

RESUMEN DEL LCAP 2024-2025

Fórmula de Financiación de Control Local (LCFF)

La fórmula de financiación estatal para las escuelas, LCFF, proporciona fondos básicos, complementarios y de concentración (denominados S & C) para los distritos escolares. Los fondos S & C están destinados a mejorar los resultados de todos los estudiantes, especialmente los estudiantes multilingües emergentes/aprendices de inglés, menores en hogares temporales y estudiantes de bajos ingresos. Todos los distritos reciben la misma financiación básica por estudiante. Los fondos S & C se calculan en función del número de estudiantes multilingües emergentes, menores en hogares temporales y estudiantes de bajos ingresos del distrito.

S & C: \$28,464,089

Base: \$100,364,053



Plan de Rendición de Cuentas con Control Local (LCAP)

El Plan de Rendición de Cuentas con Control Local (LCAP) muestra cómo los fondos estatales mejorarán los resultados y el rendimiento de todos los estudiantes, especialmente de los aprendices de inglés, los menores en hogares temporales y los estudiantes de bajos ingresos. El plan debe abordar las Ocho Prioridades Estatales de California.

8 prioridades estatales para los distritos

1. Condiciones básicas.
2. Estándares académicos.
3. Acceso a los cursos.
4. Rendimiento estudiantil.
5. Otros resultados.
6. Participación de los padres y las familias.
7. Participación de los estudiantes.
8. Entorno escolar.

VISIÓN GENERAL: DISTRITO DE AZUSA

Comunidad atendida

Valle de San Gabriel
Ciudad de Azusa
Población: 49,974

- 7 escuelas primarias.
- 1 escuela de educación infantil temprana.
- 1 escuela secundaria.
- 2 escuelas preparatorias.
- 1 centro de educación para adultos.

6,754 estudiantes

• Hispanos/Latinx		91.6%
• Blancos		3%
• Asiáticos		1.6%
• Filipinos		1.1%
• Africoamericanos		1.1%
• Otro		1.0%

Grupos de estudiantes

88%

De bajos ingresos

26%

Estudiantes multilingües emergentes (aprendices de inglés)

1%

Menores en hogares temporales

Estudiantes de mayor necesidad/Estudiantes no duplicados (UDP)
Estudiantes multilingües emergentes, de bajos ingresos, menores en hogares temporales.

2024-2025 LCAP AT-A-GLANCE



6 LCAP Goals



49 LCAP Actions & Services



51 LCAP Measures



\$100,364,053
LCAP Budget
(all funds)

LCAP Goals

1. AUSD will ensure growth and achievement for all students on California State Standards.
2. AUSD will meet the needs of English Learners (EL) students and accelerate their academic achievement and English proficiency through an asset-oriented, culturally responsive approach.
3. AUSD students will graduate and be prepared for college or post secondary opportunities.
4. AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.
5. AUSD will ensure safe and restorative school climates
6. By June 2027, Sierra High School will increase the percentage of students meeting or exceeding standards by 10% points in ELA and math for all students, including Hispanic and low-income student subgroups, as measured by CAASPP assessments. Suspension rates will decrease to 7% or less for all students, including students with disabilities, Hispanic, low-income, and EL student subgroups. The College/Career Indicator (CCI) will increase to 10% or higher for all students, including the Hispanic and low-income student subgroups, as measured by the CA School Dashboard.

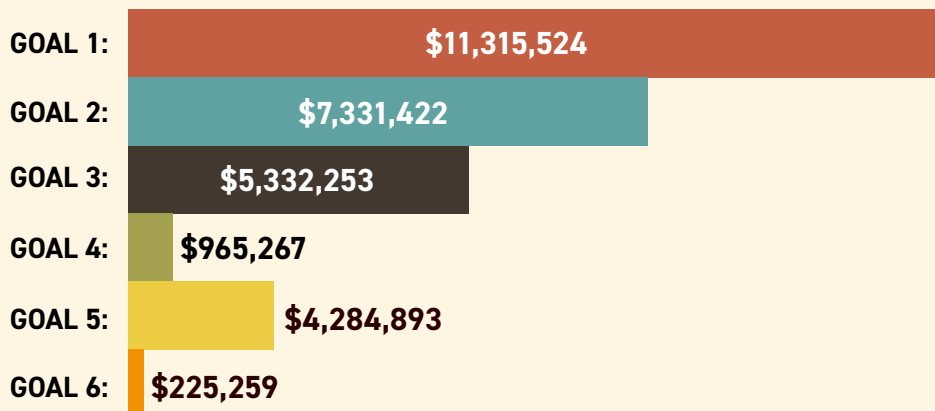
2024-2025 Funding for LCAP Goals



Azusa Unified School District's LCAP goals are funded by several sources:













