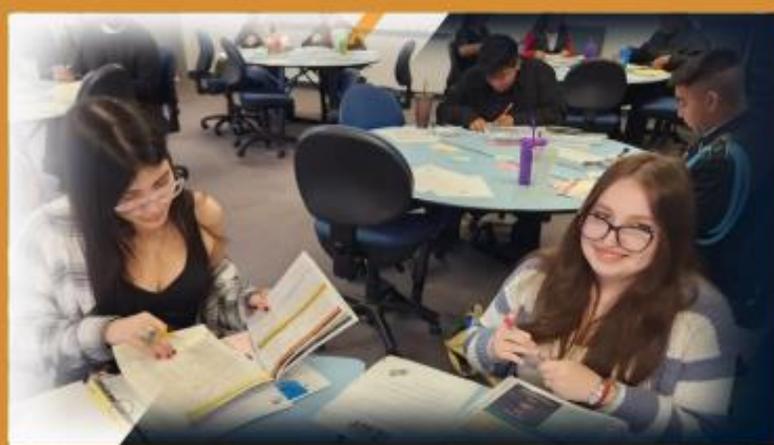


**AZUSA UNIFIED
SCHOOL DISTRICT**



**JANUARY UPDATE
2024**



**LOCAL CONTROL
AND
ACCOUNTABILITY
PLAN**



546 S. CITRUS AVENUE, AZUSA, CA 91702

SUMMARY

This January Local Control and Accountability Plan (LCAP) Update provides progress details and metric updates for Azusa Unified School District's LCAP for the 2023-2024 year. During the 2023-2024 school year, the District met with educational partners to give feedback on the LCAP actions and services. The 2023-2024 LCAP is year three of the three-year plan that had been collaboratively built with parents, students, staff, and Board members. The LCAP comprises 5 goals with 51 associated actions and services designed to move the District toward its goals. Forty-four 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, and 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

The District is comprehensively addressing the actions and services of all District goals outlined in the 2023-2024 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 7.4 million dollars in S&C funding this year. Below are some key findings from District's LCAP January update.

- The District is addressing the needs of low-income, foster youth, and emerging multilingual students through strategic use funding. One-time funding, including grants and COVID-relief funds are strategically used first to maximize long term funding of actions/services.
- Programs supporting student achievement and growth both academically and social-emotionally have continued to grow and impact students despite budget reductions in many actions/services. Partnerships with groups such as the Western Justice Center have supported emotional needs of our students which will increase improvement student engagement.

- Opportunities for AUSD students to access college and career preparation resources, courses, and supports continue to grow and are showing outstanding results, in particular, the 2023 Advanced Placement (AP) exam pass rate has shown a 17% growth.
- Technology access for students is close to 1-to-1 in each classroom. Site technology infrastructure is meeting the needs of our 21st Century learners who are accessing wireless and wired internet in support of achievement. Interactive panels are being installed in classrooms to increase engagement and access.
- District attendance and chronic absenteeism continue to be a focus. Improved attendance equates to more learning time for students and improved achievement. District attendance rate has improved by 2% and chronic absenteeism rates declined by 10%.
- A continuing focus on achievement is needed for English learners, African American students, and students with disabilities to ensure a decrease in the performance gaps identified in this report. Outcomes in graduation rates for English learners, students with disabilities, African American students are higher in 2023 than county graduation rates. The rate of students earning A-C grades has increased by 7% and reclassification rates continue to increase.

Strong data-driven professional learning opportunities coupled with attention to all students and student groups is occurring and addressing the learning needs of AUSD students.

SECTION 1

Goal 1: Through a collaborative, improvement-driven approach, AUSD 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.

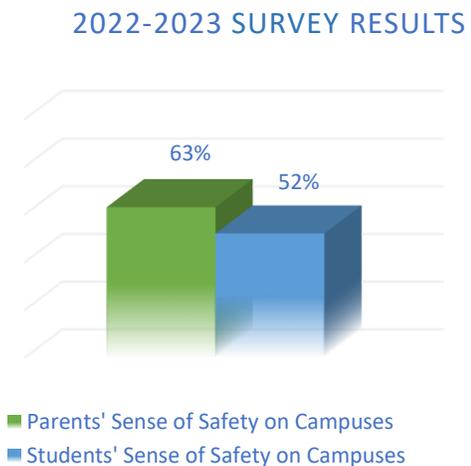
The District's first LCAP goal seeks to positively impact the learning environments of students as well as improve school climates by attending to multiple aspects that impact them. Student data collected over the last year point out the need to continue to improve the quality of instruction in classrooms and create learning opportunities and environments that contribute to higher achievement. Learning environments and classroom climates are directly linked to student academic achievement and overall well-being 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 budgets. Student learning environment factors include basic services, parent and student safety perceptions, and outcomes of professional learning communities. These graphics provide a broad view of the data aligned to Goal 1. A comprehensive and detailed examination of the metrics and expenditures can be found in the subsequent sections following the infographics.

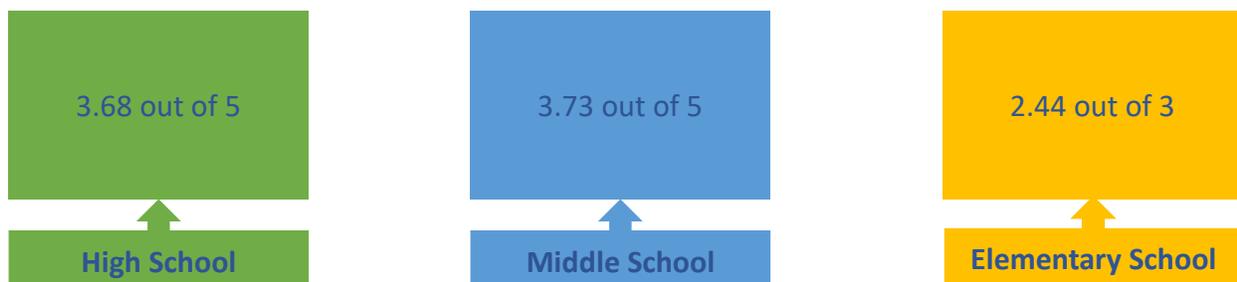
Basic Services



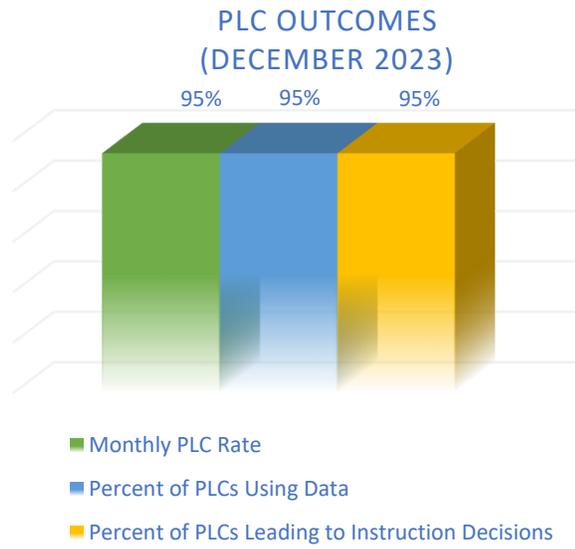
Parent/Student Survey Results



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 percentage 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	2022-2023	2023-2024 January Update	Metric Target
Average Facilities Inspection Results (Good Repair or Better >96%)	97%	97%	96%	82%	79%	73%	96%
Percent of Students with Standards-aligned Instructional Materials	100%	100%	100%	100%	100%	100%	100%
Parent Perceptions of Safety on Campuses (Positive Responses)	86%	88%	79%	71%	63%	TBD Spring 2024	80%
Students' Sense of Being Challenged by Coursework	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: 3.80 out of 5 Middle School: 3.81 out of 5 Elementary School: 2.57 out of 3	High School: 3.68 out of 5 Middle School: 3.73 out of 5 Elementary School: 2.44 out of 3	TBD Spring 2024	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%	60%	52%	TBD Spring 2024	75%
PLC Outcomes • 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"> • 87% • 89% • 95% 	<ul style="list-style-type: none"> • 95% • 95% • 95% 	<ul style="list-style-type: none"> • 100% • 100% • 100%

Table 1.2
2022-2023 Basic Services

	Facilities Inspection Ratings	Students with Standards-Aligned Materials
AUSD	73%	100%
Azusa High School	61%	100%
Charles H. Lee Elementary School	76%	100%
Clifford D. Murray Elementary School	76%	100%
Gladstone Middle School	71%	100%
Henry Dalton Elementary School	76%	100%
Magnolia Elementary School	81%	100%
Paramount Elementary School	66%	100%
Sierra High School	81%	100%
Valleydale Elementary School	70%	100%
Victor F. Hodge Elementary School	69%	100%

Table 1.3
 2022-2023 District Annual YouthTruth Survey
 School Safety Perceptions

	Elementary Schools	Middle School	High Schools
Percent of Parents Positively Responding to a Sense of Safety on Campuses	80%	57%	51%
Percent of Students Positively Responding to a Sense of Safety on Campuses	59%	54%	43%

Table 1.4
 2022-2023 District Annual YouthTruth Survey
 The Measure of Students Feeling Challenged by Coursework and Teachers

High Schools (average rating out of 5)	3.68
Azusa High School	3.67
Sierra High School	3.73
Middle Schools (average rating out of 5)	3.73
Gladstone Middle School	3.73
Elementary Schools (average rating out of 3)	2.44
Charles H. Lee Elementary School	2.51
Clifford D. Murray Elementary School	2.52
Henry Dalton Elementary School	2.46
Magnolia Elementary School	2.46
Paramount Elementary School	2.41
Valleydale Elementary School	2.35
Victor F. Hodge Elementary School	2.43

Table 1.5
2023-2024 Professional Learning Community (PLC) Outcomes

	Monthly PLC Rate	Percentage of PLCs Using Data	Percentage of PLCs Leading to Instructional Outcomes
AUSD	95%	95%	95%
Azusa High School	95%	97%	92%
Charles H. Lee Elementary School	90%	78%	89%
Clifford D. Murray Elementary School	100%	100%	100%
Gladstone Middle School	80%	83%	92%
Henry Dalton Elementary School	100%	100%	100%
Longfellow School	90%	100%	100%
Magnolia Elementary School	100%	100%	100%
Paramount Elementary School	100%	88%	81%
Sierra High School	100%	100%	100%
Valleydale Elementary School	90%	100%	100%
Victor F. Hodge Elementary School	100%	94%	94%

Goal 1 Qualitative Analysis and Detailed Expenditures

Ten 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 AUSD is making in each action/service associated with Goal 1. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 1.6
Goal 1 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (January 2024)</i>
<p>January 2024 1. One full-time equivalent (FTE) Spanish teacher serves Gladstone Middle School, 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 courses at Gladstone Middle School. One FTE teacher serves all both high schools, offering Latinx Studies to AUSD high school students interested in this elective course.</p>	\$352,390	\$105,900
<p>January 2024 2. Five FTE Teachers on Special Assignment (TOSAs) provide support for systems of student assessment and progress monitoring. In addition, TOSAs have implemented "Test Kitchens" and collaboratives where they partner with classroom teachers/sites to test and implement innovative instructional strategies in cycles of inquiry. Some of these opportunities include the Elementary Innovator’s Test Kitchen, Small Group Reading Instruction, meeting students where students are and accelerating learning, and the Improving Reading for Older Students course. The TOSAs support professional learning for all teachers in the District, grades K-12, focusing on the District’s three instructional drivers (academic discourse, collaborative practices, and cognitive rigor), culturally relevant pedagogy, and using an inquiry design approach.</p>	\$374,539 \$148,167 (Title II Funding)	\$151,558 \$47,364 (Title II Funding)
<p>January 2024 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 GENYOUth COVID-19 School Nutrition Funding, MTSS Phase 3, CA Community Schools Partnership Program Implementation Grant, Arts Ed COLLECTIVE Advancement Grant and the Community Schools Grant to name just a few. Grant awards total over \$16,000,000 to date.</p>	\$72,000	\$28,330
<p>January 2024 4. Staff have participated in added professional development and pupil-free professional learning community days designed to increase and improve student services 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, math achievement, and student engagement and grading practices with an emphasis on multi-lingual learners.</p>	\$695,099	\$0
<p>January 2024 5. AUSD has 100% of teachers fully credentialed and appropriately assigned.</p>	\$51,225,108 (Base Funding)	\$18,399,454 (Base Funding)
<p>January 2024 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</p>	\$100,000	\$0

process. Each school creates its own PBIS plan and has a PBIS committee to monitor implementation.

