that they get the most benefit from the planned instruction or intervention. The District continues to look for personnel to fill the positions funded by this action.	\$37,000 (Title III)	\$0 (Title III)
January 2022	\$593,457	\$82,286
13. The District seeks to ensure that all students who are learning English as another language access appropriate instructional services. Appropriate instructional services are contingent upon properly identifying and classifying EM students. Azusa USD centralizes the initial identification and assessment process at the ALAS Center. Staff at ALAS oversee the initial assessments and collaborate with sites to administer summative assessments each year. In the spring, the District will train staff across all schools to administer the ELPAC, the language acquisition assessment required by the state of California.		
January 2022	\$35,000 (Title III)	\$27,400 (Title III)
14. The District will measure the progress of students who are learning English as another language in multiple ways. One such tool the District will use is the Test of English Language Learning (TELL). The TELL assessment will be utilized to ensure teachers and students are provided data in a timely, formative manner about students' language development and progress.		
January 2022	\$2,247,998 \$51,249 (Title III)	\$466,789 \$0 (Title III)
15. Bilingualism provides benefits including the capacity to communicate in more than one language, enhanced cognitive skills, and improved academic outcomes. The District Dual Immersion program has expanded to include 5th grade this year. In total, Azusa USD is offering three preschool, two TK, four kindergarten, three 1 st -grade, three 2 nd -grade, and three 3 rd -grade, two 4 th -grade, and two 5 th -grade classes. Dual Immersion classes are offered at Longfellow, Hodge, and Valleydale. Dual Immersion teachers have had professional learning community time focused on the three pillars of dual language education: biliteracy, biculturalism, and academic achievement.		
January 2022	\$950,000	\$0
16. Teachers have continued to use a specialized curriculum to support English language development for LTELs. The District continues to ensure that updated Chromebooks are available to teachers who have emerging multilingual students in their classrooms. District staff has provided additional supplementary English acquisition materials. To date, the District has used one-time funding sources and S & C carryover to provide these resources.		
TOTAL EXPENDITURES	Supplemental/Concentration Base State/Federal	\$ 2,646,530 \$ 295,000 \$ 116,826

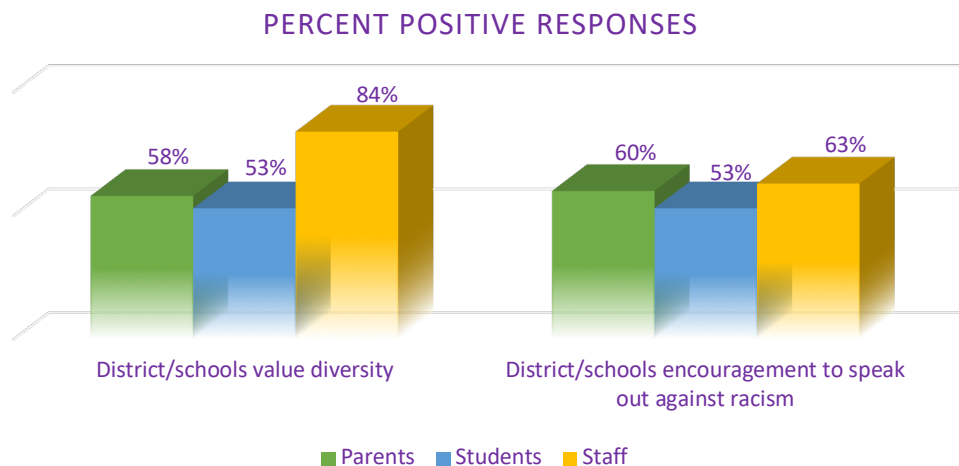
SECTION 5

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.