Base funding | S & C | Federal categorical funding | Grants

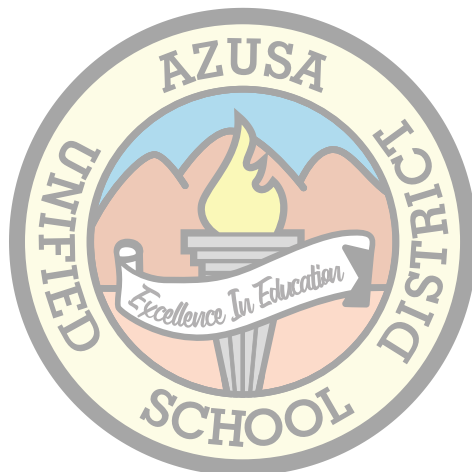
Supplemental & Concentration Funding (S & C) by LCAP Goal



LCAP GOAL 1

AUSD will ensure growth and achievement for all students on California State Standards.

METRICS	3-YEAR TARGET
CAASPP SBAC English Language Arts and Math percent of students meeting/exceeding standard – All students and student groups	→  Increase for all groups ≥ 10% points
CAASPP California Science Test percent of students meeting/exceeding standard – All students and student groups	→  Increase for all groups ≥ 10% points
Local Assessment Grade 3-8 & 11 English Language Arts and Math percent of students meeting/exceeding standard - All students and student groups	→  Increase for all groups ≥ 10% points
Percentage of A-C grades for 9th-grade students - All students and student groups	→  ≥ 77% for all groups
Percent of fully credentialed/authorized teachers	→  100%
Percent of appropriately assigned teachers	→  100%
Percent of students with standards-aligned instructional materials	→  100%
Third and fourth-grade reading proficiency rate (Lexile measure)	→  ≥ 67% for all groups
First and second-grade math proficiency rate (Math diagnostic)	→  ≥ 67% for all groups
Implementation of State Standards (see additional text needed)	→  All areas increase to or maintain 5
District Local Math Assessment for TK students	→  Increase for all groups ≥ 10% points
<p>Implementation of State Standards Local Metric average scores in the following areas:</p> <ul style="list-style-type: none"> • Providing professional learning • Standards-based instructional materials • Instructional policies and programs • Academic standards adoption • Support for teachers and administrators 	→  All areas increase to or maintain 5



Goal 1 Budget: \$66,837,994 (Total) | \$11,315,524 (S & C)

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Supplemental standards-aligned instructional materials, technology and professional development	\$625,360		All schools	EL, LI, FY
2. Provide base funded standards-aligned instructional materials		\$1,285,446 (LCFF Base)	All schools	EL, LI, FY
3. Provide comprehensive intervention for students with high need to all sites	\$2,586,558	\$1,082,200 (Title I)	All schools	EL, LI, FY
4. Provide web based programs to support monitoring of student achievement and outcomes	\$80,000		All schools	EL, LI, FY
5. Increase instructional support for students with exceptional needs	\$486,680		All schools	All
6. Early childhood education programs		\$1,533,716 (CSPP Funds)	All schools	EL, LI, FY
7. Instructional coaches/TOSAs to support academic achievement to provide professional development	\$1,474,500	\$311,000 (Title I & II)	All schools	EL, LI, FY
8. Provide summer school to accelerate achievement towards meeting standards	\$500,000		All schools	EL, LI, FY
9. Provide fully credentialed, appropriately assigned teachers.		\$51,310,108 (LCFF Base & Title II)	All schools	All
10. Purchase grant writing services to increase grant funding	\$72,000		Elementary schools, All schools	EL, LI, FY
11. Provide visual and performing arts curriculum and materials	\$783,460		All schools	EL, LI, FY
12. Provide added opportunities for music instruction and instruments at all schools	\$1,406,880		All schools	LI
13. Increase technology access and support for technology district wide	\$2,670,355		All schools	EL, LI, FY
14. Provide schools funding for expanded and enriched learning opportunities	\$354,731		All schools	EL, LI, FY
15. Provide culturally relevant materials and library resources for all students	\$275,000		All schools	EL, LI, FY