<p>January 2024 7. LCAP S & C funds provide increased support for social and emotional wellness for students. The District provides a behaviorist to support for classroom teachers who have students with significant behavior needs by conducting observations, and providing teachers with recommendations, and training to support the classroom environment. In addition, the behaviorist provides training in evidence-based interventions for our special education instructional aides, student support assistants, and job coaches. Additionally, we have allocated funds to provide social workers at each school site; however, positions remain vacant pending Board of Education approval.</p>	\$1,329,847	\$84,887
<p>January 2024 8. This year, to increase support for student health and well-being, 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 support acute and chronic student health needs. AUSD has been able to hire 3 nurses to support our school sites.</p>	\$450,000	\$70,977
<p>January 2024 9. The District seeks to improve and enhance facilities through the Maintenance and Operations department in the District. Facility improvements have occurred throughout the summer and into the current school year.</p>	\$7,088,002 (Base Funding)	\$3,189,600 (Base Funding)
<p>January 2024 10. The Nutrition Services department is now offering one free breakfast, lunch, and supper meal during the school day to any student who requests a meal. California became the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (Universal Meals) is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). Three key pillars that have been established to ensure that the program is a success. First, California's State Meal Mandate is expanded to include both a nutritious adequate breakfast and lunch for, not just needy children, but all children each school day. Second, high poverty schools will be required to participate in a federal provision. Third, the California State Legislature allocates funds to provide additional state meal reimbursement to cover the cost of the Universal Meals Program. The department is partnering with Fork Farms to introduce hydroponics farming (a term that also includes aeroponics and aquaponics) systems using the flex farm in our schools. We will start by growing lettuce and herbs that will be served on the salad bar and also use the herbs in our scratch-cooked recipes. The plants thrive because of the nutrients they receive and the consistency of the environment and can produce crops of fresh leafy greens and other vegetables, various herbs, and sometimes fruit.</p>	\$20,000 (S & C)	\$0 (S & C)
TOTAL EXPENDITURES	Supplemental/Concentration Base & Fed Federal	\$ 441,652 \$ 21,589,054 \$ 47,364

SECTION 2

Goal 2: Through a collaborative, improvement-driven approach, AUSD 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.

The District’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. The District 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 AUSD has developed and to increase and improve the opportunities for leadership growth among our parents/families, students, and staff.

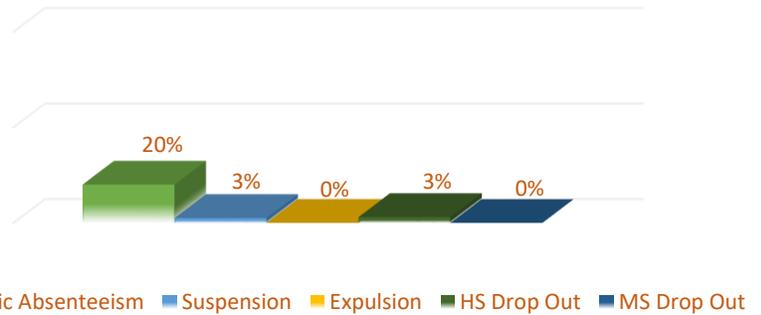
The following are summary graphic representations of Goal 2 progress. The visual displays portray the factors measuring community and student engagement and overall expenditures to date for Goal 2. Student engagement measures include attendance, chronic absenteeism, dropout, suspension, and expulsion rates. The District Annual YouthTruth Survey also provides important data for measuring our progress. This includes data on parent, student, and staff engagement and positive perceptions of the District and schools. The graphics below provide a broad view of the data aligned to Goal 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 2023)

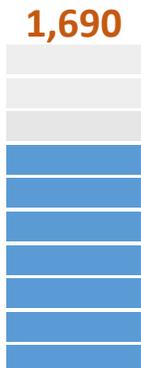


STUDENT ENGAGEMENT

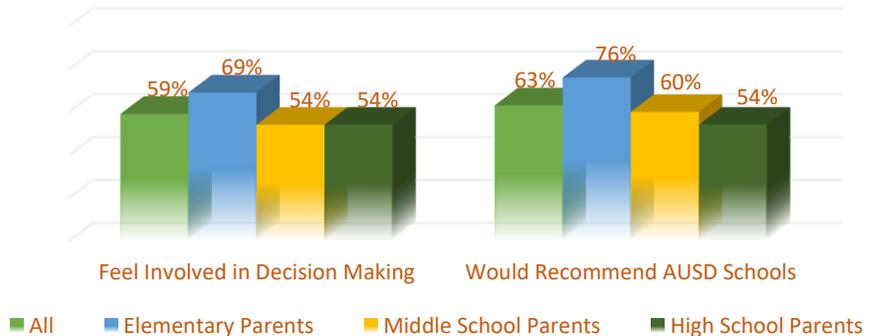


2023 District Annual YouthTruth Survey Measures

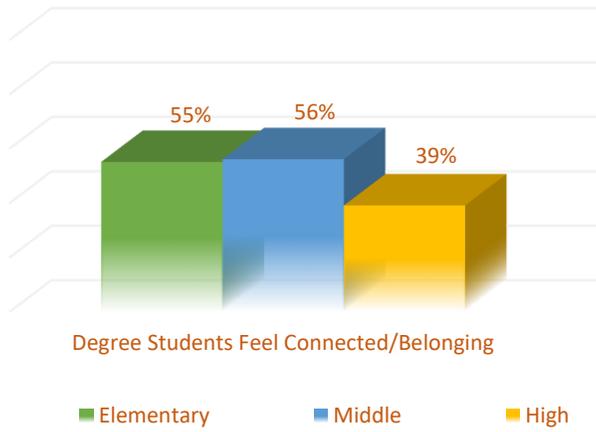
NUMBER OF PARENTS/FAMILIES
PARTICIPATING



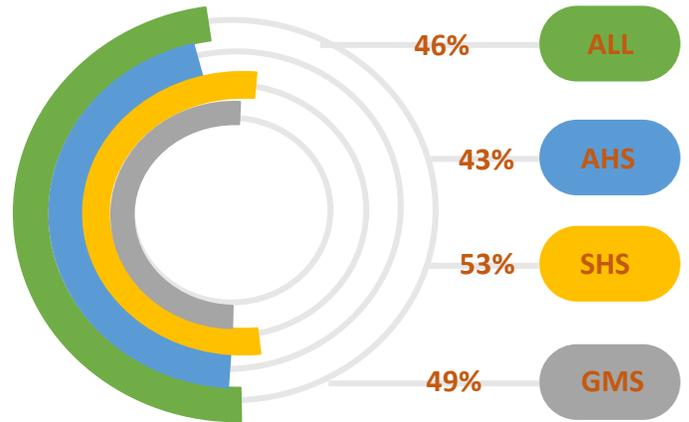
PARENT POSITIVE RESPONSES



STUDENT POSITIVE RESPONSES

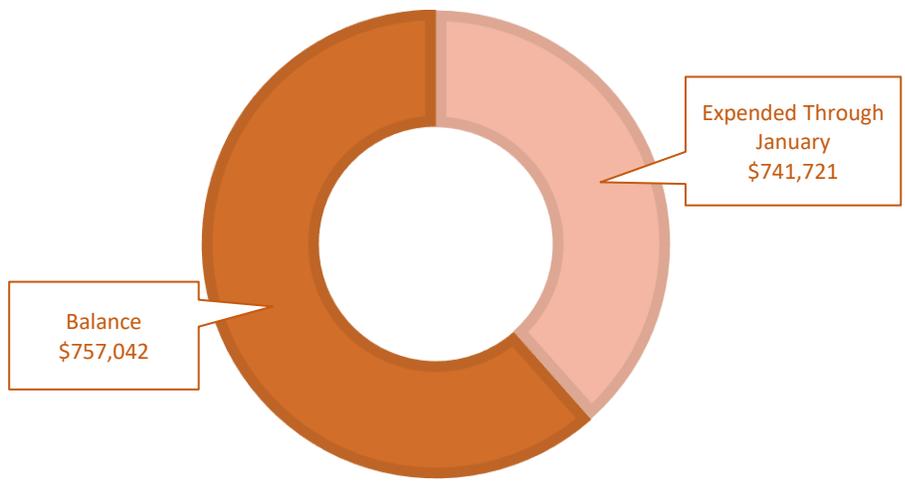


STUDENT VOICE IS HEARD: PERCENT OF STUDENTS WITH POSITIVE RESPONSES



Goal 2 Expenditures

Goal 2 Total Budget: \$1,498,763



Goal 2 Metric Update

The District’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, the District 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 AUSD’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 for the 2020-2021 school year. 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 2023.