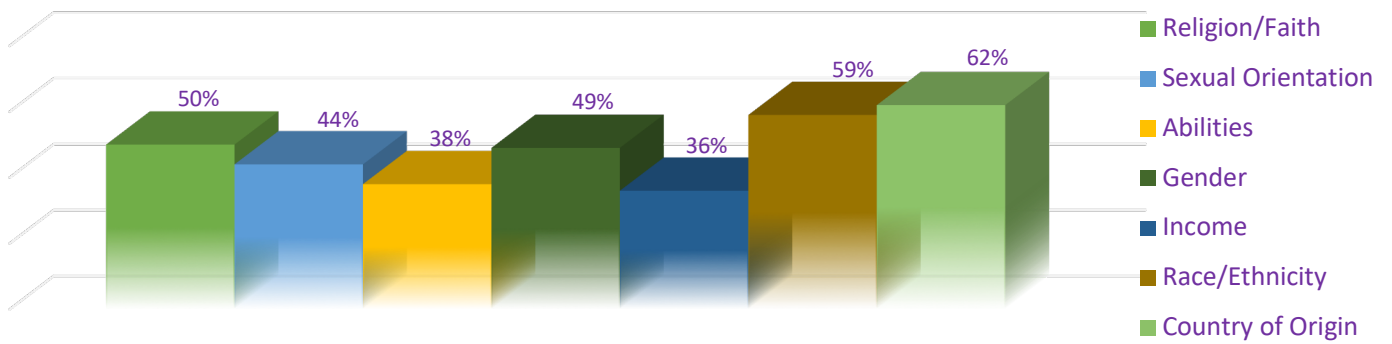
In light of events in the US and across the globe highlighting the need for our communities to address ongoing issues of diversity, equity, and inclusion (DEI), Azusa USD in collaboration with stakeholders has embarked on a deep analysis of our equity work to date. Baseline data serves to highlight our areas of strength and areas of growth. Ongoing data collection will serve as a way to measure our progress on DEI work in Azusa USD 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 positive responses. When asked whether students and staff in Azusa USD value diverse groups, all stakeholders also responded mid-level. Overall, on DEI questions there were fairly consistent responses between parents/families and staff with slightly lower positive responses from students. Staff responses were consistently higher than the other two groups on some questions which indicates a need to address the differences in perceptions between the groups. Data also 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.

The following are summary graphic representations of Goal 5 progress. The visual displays portray the District's average facilities rating and overall budget expenditures for Goal 5 to date. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

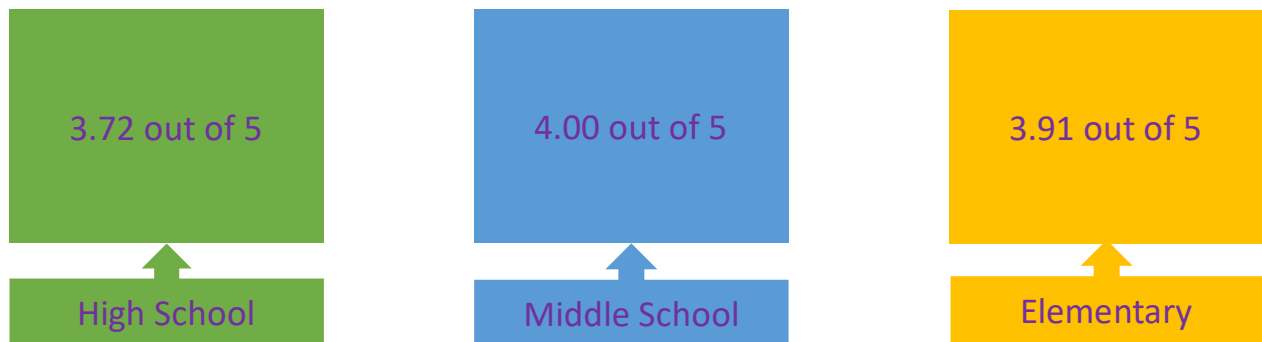
2020-2021 District Annual YouthTruth Survey Results