Table 2.1
Goal 2 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 January Update	Metric Target
District Attendance Rate	96%	97% (to March)	N/A	91%	91%	93%	96%
Chronic Absenteeism	6%	9% (to March)	N/A	31%	30%	20%	≤ 7%
Suspension Rate	2%	3% (to March)	N/A	3%	5%	3%	≤ 2.5%
Expulsion Rate	0%	< .01% (to March)	N/A	0%	0%	0%	≤ .5%
Parent Participation in District Annual Survey	1,050	1,367	2,091	1,631	1,690	TBD Spring 2024	5% Increase From the 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%	Elementary: 56% Middle: 49% High: 55%	Elementary: 69% Middle: 54% High: 54%	TBD Spring 2024	Increase ≥ 5% For All Grade Spans

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 January Update	Metric Target
Parent and Student Perceptions Satisfaction with School Safety Satisfaction with Student Connectedness <i>(The District partnered with YouthTruth in the 2020-2021 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 Perceptions Parents: 76% Students: 67% Staff: 78% Student Sense of Connectedness/ Belonging Elementary: 67% Middle: 46% High: 36%	Safety Perceptions Parents: 75% Students: 79% Staff: 80% Student Sense of Connectedness/ Belonging Elementary: 59% Middle: 52% High: 41%	Safety Perceptions Parents: 63% Students: 52% Staff: 68% Student Sense of Connectedness/ Belonging Elementary: 55% Middle: 56% High: 39%	TBD Spring 2024	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%	69%	63%	TBD Spring 2024	\geq 75%
Student Perceptions of Adults in Schools Listening to the Voices and Ideas of Youth when Making Decisions	N/A	N/A	47%	49%	46%	TBD Spring 2024	\geq 53%
Middle School Dropout Rate	0%	0%	0%	0%	0%	TBD Spring 2024	0%
High School Dropout Rate	5%	7%	9%	7%	3%	TBD Spring 2024	Reduction of 1%

Table 2.2
Attendance Rate as of December 2023

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	93%	93%	93%	93%	93%	92%	93%	91%	92%	97%	95%	93%	91%
Azusa High School	93%	93%	93%	91%	*	92%	91%	88%	*	*	*	91%	90%
Charles H. Lee Elementary School	91%	91%	91%	92%	*	92%	91%	88%	*	*	*	91%	90%
Clifford D. Murray Elementary School	93%	93%	94%	93%	*	92%	93%	90%	*	*	*	93%	*
Gladstone Middle School	96%	96%	96%	96%	*	95%	96%	93%	*	99%	96%	96%	93%
Henry Dalton Elementary School	93%	93%	93%	94%	*	94%	92%	91%	*	*	*	93%	*
Longfellow School	*	*	*	*	*	*	*	*	*	*	*	*	*
Magnolia Elementary School	94%	94%	94%	93%	*	94%	93%	91%	*	*	*	94%	96%
Paramount Elementary	94%	95%	94%	94%	*	95%	94%	91%	*	*	*	94%	96%
Sierra High School	91%	88%	83%	90%	*	89%	91%	88%	*	*	*	91%	83%
Valleydale Elementary School	93%	93%	93%	94%	*	94%	93%	92%	*	*	92%	93%	*
Victor F. Hodge Elementary School	93%	94%	93%	93%	*	94%	93%	93%	*	*	*	93%	93%

*N/A or data suppressed to protect student privacy

Table 2.3
Chronic Absenteeism Rate as of December 2023

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	20%	20%	20%	20%	19%	22%	20%	27%	26%	7%	13%	20%	26%
Azusa High School	22%	22%	22%	29%	16%	28%	22%	27%	12%	5%	8%	22%	37%
Charles H. Lee Elementary School	31%	35%	28%	20%	*	30%	32%	44%	*	*	*	31%	47%
Clifford D. Murray Elementary School	26%	29%	24%	24%	*	27%	26%	43%	*	*	*	26%	*
Gladstone Middle School	10%	10%	9%	8%	*	12%	10%	16%	*	6%	6%	9%	11%
Henry Dalton Elementary School	23%	21%	26%	15%	*	13%	24%	30%	*	*	*	23%	*
Longfellow School	*	*	*	*	*	*	*	*	*	*	*	*	*
Magnolia Elementary School	22%	23%	21%	24%	*	11%	22%	35%	*	*	*	22%	8%
Paramount Elementary School	18%	15%	21%	17%	*	13%	19%	29%	*	*	*	18%	6%
Sierra High School	41%	56%	28%	42%	*	67%	42%	38%	*	*	*	67%	*
Valleydale Elementary School	24%	23%	24%	19%	*	18%	25%	28%	*	*	*	22%	*
Victor F. Hodge Elementary School	22%	17%	27%	23%	*	18%	23%	25%	*	*	*	22%	23%

*N/A or data suppressed to protect student privacy

Table 2.4
Suspension Rate as of December 2023

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	3%	1%	1%	1%	9%	3%	1%	2%	3%	0%	0%	1%	1%
Azusa High School	4%	2%	3%	2%	*	6%	3%	3%	6%	0%	0%	3%	0%
Charles H. Lee Elementary School	*	*	*	0%	*	0%	*	4%	*	*	*	0%	0%
Clifford D. Murray Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Gladstone Middle School	2%	1%	5%	3%	*	4%	2%	2%	*	0%	0%	2%	3%
Henry Dalton Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Longfellow School	0%	0%	0%	*	*	*	0%	*	*	*	*	0%	*
Magnolia Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Paramount Elementary School	0%	0%	0%	0%	*	0%	0%	0%	*	*	*	0%	*
Sierra High School	4%	*	*	4%	*	8%	4%	0%	*	*	*	4%	*
Valleydale Elementary School	*	*	*	*	*	0%	0%	0%	*	0%	0%	0%	*
Victor F. Hodge Elementary School	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 2023

	ALL	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Azusa High School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Charles H. Lee Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Clifford D. Murray Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Gladstone Middle School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Henry Dalton Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Magnolia Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Paramount Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Sierra High School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Valleydale Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*
Victor F. Hodge Elementary School	0%	*	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 2.6
Parent Survey Results 2022-2023

Key Indicators of School Climate	All	Elementary Schools	Middle School	High Schools
Number of Parents/Families Participating in District Annual YouthTruth Survey	1690	1,210	190	290
Decision-Making Perceptions: Rate of Positive Responses	59%	69%	54%	54%
Percent of Parents/Families Who Would Recommend AUSD Schools (Level of Satisfaction)	63%	76%	60%	54%

Table 2.7
Student Belonging & Connectedness 2022-2023

Key Indicators of School Climate	Elementary Schools	Middle School	High Schools
The Degree to Which Students are Connected and Have a Sense of Belonging to School	55%	56%	39%

Table 2.8
Student Voice 2022-2023

Key Indicators of School Climate	ALL	Azusa High School	Sierra High School	Gladstone Middle School
Student Perceptions of Adults in Schools Listening to the Voices and Ideas of Youth when Making Decisions	46%	43%	53%	49%

*GMS combined middle school data

Table 2.9
2022-2023 Dropout Rate

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	3%	1%	3%	3%	*	1%	3%	3%	*	*	*	3%	2%
Azusa High School	2%	1%	4%	3%	*	*	2%	3%	*	*	*	5%	*
Sierra High School [^]	7%	2%	7%	3%	*	*	3%	3%	*	*	*	7%	*

*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 AUSD and result in more positive perceptions of the District and schools. Table 2.10 outlines the progress AUSD 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 2.10
Goal 2 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (January 2024)</i>
<p>January 2024</p> <p>2. The District continues to offer our parents opportunities to learn and partner with schools in the education of students. In the fall of 2023, the District offered Project 2 INSPIRE Level 3, a parent leadership program in collaboration with the California Association for Bilingual Education (CABE). Parents from all schools will have the opportunity to participate to become trained facilitators for their school site.</p>	\$252,363	\$73,364
<p>January 2024</p> <p>3. The District continues to collaborate with the Foster Youth network facilitated by the Alliance for Children’s Rights. Student Support Services staff has improved the identification and monitoring of foster youth in AERIES, the District’s student information system. Student Support Services staff conducts trainings for counselors and site administrators. Additionally, the District 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 the District’s foster youth.</p>	\$25,000	\$3,597
<p>January 2024</p> <p>4. Previously, the District contracted with Azusa Police Department for an Active Shooter Training for staff and attended 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 2023-2024 school year, the District is looking to further training and preparation in partnership with local law enforcement and other agencies that can support with increased training and staff development.</p>	\$76,636	\$0
<p>January 2024</p> <p>5. Community liaisons in the District help facilitate the flow of information between all of those responsible for the success of our students. They ensure that parents receive and understand school site communication and information about the school that may directly impact each family. These types of information may include: coordinating communications and disseminating information between the school, home, and the community; facilitating home and community understanding of school programs and objectives; and aiding parent involvement through engagement in school activities; they develop and maintain effective working relationships with individuals, community groups and social service agencies. They also facilitate communication from parents who don't speak English to school administrators and teachers. Community liaisons have been hired at nearly all school sites in the District, we have 3 vacancies at Magnolia, Murray, and Sierra. We are actively trying to fill these vacancies, but have been challenged by employee shortages. The community liaisons are engaged in the important work of engaging parents and families as a means to improve student achievement. They meet monthly at community liaison meetings to learn about local community resources, develop professionally, and share best practices.</p>	\$200,000 \$132,391 (Title I)	\$19,648 \$43,509 (Title I)
<p>January 2024</p> <p>6. The Director of Educational Services submitted the approvable 2023-2024 LCAP to the Los Angeles County Office of Education and has implemented the Local Control Funding Formula LCAP process for the 2023-2024 school year. The director facilitates the Parent Advisory Council + (PAC+) meetings and the Student Advisory Council</p>	\$344,764	\$145,112

meetings which are scheduled throughout the academic year. The director updated all District LCAP communication tools and documents to reflect the three-year LCAP; this work is ongoing with District administrators, teachers, and classified staff to understand the LCAP and to effectively use data to drive improvements and student growth. The director continues to support all District departments and schools in implementing District goals, actions, and services.

January 2024

7. Student Support Services staff supports 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.

\$838,402

(Base Funding)

\$335,360

(Base Funding)

January 2024

8. The District has partnered with Second Call has been established to build resiliency of school community to address trauma and support restorative practices and positive behavior for low-income students, English learners, and foster youth. Through this action students participated in trauma informed healing circles, push-in support, and positive behavior assemblies; staff also received training to maintain and promote a safe learning environment for students. Through this action we expect to see a reduction in suspension rates and in chronic absenteeism for low-income students, English learners, and foster youth, therefore reducing barriers to learning.

\$600,000

\$500,000

TOTAL EXPENDITURES

Supplemental/Concentration

Base

Federal

\$ 741,721

\$ 335,360

\$ 43,509

SECTION 3

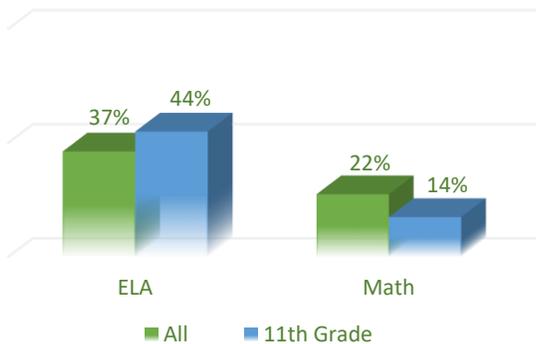
Goal 3: Through a collaborative, improvement-driven approach, AUSD will address the unique needs and abilities of all students, provide high-quality instruction and course offerings, and narrow college/career readiness gaps between student groups to ensure students are prepared for college enrollment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

The District’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 and post pandemic. As students returned to in-person learning in the fall of 2023, restoring the previous years’ levels of college and career readiness success has been a primary focus.

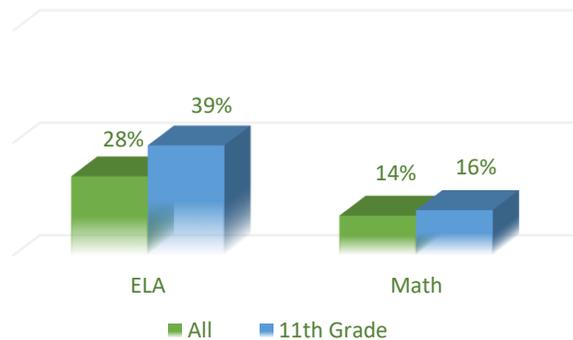
The following are summary graphic representations of Goal 3 progress. The graphics portray the factors measuring student college and career readiness and overall budget expenditures for Goal 3 to date. College and career readiness factors include many of the college and career readiness indicators shared on the CA School Dashboard, such as annual state assessment scores (SBAC) for 11th graders (for 2020 the District reported local assessment results), graduations rates, a-g course requirement completion, participation and test results for 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

2023 SBAC
MEETING/EXCEEDING STANDARD

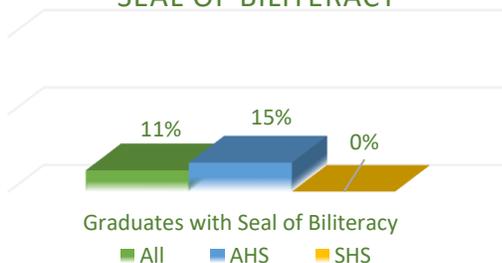


2023 LOCAL ASSESSMENTS
MEETING/EXCEEDING STANDARD

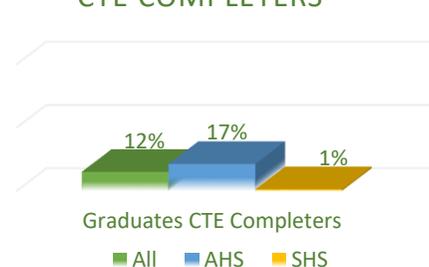


Graduation Outcomes

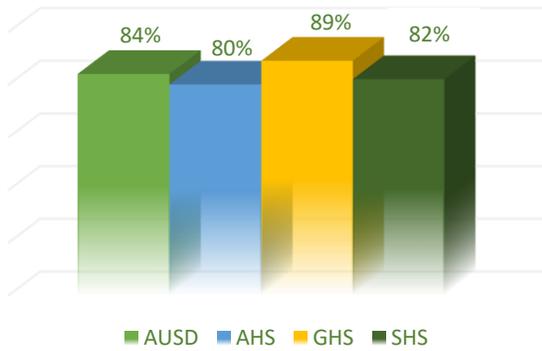
2023 GRADUATES:
SEAL OF BILITERACY



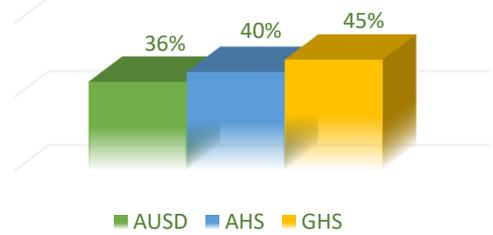
2023 GRADUATES:
CTE COMPLETERS



2023 GRADUATION RATE
(4-YEAR ADJUSTED COHORT RATE)

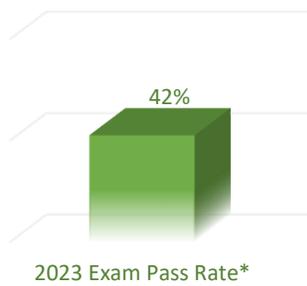


2023 GRADUATES MEETING
UC/CSU ENTRANCE COURSE
REQUIREMENTS
(a-g)



College & Career Readiness

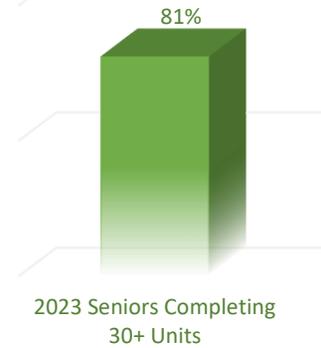
ADVANCED
PLACEMENT
PROGRAM



INTERNATIONAL
BACCALAUREATE
PROGRAM

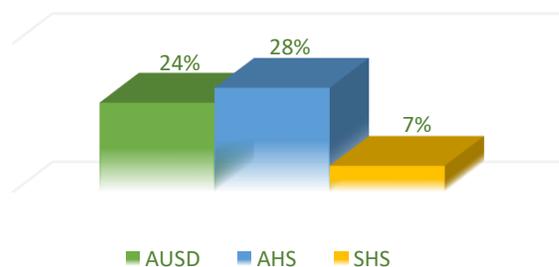


EARLY COLLEGE
PROGRAM

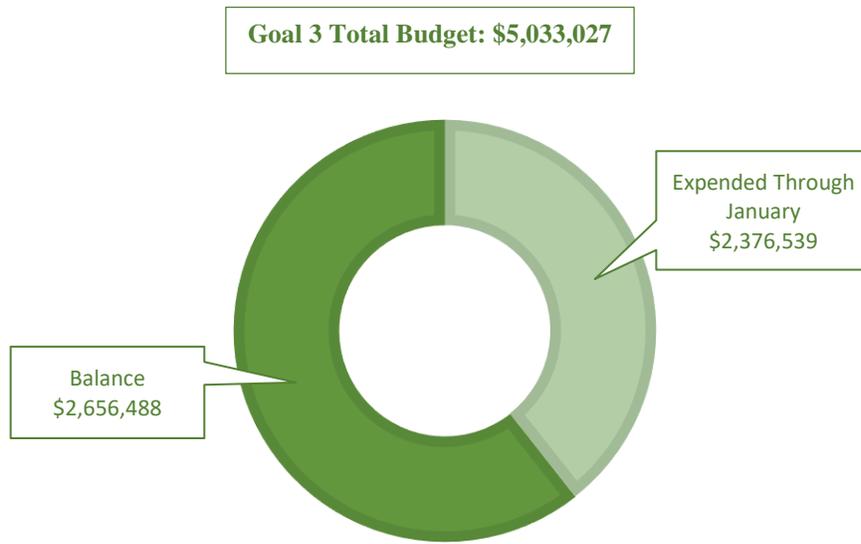


*Percent of Total AP Test-takers with a Score of 3+
**Percent of IB Students Averaging a Score of 4 or Higher

2022-2023 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, percentage of graduates meeting a-g requirements, and IB and AP participation and assessment pass rates. Additional metrics consist of graduation rate and percentage 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	2022-2023	2023-2024 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	SBAC All: 37% 11 th : 47% Local Results All: 31% 11 th : 33%	SBAC All: 37% 11 th : 44% Local Results All: 39% 11 th : 42%	TBD Spring 2024 Local Results All: 28% 11 th : 39%	SBAC Increase ≥ 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	SBAC All: 23% 11 th : 19% Local Results All: 25% 11 th : 28%	SBAC All: 22% 11 th : 14% Local Results All: 43% 11 th : 45%	TBD Spring 2024 Local Results All: 14% 11 th : 16%	SBAC Increase ≥ 5%
Percent of Graduates Earning the California State Seal of Biliteracy	11%	15%	15%	20%	11%	TBD Spring 2024	20%
Percent of Graduates Completing a CTE Pathway	New Metric	19%	District: 11% AHS: 12% GHS: 15%	District: 15% AHS: 11% GHS: 27%	District: 12% AHS: 17%	TBD Spring 2024	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%	District: 87% AHS: 86% GHS: 89% SHS: 88%	District: 84% AHS: 80% GHS: 89% SHS: 82%	TBD Spring 2024	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%	District: 38% AHS: 46% GHS: 37%	District: 36% AHS: 40% GHS: 45%	TBD Spring 2024	50%
IB Exam Pass Rate (Percent of IB Students Averaging a Score of 4 or Higher)	43%	Exams Suspended	79%	64%	63%	TBD Spring 2024	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%	District: 39% AHS: 38% GHS: 41% SHS: 9%	District: 42% AHS: 38% GHS: 41% SHS: 47%	TBD Spring 2024	60%

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 January Update	Metric Target
Percent of Early College Program Students (Seniors) Completing 30 or More Units	92%	82%	94%	70%	81%	TBD Spring 2024	100%
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%	District: 23% AHS: 18% GHS: 37% SHS: 8%	TBD Spring 2024	65%

Table 3.2
2022-2023 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
AUSD 11th Graders	44%	51%	39%	5%	*	14%	44%	5%	*	*	*	43%	*
Azusa High School	48%	54%	42%	3%	*	*	46%	7%	*	*	*	46%	*
Sierra High School	34%	33%	35%	8%	*	*	36%	5%	*	*	*	34%	*

*N/A or data suppressed to protect student privacy

Table 3.3
2022-2023 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
AUSD 11th Graders	16%	11%	16%	0%	*	7%	13%	1%	*	*	*	13%	*
Azusa High School	19%	18%	19%	0%	*	*	18%	3%	*	*	*	19%	*
Sierra High School	1%	0%	2%	0%	*	*	1%	0%	*	*	*	1%	*

*N/A or data suppressed to protect student privacy

Table 3.4
2023 Graduates Earning the Seal of Bilingual

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	11%	14%	7%	0%	0%	11%	0%	*	*	*	11%	*
Azusa High School	15%	18%	12%	0%	*	16%	0%	*	*	*	15%	*
Gladstone High School	15%	27%	2%	0%	*	14%	0%	*	*	*	14%	*
Sierra High School	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.5
2023 Graduates CTE Pathway Completion

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic	White
AUSD	12%	6%	19%	3%	*	12%	15%	*	*	*	12%	*
Azusa High School	17%	8%	30%	5%	*	16%	24%	*	*	*	17%	*
Sierra High School	1%	0%	2%	0%	*	0%	0%	*	*	*	1%	*

*N/A or data suppressed to protect student privacy

Table 3.6
2022-2023 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
AUSD	84%	88%	81%	69%	77%	74%	85%	64%	*	*	*	85%	*
Azusa High School	80%	82%	78%	66%	*	82%	80%	43%	*	*	*	81%	*
Gladstone Middle School	89%	93%	86%	60%	*	77%	89%	82%	*	*	*	89%	*
Sierra High School	82%	89%	78%	95%	*	53%	83%	77%	*	*	*	83%	*

*N/A or data suppressed to protect student privacy

Table 3.7
2023 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
AUSD	36%	47%	25%	0%	0%	37%	2%	*	*	*	56%	*
Azusa High School	40%	41%	39%	0%	*	39%	5%	*	*	*	40%	*
Gladstone High School	45%	61%	24%	0%	*	42%	*	*	*	*	42%	*

*N/A or data suppressed to protect student privacy

Table 3.8
Spring 2023 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
22-23 IB Exams Pass Rate (Percent with an Average Score of 4 or Higher)	63%	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 3.9
Spring 2023 AP Exam Pass Rate
(Percent of AP Students with a Score of 3 or Higher)

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	42%	*	*	*	*	*	*	*	*	*	*	*
Azusa High School	38%	*	*	*	*	*	*	*	*	*	*	*
Gladstone High School	41%	*	*	*	*	*	*	*	*	*	*	*
Sierra High School	47%											

*N/A or data suppressed to protect student privacy

Table 3.10
 2022-2023 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
AUSD	81%	*	*	*	*	*	*	*	*	*	*	80%	*