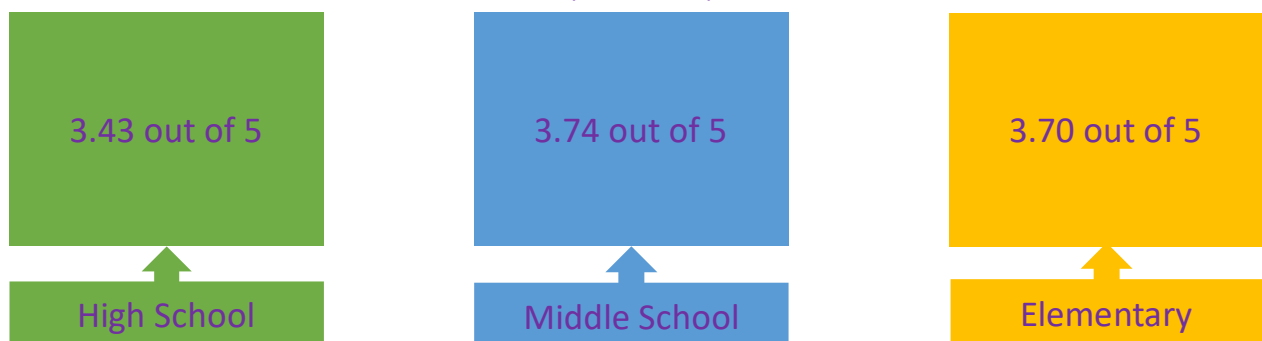
STUDENT COMFORT LEVEL SPEAKING ABOUT DIVERSE GROUPS



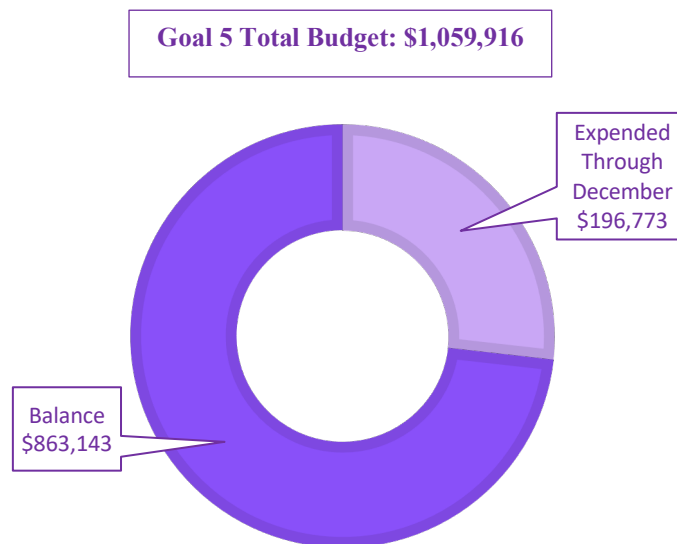
STAFF COMFORT LEVEL SPEAKING ABOUT DIVERSITY (1-5 SCALE)



STAFF OPPORTUNITIES TO LEARN ABOUT CULTURALLY RELEVANT TEACHING STRATEGIES (1-5 SCALE)



Goal 5 Expenditures



Goal 5 Metric Update

The primary metrics identified in LCAP Goal 5 are from the District Annual YouthTruth Survey that includes targeted DEI questions. Table 5.1 lists each metric identified in the LCAP along with the most recent results. Table 5.2 reflects the most recent survey results AUSD will administer the 2021-2022 District Annual Survey in January and results will be available in the LCAP Annual Update.

Table 5.1
Goal 5 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
District Annual YouthTruth Survey for Parents/Families: (Percent positive responses)	New Metric	New Metric	District/Schools value diversity: 58% District/Schools encouragement to speak out against racism 60%	TBD Spring 2022	10% increase in positive responses
District Annual YouthTruth Survey for Students: (Percent positive responses)	New Metric	New Metric	District/Schools value diversity: 53% District/Schools encouragement to speak out against racism 53%	TBD Spring 2022	10% increase in positive responses

Metric	2018-2019	2019-2020	2020-2021	2021-2022 January Update	Metric Target
District Annual YouthTruth Survey for Staff: (Percent positive responses)	New Metric	New Metric	District/Schools value diversity: 84% District/Schools encouragement to speak out against racism 63%	TBD Spring 2022	10% increase in positive responses
District Annual YouthTruth Survey Student comfort level speaking about diverse groups (Percent positive responses)	New Metric	New Metric	Religion/Faith: 50% Sexual orientation: 44% Abilities: 38% Gender: 49% Income: 36% Race/Ethnicity: 59% Country of origin: 62%	TBD Spring 2022	10% increase in positive responses
District Annual YouthTruth Survey for Staff: Comfort speaking out about diversity (1-5 Scale)	New Metric	New Metric	High School: 3.72 Middle School: 4.00 Elementary School: 3.91	TBD Spring 2022	Increase \geq .50
District Annual YouthTruth Survey for Staff: Opportunities to learn about culturally relevant teaching strategies (1-5 Scale)	New Metric	New Metric	High School: 3.43 Middle School: 3.74 Elementary School: 3.70	TBD Spring 2022	Increase \geq .50

Table 5.2
2020-2021 District Annual YouthTruth Survey
Parent/Family Positive Responses to Diversity, Equity, and Inclusion Questions

	AUSD District/schools value diversity	AUSD District/schools encourage families to speak out against racism
Azusa USD	60%	60%
Alice M. Ellington TK-8	63%	56%
Azusa High	53%	57%
Center Middle	65%	54%
Charles H. Lee Elementary	54%	42%
Clifford D. Murray Elementary	58%	62%
Foothill Middle	61%	59%
Gladstone High	56%	59%
Henry Dalton Elementary	65%	65%
Longfellow	50%	41%
Magnolia Elementary	55%	62%
Paramount Elementary	62%	4%
Sierra High	62%	67%
Slauson Middle	51%	56%
Valleydale Elementary	63%	69%
Victor F. Hodge Elementary	50%	47%
W.R. Powell Elementary	58%	65%

Table 5.3
2020-2021 District Annual YouthTruth Survey
Student Positive Responses to Diversity, Equity, and Inclusion Questions