*N/A or data suppressed to protect student privacy

Goal 3 Qualitative Analysis and Expenditures

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

Table 3.11
Goal 3 Actions and Services

Actions/Services Summary	Budget	Expenditures (January 2024)
<p>January 2024</p> <p>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, and discuss graduation requirements, a-g requirements, and postsecondary plans. Counselors share Free Application for Student Aide (FAFSA)/California Dream Act Application (CADAA) requirements and discussed California Scholarship Federation (CSF) deadlines with students. Azusa High School Counselors and career tech team offers weekly application workshops to assist students through the application process. In addition, the counselors are meeting with every 9th-grade student and their parents to discuss their 4-year plans. All students are encouraged to complete the a-g subject requirements to have the choice to apply to colleges during their senior year of high school. Students have the opportunity to take AP courses starting in their 10th grade year. They take honors courses in English, Science and Math to better prepare them for AP rigor. The ECP and IB students can take AP courses at both high schools and more than 80% of the students in both programs are a-g completers. Counselors analyze grades and transcripts making recommendations for APEX, summer courses, and other opportunities to meet a-g requirements. The Sierra High counselor analyzes grades and transcripts and encourages students to enroll in AP courses offered at that site. Furthermore, the Sierra High counselor meets regularly with students to review graduation requirements and formulate Sierra High for all students to graduate through regular coursework, APEX, summer school, or Citrus College courses.</p>	\$103,000	\$23,275
<p>January 2024</p> <p>2. After careful consideration and analysis of current trends in college admissions, the District decided to not offer District-wide PSAT in the fall of 2022. While the SAT is being phased out of admissions criteria for UC/CSU schools, the District 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 the costs of other assessments, such as AP Exams in the spring. In the 2022-2023 school year Azusa High School offered the SAT on April 25, 2023 and 58 students took the Exam. Azusa High School also offered the PSAT and 43 students took the test. Azusa High School had 211 students take AP exams and a total of 330 AP exams were taken. Of the 211 students taking AP exams 118 students scored a three or higher on their AP exam. On October 26, 2023, 170 students took the PSAT at AHS. At the moment Sierra High School does not offer the SAT nor PSAT on site. Last school year (2022-2023) 15 exams were administered and seven of them were passed with a score of three or higher at Sierra High School.</p>	\$52,000 (A-G Improvement Grant)	\$0 (A-G Improvement Grant)
<p>January 2024</p> <p>3. The District 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 school and high school focus on teaching students the skills and strategies necessary for success in addition to providing tutoring. Gladstone Middle School (GMS) currently has one section of AVID at 7th and 8th grade. GMS also has a class called "Gladiator Onboarding" that nearly all sixth</p>	\$314,400	\$128,763

graders take in an elective wheel. Our Gladiator Onboarding teacher has been AVID trained and teaches a class called "Introduction to AVID" in the hopes that we will be able to market the program more effectively. Our vision is to have two sections of AVID at 7th and 8th grade going forward.

January 2024

4. The District 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. STEM courses are available at Gladstone Middle School where students are offered Project Lead the Way courses. In addition to STEM courses, students are provided opportunities to participate in a Femineers Club as an extra-curricular activity. STEM classes follow the Project Lead the Way curriculum for learning basic electricity and electronic concepts through a hands-on program.

\$495,000	\$197,058
\$45,000 (CTE Grant Funding)	\$84,304 (CTE Grant Funding)

January 2024

5. The District offers Career Technical Education (CTE) courses at both high schools: Azusa High School and Sierra High School. The District is funding 11 CTE Pathways in collaboration with the Regional Occupational Program (ROP). Courses and pathways align with key industry sectors such as Transportation, Information and Communication Technologies, Public Services, Health Science & Medical Technology, Engineering, Arts, Media & Entertainment. Across both District high schools, over 940 students participate in a CTE pathway. Annually, the District averages approximately 160 completers - students who have completed both the concentrator and capstone courses within the pathway. Students have opportunities to take articulated Citrus College courses, complete industry-recognized certification exams, and participate in work-based learning opportunities, internships, and Career and Technical Student Organizations.

\$400,000	\$307,449
\$345,000 (CTE Incentive Grant)	\$80,507 (CTE Incentive Grant)

January 2024

6. Azusa High School continues to offer students an International Baccalaureate Program. After completing the 5th year of study over the last year, we are now shifting the focus to growing the program. The pandemic adversely affected participation in most of the honors and AP courses on campus, including IB participation being no different. Azusa's High School's French and biology instructors have been trained in IB implementation this year. Also, with the new principal, there is more of an IB World School emphasis. Azusa High School will continue to reach out to honors level 10th graders and conduct recruitment meetings in January. There has also been an emphasis on having all honor 10th grade teachers present to students the highlights and strengths of the IB program. This emphasis we hope will get the numbers of students back on track as we were before the pandemic.

\$457,000	\$238,178
-----------	-----------

January 2024

7. The District partners with Citrus College to offer Dual Enrollment courses to students this year. During summer school, Azusa High School students took college courses in English, History/Social Science, Music, Ethnic Studies and Counseling with 9 college instructors. There are currently 164 students enrolled in the Early College program. In June, the first 2027 Cohort (30 students) for ECP began taking two college courses during summer school. Rising sophomores at Azusa High School were able to join ECP. At the moment none of Sierra High School students are enrolled in Dual Enrollment. However, we are working on offering it for Spring term. Fall classes at Azusa High School include 15 sections with 9 college instructors with a total of 165 students enrolled. Students are taking English, History, Ethnic Studies, Math, Economics, Astronomy, and Anthropology/Lab. Spring courses are set and we have just confirmed who our college instructors will be. 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 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 the District high schools. The coordinator also recruits and supports students through the process of registration.

\$57,000	\$38,838
\$20,000 (CCAP Grant)	

<p>January 2024</p> <p>8. The District is funding CTE Pathways in collaboration with the Regional Occupational Program (ROP). AUSD offers 28 ROP sections in Health Career, Medical Assisting, Graphic Arts/Multimedia. Courses and pathways align with key industry sectors such as Transportation, Information and Communication Technologies, Public Services, Health Science & Medical Technology, Engineering, and Arts, Media & Entertainment. Across both high schools there are over 1000 students participate in a CTE pathway. Annually, the District sees an average of 163 completers - students who have completed both the concentrator and capstone courses within the pathway. Students have opportunities to take articulated Citrus College courses, complete industry-recognized certification exams, and participate in work-based learning opportunities, internships, and Career and Technical Student Organizations.</p>	\$798,958	\$399,479
<p>January 2024</p> <p>9. AUSD implemented a successful summer school in the summer of 2023. LCAP funds supported over 750 students during the summer of 2023 in classes such as middle school math and ELA support, ELD, credit recovery, original credit, and also dual enrollment. Our partnership with Citrus College (costs paid by Citrus College and not from AUSD LCAP) ensured that approximately 900 students were able to take classes for credit recovery. Planning for the summer of 2024 began in December. Elementary and middle school students will receive rigorous, project-based learning in all content areas. High school students will have opportunities to take courses, including APEX and Citrus College courses to accelerate or to make up units. Summer school recruitment prioritizes enrollment of 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.</p>	\$514,737	\$59,773
<p>January 2024</p> <p>10. Twelve middle school and high school level counselors support students in many areas, including with socio-emotional needs, course planning, and college and career readiness. Counselors meet with students and parents to develop 6-year plans spanning 7th grade to high school graduation. Counselors also help provide college planning and financial aid workshops to families, while also supporting college fairs, parent meetings, FAFSA meetings, and completion of Naviance activities. Counselors are also focusing efforts on improving academic outcomes for 9th graders. Azusa High School counselors are providing on the spot admissions for four colleges; Azusa Pacific University, Cal Baptist, Grand Canyon University and University of La Verne. To date 75 seniors participated and were accepted to multiple colleges. Counselors continue to provide mental health support, at risk assessments, and classroom presentations. Counselors continue to attend IEP and 504 Plan meetings. Counselors collaborate with teachers and administrators regarding student success. Gladstone Middle School counselors met with all 8th grade students to discuss high school graduation requirements and how middle school impacts high school. Additionally, they met with all 6th, 7th, and 8th grade students who had at least one D or F and discussed a course of action for improvement. At Sierra High School counselors supported students not only academically, but also social emotionally through individual counseling and offering support services. Referrals to outside counseling services are also completed as needed.</p>	\$1,517,844	\$832,953
<p>January 2024</p> <p>11. The Director of College and Career Programs supports programs such as IB, AVID, CTE, STEM, counselors, AP, a-g, and UC courses. They initiated a collaborative effort to focus on 4 primary goals in the 2023-2024 year. First, offer high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including providing a coherent sequence of CTE courses that enable students to transition to postsecondary education programs that lead to a career pathway or attain employment. Second, 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. Next, collaboration with San Gabriel Economic Partnership, NAF, Azusa Chamber of Commerce, San Gabriel Valley ROP, and local businesses. Lastly, increase participation of underserved and underrepresented student populations,</p>	\$375,088	\$150,773

particularly English learners and Students with Disabilities. The director has collaborated with numerous organizations and business entities to support strong career paths and submit grant requests. The director oversees and monitors all college and career programs in the District.

January 2024

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 focuses on strategies and policies that can increase academic success by focusing on 9th grade achievement. Azusa High School and Gladstone Middle School provide focused support to a cohort of 8th and 9th grade College On-Track students who have experienced a lack of academic success in their coursework. As we continue to develop and implement strategies to mitigate the 8th and 9th grade D/F rate, the On-Track Leadership team has been meeting on an ongoing basis to develop our next Plan-Do-Study-Act cycle. Staff at Azusa High School and Gladstone Middle School have identified focus students to connect with and have developed goals to support the student in feeling connected to school and improving their grades. The Director of Educational Services leads data examinations with site and District administrators to identify areas of need and growth. Support teams meet to discuss the student progress of our 8th grade and 9th grade On-Track Students. The Student Support Team includes classroom teachers of the College On-Track Cohort, Teachers on Special Assignment, and the Success Coach. During the meetings, the team identifies what needs students have, what in-class interventions/supports should be provided, and how supports will be provided, including instructional shifts, interventions & supports, problem-solving, and student connectedness. Funding for this work covers costs associated with travel which will take place in the Spring.

\$10,000	\$1,872
(CAL Ed Partners Grant)	(CAL Ed Partners Grant)

TOTAL EXPENDITURES	Supplemental/Concentration	\$ 2,376,539
	Base	\$ 0
	Federal/Grants	\$ 166,683

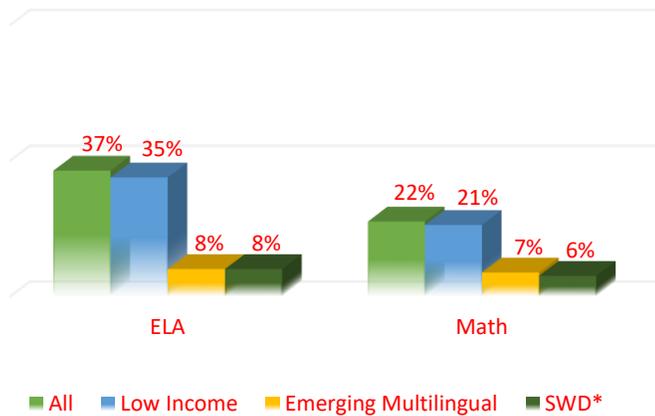
Section 4

Goal 4: Through a collaborative and improvement-driven approach, AUSD 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.

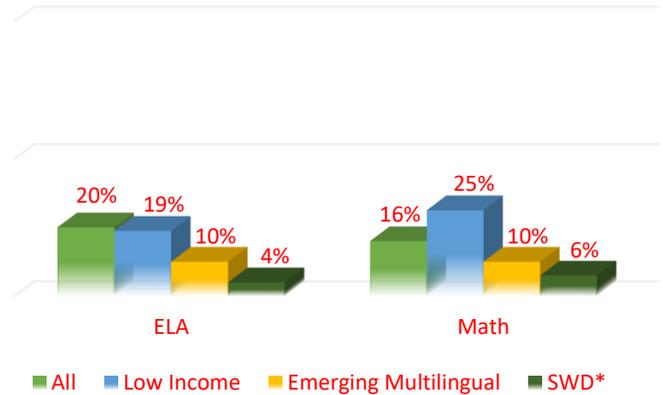
The District's fourth goal seeks to positively impact student achievement by increasing rigor in classrooms and by working toward greater alignment to the demands of state standards. Furthermore, this goal focuses on increasing the academic achievement and language acquisition of students who are learning 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 on-going COVID-19 pandemic on student learning. The District has used 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

2023 SBAC
MEETING/EXCEEDING STANDARD



2023 LOCAL ASSESSMENTS
MEETING/EXCEEDING STANDARD
DECEMBER

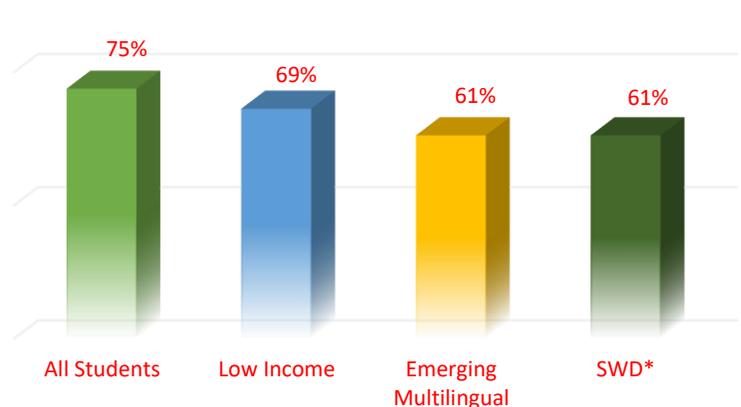


DECEMBER 2023
GRADE 3 READING PROFICIENCY



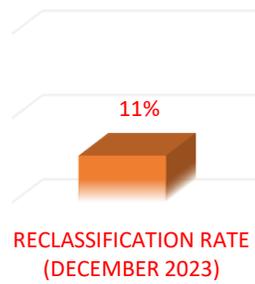
*Students with Disabilities

A-C GRADES EARNED BY 9TH GRADERS
(DECEMBER 2023)



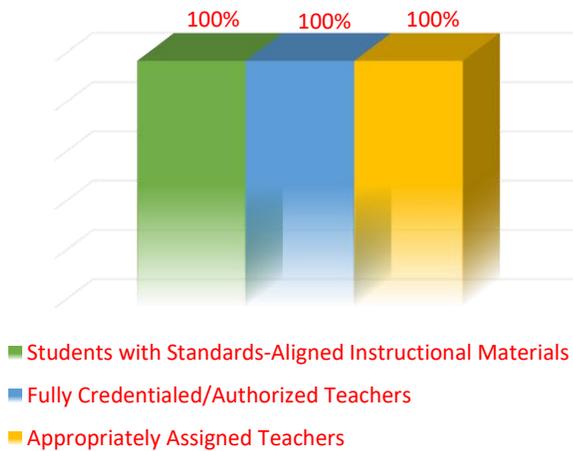
*Students with Disabilities

2023-2024 EMERGING MULTILINGUAL STUDENTS

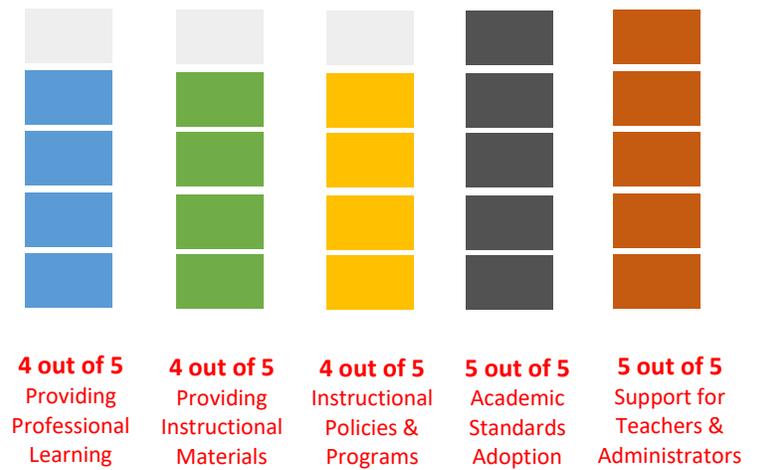


Basic Services & Local Metrics

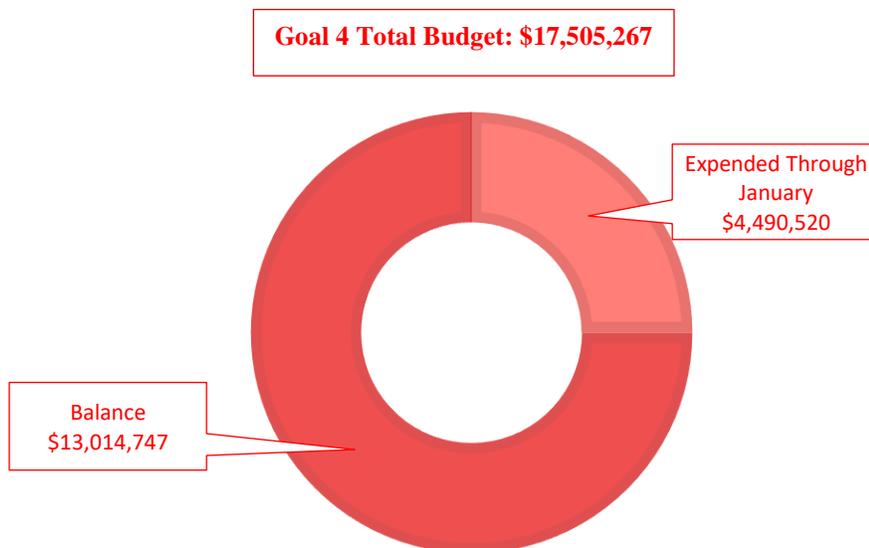
2023-2024 BASIC SERVICES



2023 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	2022-2023	2023-2024 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	SBAC Results ALL: 37% EM: 8% SED: 35% SWD: 11%	SBAC Results ALL: 37% EM: 8% SED: 35% SWD: 8%	TBD Spring 2024	SBAC Increase ≥ 5% Gap Reduction ≥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	SBAC Results ALL: 23% EM: 7% SED: 21% SWD: 7%	SBAC Results ALL: 22% EM: 7% SED: 21% SWD: 6%	TBD Spring 2024	SBAC Increase ≥ 5% Gap Reduction ≥10%
Third Grade Reading Proficiency Rate (Lexile)	New metric	New metric	All: 39%	ALL: 27% EM: 7% RFEP: 60% SED: 25% SWD: 11%	ALL: 49% EM: 30% RFEP: 83% SED: 47% SWD: 19%	ALL: 40% EM: 19% RFEP: 21% SED: 34% SWD: 21%	65%
Percent of A-C Grades Earned by Ninth Grade Students	New metric	New metric	New metric	ALL: 66% EM: 55% RFEP: 73% SED: 65% SWD: 52%	ALL: 68% EM: 59% RFEP: 77% SED: 59% SWD: 59%	ALL: 75% EM: 61% RFEP: 79% SED: 69% SWD: 61%	≥ 75%
Emerging Multilingual Reclassification Rate	15%	16%	11%	10%	13%	11% to date	12%
Percent of Students with Standards-Aligned Instructional Materials	100%	100%	100%	100%	100%	100%	100%
Percent of fully credentialed/authorized teachers	100%	100%	100%	99.9%	100%	100%	100%
Percent of Appropriately Assigned Teachers	100%	100%	100%	100%	100%	100%	100%

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 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: 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
2023 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
AUSD	37%	40%	34%	8%	0%	20%	35%	8%	23%	60%	71%	35%	46%
Azusa High School	48%	54%	42%	3%	*	*	46%	7%	*	*	*	46%	*
Charles H. Lee Elementary School	29%	30%	28%	8%	*	*	28%	2%	*	*	*	27%	27%
Clifford D. Murray Elementary School	30%	36%	26%	13%	*	31%	29%	17%	*	*	*	29%	*
Gladstone High School	46%	59%	36%	3%	*	*	45%	3%	*	*	*	45%	*
Gladstone Middle School*	45%	46%	43%	9%	*	14%	44%	7%	*	*	*	41%	64%
Henry Dalton Elementary School	32%	36%	28%	6%	*	*	27%	20%	*	*	*	29%	*
Magnolia Elementary School	31%	35%	28%	15%	*	*	31%	0%	*	*	*	30%	*
Paramount Elementary School	34%	37%	31%	8%	*	20%	35%	6%	*	*	*	33%	43%
Sierra High School	34%	33%	35%	8%	*	*	36%	5%	*	*	*	34%	*
Valleydale Elementary School	22%	25%	18%	3%	*	*	21%	10%	*	*	*	20%	*
Victor F. Hodge Elementary School	33%	40%	27%	5%	*	*	31%	12%	*	*	*	31%	50%

*N/A or data suppressed to protect student privacy

*GMS average middle school student scores due to GHS closure

Table 4.3
2023 **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
AUSD	22%	20%	24%	7%	0%	14%	21%	6%	17%	54%	41%	21%	36%
Azusa High School	19%	18%	19%	0%	*	*	18%	3%	*	*	*	19%	*
Charles H. Lee Elementary School	21%	15%	26%	6%	*	*	20%	3%	*	*	*	19%	36%
Clifford D. Murray Elementary School	27%	22%	31%	15%	*	23%	28%	28%	*	*	*	26%	*
Gladstone High School	14%	8%	19%	0%	*	*	45%	0%	*	*	*	14%	*
Gladstone Middle School*	20%	26%	18%	1%	*	14%	16%	1%	*	*	*	15%	9%
Henry Dalton Elementary School	26%	23%	29%	5%	*	*	23%	8%	*	58%	*	24%	*
Magnolia Elementary School	24%	22%	25%	10%	*	*	22%	0%	*	*	*	22%	*
Paramount Elementary School	28%	24%	31%	11%	*	12%	29%	3%	*	*	*	22%	43%
Sierra High School	1%	0%	2%	0%	*	*	1%	0%	*	*	*	1%	*
Valleydale Elementary School	20%	17%	23%	9%	*	*	18%	13%	*	*	*	17%	*
Victor F. Hodge Elementary School	33%	37%	30%	9%	*	*	31%	13%	*	*	*	31%	67%