	AUSD District/schools value diversity	AUSD District/schools encourage students to speak out against racism
Azusa USD	53%	53%
Azusa High	51%	50%
Gladstone High	52%	57%
Sierra High	44%	46%
Center Middle	41%	44%
Alice M. Ellington TK-8	56%	57%
Foothill Middle	50%	57%
Slauson Middle	51%	56%

Table 5.4
2020-2021 District Annual YouthTruth Survey
Student Positive Responses to comfort level speaking about

	Religions and Faiths	Sexual Orientation	Abilities (people with disabilities)	Gender	Family Income	Race/ Ethnicity	Country of Origin
Azusa USD	50%	44%	38%	49%	36%	59%	62%
Azusa High	50%	44%	38%	50%	36%	58%	59%
Gladstone High	49%	47%	37%	50%	36%	59%	62%
Sierra High	46%	43%	37%	46%	34%	53%	52%
Center Middle	43%	39%	36%	43%	30%	57%	59%
Alice M. Ellington TK-8	50%	33%	36%	40%	31%	55%	61%
Foothill Middle	48%	35%	32%	42%	32%	58%	66%
Slauson Middle	59%	47%	45%	52%	41%	67%	71%

Table 5.5
2020-2021 District Annual YouthTruth Survey
Staff Positive Responses to Diversity, Equity, and Inclusion Survey Questions

	AUSD District/schools value diversity	AUSD District/schools encourage staff to speak out against racism
Elementary Staff	86%	64%
Middle School Staff	87%	69%
High School Staff	78%	62%
District Office Staff	59%	49%

Table 5.6
2020-2021 District Annual YouthTruth Survey
Staff Average Responses
(Scale Score 1 - 5)

	Comfort level speaking about diversity	Opportunities to learn about culturally relevant teaching strategies
Elementary Staff	3.91	3.70
Middle School Staff	4.00	3.74
High School Staff	3.72	3.43

Goal 5 Qualitative Analysis and Expenditures

Three actions/services are aligned to Goal 5. These actions/services are intended to increase and improve diversity, equity, and inclusion throughout the District. Table 5.3 outlines the progress Azusa USD is making in each action and service associated with Goal 5. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 5.3
Goal 5 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2021)</i>
January 2022 1. The District is implementing work around restorative practices in partnership with Western Justice Center. School staff and students are participating in workshops and training. Secondary schools have been initiating the development of programs focused on peer mediation and student leadership that contribute to better school cultures, climates, and addressing racial disparities in discipline. Funding to implement this action has been coming from one-time COVID-19 funds in addition to supplemental and concentration funds.	\$14,300	\$0
January 2022 2. Professional learning for teachers and staff is focused on increasing culturally relevant teaching strategies and relevant, rigorous lessons. Initial plans for professional learning this year included the use of substitutes, which have not been available. The District has shifted toward job-embedded coaching and training facilitated by TOSAs, consultants, and statewide entities such as California Education Partners. Afterschool and weekend extra hours are also part of the professional learning implementation this year. Teachers are participating in professional learning initiatives focused on student literacy for early elementary students, science and innovation, improving reading for older students, math practices and student math acceleration, and high school engagement and grading practices. All professional learning continues to focus on the District's three success drivers and is embedded with culturally relevant and constructivist approaches.	\$244,000	\$20,000
January 2022 3. Sites have purchased materials and services that are specific to their School Plan for Student Achievement (SPSA) goals. School SPSA goals are aligned to the LCAP goals. Purchases include training and workshops in social-emotional learning, staff extra hours to improve inclusive practices, targeted programs such as Femineers, additional DEI focused instructional materials, staff training, one-on-one tutoring for students, services provided to students and families that assist in equity and access to opportunities to be college and career ready.	\$215,000	\$31,444
January 2022 4. The District is providing ongoing training and support for the implementation of trauma-informed practices in conjunction with the restorative practices training being offered by the Western Justice Center.	\$15,500	\$0
January 2022 5. Sparked by our students who are part of a nationwide organization called Diversify Our Narrative, AUSD has embarked on a journey to update school libraries and build classroom libraries that include a large number of books by diverse authors and focused on DEI topics.	\$50,000	\$829

January 2022

\$521,116

\$144,500

6. High school English teachers have been participating in professional learning and lesson planning focused on the integration of diverse texts and the development of an Ethnic Studies course to meet new state requirements. Students have benefited from the culturally relevant teaching and learning taking place in classes this year. All three high schools continue to offer Expository Reading and Writing Course (ERWC) for Seniors. ERWC targets emerging multilingual students, reclassified students, and long-term English learners as well as offering all students a curriculum that prepares them for college-level English courses and increases access to higher education for historically underserved populations.

TOTAL EXPENDITURES

Supplemental/Concentration
Base
Federal

\$ 196,773**\$ 0****\$ 0**