*N/A or data suppressed to protect student privacy

*GMS average middle school student scores due to GHS closure

Table 4.4
Third Grade Reading Proficiency Rate
(Lexile)

	All	Females	Males	Emerging Multilingual	RFEP	Socioeconomically Disadvantaged	Students w/Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	40%	43%	36%	19%	53%	34%	21%	*	*	50%	*	40%	43%
Charles H. Lee Elementary School	38%	38%	38%	8%	*	27%	*	*	*	*	*	38%	*
Clifford D. Murray Elementary School	27%	25%	30%	14%	*	26%	*	*	*	*	*	27%	*
Henry Dalton Elementary School	40%	47%	33%	21%	*	31%	*	*	*	*	*	40%	*
Magnolia Elementary School	51%	62%	44%	27%	*	44%	*	*	*	*	*	51%	*
Paramount Elementary School	39%	45%	34%	13%	*	39%	*	*	*	*	*	53%	*
Valleydale Elementary School	38%	46%	33%	27%	*	29%	*	*	*	*	*	38%	*
Victor F. Hodge Elementary School	45%	44%	44%	30%	*	37%	*	*	*	*	*	55%	*

*N/A or data suppressed to protect student privacy

Table 4.5
2022-2023 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
AUSD	75%	61%	79%	61%	69%	*	*	*	75%	*
Azusa High School	75%	61%	79%	61%	69%	*	*	*	75%	*

*N/A or data suppressed to protect student privacy

Table 4.6
EL (EM) Reclassification Rates

	EL (EM) Students	2023-2024 Reclassification Rate
AUSD	1483	11%
Azusa High School	270	26%
Charles H. Lee Elementary School	120	4%
Clifford D. Murray Elementary School	179	4%
Gladstone Middle School	279	27%
Henry Dalton Elementary School	76	7%
Magnolia Elementary School	103	9%
Paramount Elementary School	143	8%
Sierra High School	31	9%
Valleydale Elementary School	168	5%
Victor F. Hodge Elementary School	112	11%

Table 4.7
2023-2024 Basic Services

	Students with Standards-Aligned Instructional Materials	Students with Fully Credentialed Teachers	Percent of Appropriately Assigned Teaching Staff
AUSD	100%	100%	100%
Azusa High School	100%	100%	100%
Charles H. Lee Elementary School	100%	100%	100%
Clifford D. Murray Elementary School	100%	100%	100%
Gladstone Middle School	100%	100%	100%
Henry Dalton Elementary School	100%	100%	100%
Longfellow School	100%	100%	100%
Magnolia Elementary School	100%	100%	100%
Paramount Elementary School	100%	100%	100%
Sierra High School	100%	100%	100%
Valleydale Elementary School	100%	100%	100%
Victor F. Hodge Elementary School	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 AUSD and result in language acquisition and academic progress for our EM students. Table 4.8 outlines the progress AUSD 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

Actions/Services Summary	Budget	Expenditures (January 2024)
<p>January 2024 1. The District is purchasing standards-aligned supplemental instructional materials including renewed subscriptions to online resources, science lab materials, and additional textbooks. Supplemental instructional supplies are used in classrooms to improve student achievement and accelerate learning for all students. Technology purchases include replacement Chromebooks, ensuring that all students have a device for individual use as well as access to updated technology in classrooms.</p>	\$2,907,505	\$83,210
<p>January 2024 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.</p>	\$1,285,446 (Base Funding)	\$257,310 (Base Funding)
<p>January 2024 3. Visual and Performing Arts funds continue to support secondary schools and all elementary schools for the Arts. Funding has been allocated for 4 additional art teachers that would provide art instruction at the elementary sites. However, one of these positions still remain vacant. Currently our three art teachers visit each elementary school once every three weeks and provide a standards aligned art lesson to all grade levels at the school site. The art team is working hard to align art lessons to grade level standards, themes, and site initiatives.</p>	\$1,241,235	\$233,976
<p>January 2024 4. The District provides music instruction, instruments, and other music supplies necessary for the 2023-2024 music program. Afterschool and in-school music instructors Districtwide are funded through this action/service. Music instruments and materials are supplied to both secondary and elementary students. Additionally, various band and musical groups performed at several venues this year.</p>	\$1,370,413	\$390,390
<p>January 2024 5. The District focuses its support on all EM students by utilizing District diagnostic results to identify specific learning needs and strategies for accelerating learning based on those needs. EM students' progress is monitored closely. They receive effective, first best 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. Resource teachers and success coach teachers provide foundational and small group supports during the school wide small group time. Students are grouped in order to have their differentiated needs met. Additionally, these teachers support emerging bilingual students, including newcomers. At the high school level, the On-Track Collaborative team has focused additional support for 9th grade students based on grades.</p>	\$1,915,227	\$373,009
<p>January 2024 6. The District renewed its contracts with Illuminate (Data and Assessment System) for 2023-2024. Illuminate supports the tracking and monitoring of all student data. Illuminate is compatible with our student information system, AERIES, where data from each system</p>	\$76,553	\$53,619

can be shared. One beneficial example is that teachers using Illuminate for assessments and lessons can push results to their AERIES grade book.

<p>January 2024 7. The Director of Management Information Systems (MIS) is building upon the work done by the previous MIS department. MIS is deploying upgraded network hardware and the services needed to better support sites. The changes to the network will allow a more reliable connection between the District and sites. The process will upgrade and improve the network infrastructure needed to support the increased bandwidth demand that is a result of the large number of new devices implemented at the sites. 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.</p>	\$3,292,804	\$1,527,245
<p>January 2024 8. Translators provide communication and interpretation to support parent participation in the development of their students' IEPs and an understanding of the IEP process. This allows families to have meaningful participation in their students' Individual Evaluation Plans. 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. Special education Teacher on Special Assignment (TOSA) has provided professional learning opportunities for staff and supported with differentiation of instruction.</p>	\$573,935	\$191,479
<p>January 2024 9. The District continues to utilize the Sobrato Early Academic Language (SEAL) program focusing on strategies that enhance the early academic language acquisition in young children. Early Childhood Education (ECE) SEAL Cohort 2 began SEAL training last year and will complete SEAL training in January, 2024. The District continues work in the Preschool through Third Grade Coherence Collaboration (P3CC) to further develop the alignment in math instruction and assessment from preschool through third grade. Preschool and ETK teachers are provided continued support in the implementation of Counting Collections and SEAL strategies. The district provides Early Transitional Kindergarten (ETK) classes in addition to an early childhood director to support increased and improved services to Azusa's youngest learners. AUSD is working towards expanding California State Preschool Program (CSPP) to include Hodge Elementary School. The District is also in the planning process in the implementation of a full-day/full year CSPP.</p>	\$690,770	\$283,256
<p>January 2024 10. The District renewed its subscription to ELLevation for the 2023-2024 school year. ELLevation is a program management platform that organizes all EL/Emerging multilingual student data, supports critical meeting and monitoring processes, and enables accurate reporting. We are currently using ELLevation to determine our first round of reclassifications for the 2023-2024 school year. To date, 199 students have been reclassified using the ELLevation system for fall 2023. Additionally, schools and teachers are in the process of monitoring RFEP students to ensure that all reclassified students are progressing and receiving the support needed. The first RFEP monitoring is due in January 2024. Additionally, it supports instructional planning for multilingual students.</p>	\$22,000	\$20,000
<p>January 2024 11. A TOSA supports teacher professional learning for administrators, co administrators, and support staff to increase the achievement of Emerging bilinguals. ELA/ELD TOSA has partnered with the Science TOSA in supporting the development of integrated units of study with the strategic use of language function and other strategies to support language acquisition. The TOSA also provided intensive curriculum support and instructional support services including effective strategies and intervention in the areas of language and literacy development. Title III funding has been used provide training with the Test of English Language Learning (TELL) assessment. The TELL is a supplemental monitoring tool used to measure language proficiency. Remaining Title III funds have been used to hire a Title III TOSA this year. Title II funding has absorbed most of the teacher sub funds this year but funds have been used to support secondary PD for emerging bilinguals.</p>	\$298,393	\$53,777

January 2024	\$527,698	\$106,819
12. The District provides 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. EM 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, AUSD 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 2024	\$393,655	\$98,923
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. The District 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. The ALAS center is in the process of testing initial English Language Proficiency Assessment California (ELPAC) students. Over 200 students have been assessed to date. Similarly, the department is providing translation for events like Board meetings etc.		
January 2024	\$35,000	\$30,260
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 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. Site staff was trained in October to execute the TELL assessment as a means to progress monitor emerging bilinguals and then respond with support. As TELL aligns with the ELPAC, site staff can use TELL data to progress monitor and also predict areas of need for the ELPAC in order to respond with intervention and support.	(Title III)	(Title III)
January 2024	\$3,367,079	\$1,054,541
15. Bilingualism provides benefits including the capacity to communicate in more than one language, enhanced cognitive skills, and improved academic outcomes. The District Dual Language Immersion (DLI) program has expanded to include 7th grade this year at Gladstone Middle School. DLI classes are offered at Longfellow, Hodge, Valleydale, and Gladstone. This year, both Hodge and Valleydale have DLI students enrolled in kinder through 5th grade. DLI teachers have had professional learning community time focused on the three pillars of dual language education: biliteracy, biculturalism, and academic achievement. The 2023-2024 school year is the first of the middle school transition and we have nearly 100 students enrolled in the 6th and 7th grade programs. Funds will be expended to support their implementation for materials and supplies. Additionally, funds have been spent on specifically DLI professional learning. This summer AUSD hosted a DLI retreat and nearly all DLI teachers attended. This will become an annual professional development offered to DLI teachers. In addition, we have partnered with CAFE to provide middle school DLI training.	\$51,249 (Title III)	\$0 (Title III)
January 2024	\$850,000	\$40,276
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	\$ 4,490,520
	Base	\$ 257,310
	State/Federal	\$ 117,572

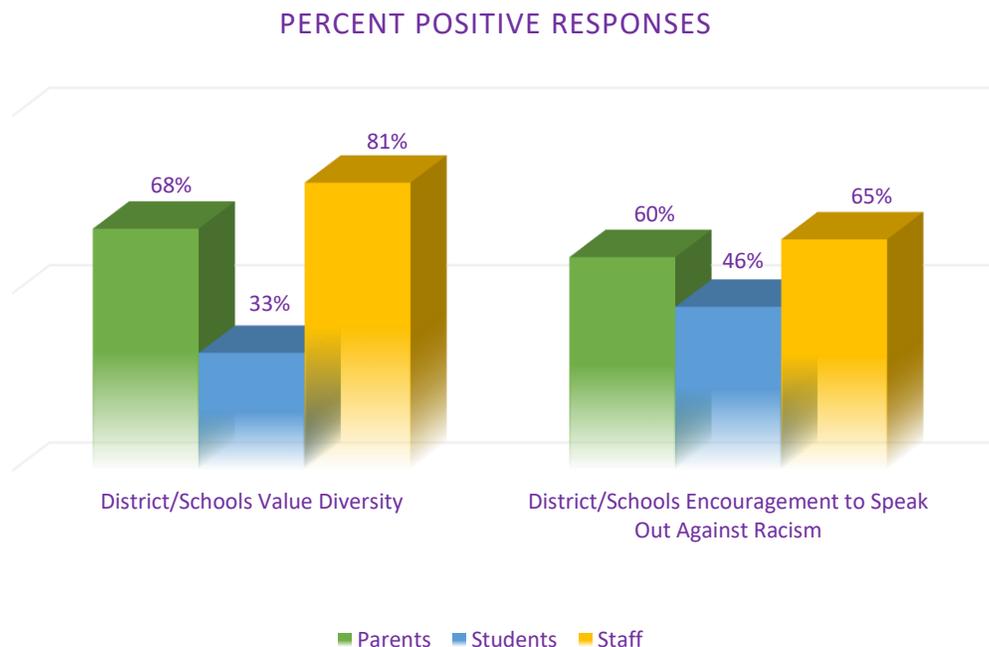
SECTION 5

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

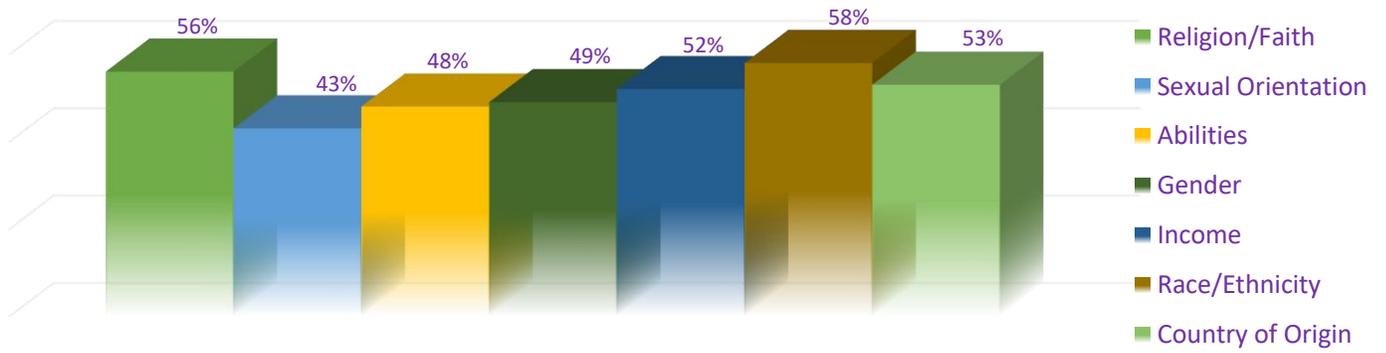
In light of events in the US and across the globe highlighting the need for our communities to address ongoing issues of diversity, equity, and inclusion (DEI), AUSD in collaboration with educational partners has embarked on a deep analysis of our equity work to date. Baseline data serves to highlight our areas of strength and areas of growth. Ongoing data collection will serve as a way to measure our progress on diversity, equity and inclusion work in the District as well as illuminate specific areas of focus through actions and services in this goal. The data collected through a diversity, equity, and inclusion survey of students, parents/families, and staff revealed mid-level positive responses. When asked whether students and staff in the District value diverse groups, all stakeholders also responded mid-level. Overall, on diversity, equity, and inclusion 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 diversity, equity, and inclusion 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.

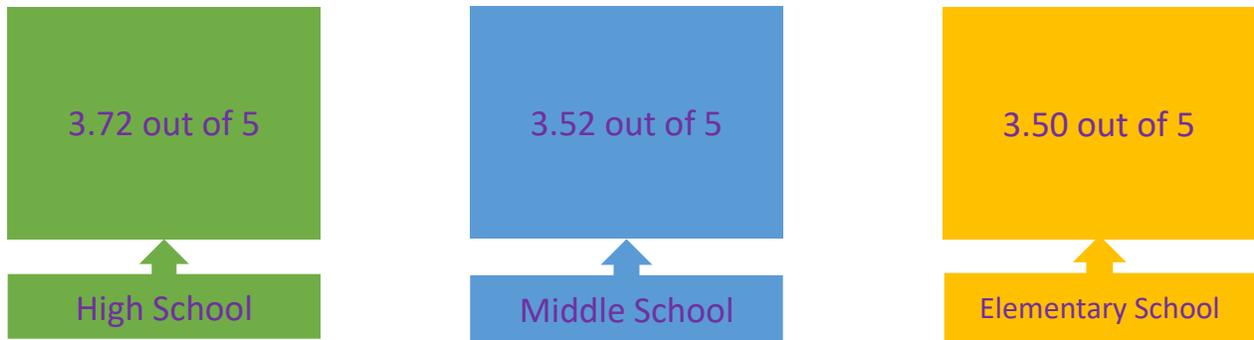
2022-2023 District Annual YouthTruth Survey Results



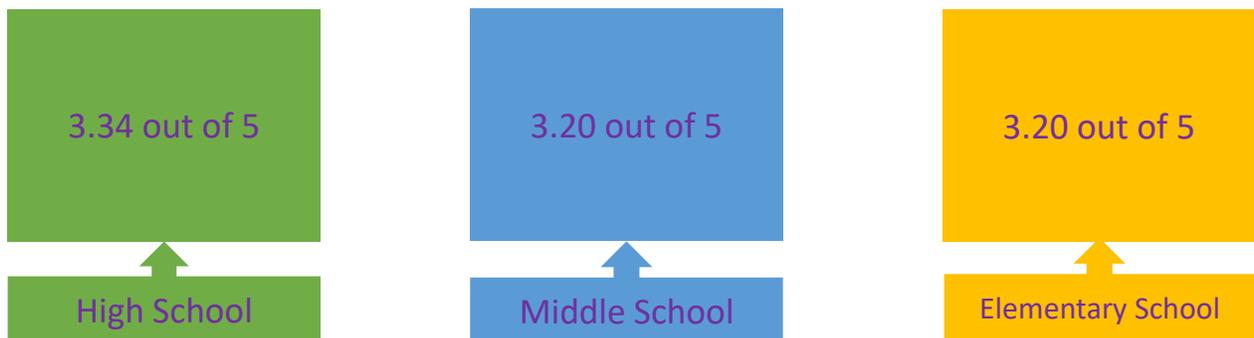
STUDENT COMFORT LEVEL SPEAKING ABOUT DIVERSE GROUPS



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 which includes targeted DEI questions. Table 5.1 lists each metric identified in the LCAP along with the most recent results. Tables 5.2 – 5.6 reflects the most recent survey results. AUSD will administer the 2023-2024 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	2022-2023	2023-2024 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%	District/Schools value diversity: 61% District/Schools encouragement to speak out against racism: 61%	District/Schools value diversity: 68% District/Schools encouragement to speak out against racism: 60%	TBD Spring 2024	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%	District/Schools value diversity: 54% District/Schools encouragement to speak out against racism: 49%	District/Schools value diversity: 33% District/Schools encouragement to speak out against racism: 46%	TBD Spring 2024	10% increase in positive responses

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 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%	District/Schools Value Diversity: 83% District/Schools Encouragement to Speak Out Against Racism: 70%	District/Schools Value Diversity: 81% District/Schools Encouragement to Speak Out Against Racism: 65%	TBD Spring 2024	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%	Religion/Faith: 53% Sexual Orientation: 45% Abilities: 40% Gender: 49% Income: 37% Race/Ethnicity: 60% Country of Origin: 62%	Religion/Faith: 56% Sexual Orientation: 43% Abilities: 48% Gender: 49% Income: 52% Race/Ethnicity: 58% Country of Origin: 53%	TBD Spring 2024	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	High School: 3.72 Middle School: 4.00 Elementary School: 3.91	High School: 3.72 Middle School: 3.52 Elementary School: 3.50	TBD Spring 2024	Increase ≥ .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	High School: 3.43 Middle School: 3.74 Elementary School: 3.68	High School: 3.34 Middle School: 3.20 Elementary School: 3.20	TBD Spring 2024	Increase ≥ .50

Table 5.2
2022-2023 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
AUSD	68%	60%
Azusa High School	59%	49%
Charles H. Lee Elementary School	70%	69%
Clifford D. Murray Elementary School	82%	77%
Gladstone Middle School	71%	62%
Henry Dalton Elementary School	74%	74%
Longfellow School	65%	52%
Magnolia Elementary School	73%	64%
Paramount Elementary School	68%	59%
Sierra High School	72%	61%
Valleydale Elementary School	74%	65%
Victor F. Hodge Elementary School	71%	59%

Table 5.3
2022-23 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
AUSD	33%	46%
Azusa High School	34%	39%
Gladstone Middle School	35%	44%
Sierra High School	25%	41%

Table 5.4
2022-2023 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
AUSD	56%	43%	48%	49%	52%	58%	53%
Azusa High School	51%	42	45%	46%	48%	56%	45%
Gladstone Middle School	51%	41%	42%	43%	44%	54%	51%
Sierra High School	47%	39%	40%	43%	44%	50%	47%

Table 5.5
2022-2023 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	81%	65%
Middle School Staff	78%	52%
High School Staff	71%	58%
District Office Staff	81%	60%

Table 5.6
2022-2023 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	3.72	3.34
Middle School Staff	3.52	3.20
High School Staff	3.50	3.20

Goal 5 Qualitative Analysis and Expenditures

Six actions/services are aligned to Goal 5. These actions/services are intended to increase and improve diversity, equity, and inclusion throughout the District. Table 5.7 outlines the progress AUSD is making in each action and service associated with Goal 5. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 5.7
Goal 5 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (January 2024)</i>
January 2024 1. The District is utilizing restorative practices in partnership with the Western Justice Center. School staff and students are participating in workshops and training. Azusa High School and Gladstone Middle School continue to attend trainings, develop and modify programs focused on peer mediation and student leadership that contribute to better school cultures, climates, and address racial disparities in discipline. Our elementary sites continue to expand training of Restorative Circles and Peer Mediation.	\$130,702 \$10,500 (Title IV)	\$3,598 \$4,000 (Title IV)
January 2024 2. Professional learning for teachers and staff is focused on increasing culturally relevant teaching strategies and relevant, rigorous lessons. The District continues to implement 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. Additionally, professional learning and afterschool support have been provided in extending opportunities for female students to explore careers in the science, technology, and engineering fields. Meanwhile, all professional learning continues to focus on the District’s three success drivers and is embedded with culturally relevant and constructivist approaches.	\$878,196 \$75,000 (Title III)	\$70,031
January 2024 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 after school Science Technology Engineering Art and Mathematics (STEAM) activities, 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.	\$326,710	\$77,631
January 2024 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.	\$60,000	\$1,140
January 2024 5. Sparked by our students who are part of a nationwide organization called Diversify Our Narrative, the District 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. Schools continue to augment their libraries with diverse topics in an effort to engage students.	\$75,000	\$29,319
January 2024	\$220,000	\$0

6. High School English teachers have participated 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 benefit from the culturally relevant teaching and learning taking place in classes this year. Both 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	\$ 181,719
	Base	\$ 0
	Federal	\$ 4,000