LCAP GOAL 2

Meet the diverse needs of English learner (EL) students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

METRICS		3-YEAR TARGET
CAASPP SBAC English Language Arts percent of students meeting/exceeding standard — all students and EL, RFEP, LTELs, FY	→	🎯 Increase for all groups ≥ 5% points
CAASPP SBAC Math percent of students meeting/exceeding standard — all students and EL, RFEP, LTELs, FY	→	🎯 Increase for all groups ≥ 5% points
Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores.	→	🎯 Increase ≥ 60%
Rate of reclassification of EL students	→	🎯 Increase ≥ 15%
Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years)	→	🎯 Reduction of rate ≥ 5%
CAASPP SBAC English Language Arts percent of EL students in DLI meeting/exceeding standard - all students, EL and EL students in DLI	→	🎯 Increase for all groups ≥ 5% points

Goal 2 Budget: \$7,538,422 (Total) | \$7,331,422 (S & C)

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	\$364,350		All schools	EL
2. Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	\$200,000		All schools	EL
3. Support a Dual Language Immersion (DLI) program to increase achievement of ELs	\$4,342,154		Hodge, Valleydale, Dalton	EL, LI, FY
4. Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomer, and ELs	\$380,000		All schools	EL, LI, FY
5. Monitor academic and language progress to overcome content academic barriers of ELs		\$57,000 (Title III)	All schools	EL
6. Provide instructional support for EL students to accelerate achievement	\$746,372		All schools	EL
7. Provide Expository Reading and Writing Course (ERWC) Sections	\$275,000		High schools	EL, LI, FY
8. Language support program for newcomer students	\$200,350		Secondary Schools	EL
9. Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	\$823,196	\$150,000 (Title II)	All Schools	EL, LI, FY

* EL – English Learner | LI – Low-Income | FY – Foster Youth

LCAP GOAL 3

AUSD students will graduate and be prepared for college or post secondary opportunities.

METRICS		3-YEAR TARGET
EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard – 11 th grade, all student groups	→	🎯 Increase for all groups ≥ 10% points
EAP/CAASPP SBAC Math percent of students meeting/exceeding standard – 11 th grade, all student groups	→	🎯 Increase for all groups ≥ 10% points
Meeting College/Career Preparation Indicator as prepared on CA Dashboard	→	🎯 ≥ 50%
Percent of AP students scoring a 3 or higher on AP exams	→	🎯 Percent of AP students scoring a 3 or higher on AP exams ≥ 60%
Percent of high school seniors earning a Seal of Biliteracy	→	🎯 Percent of high school seniors earning a Seal of Biliteracy ≥ 10%
Percent of graduates meeting UC/CSU (a-g) and CTE requirements	→	🎯 Percent of AP students scoring a 3 or higher on AP exams ≥ 60%
Percent of graduates meeting UC/CSU (a-g) and CTE requirements	→	🎯 Percent of graduates meeting UC/CSU (a-g) and CTE requirements ≥ 20%
Percent of graduates Completing a CTE Pathway	→	🎯 ≥ 30%
Percent of students meeting UC/CSU Entrance course requirements (a-g)	→	🎯 ≥ 50%
Graduation rate	→	🎯 ≥ 95%
Percent of all students with access to a broad course of study as defined by California Education Code 51210 and 51220 (a)-(i).	→	🎯 100%

Goal 3 Budget: \$5,707,253 (Total) | \$5,332,253 (S & C)

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Prepare AUSD students for College Readiness	\$250,000		High schools	EL, LI, FY
2. Prepare AUSD students for Career Readiness	\$870,000	\$345,000 (CTE Grants)	High schools	EL, LI, FY
3. Staff Support for College & Career Readiness	\$3,835,683	\$20,000 (CTE Grants)	All secondary schools	EL, LI, FY
4. Offer middle school World Language and Art; offer high school LatinX Studies	\$386,570		All secondary schools	EL, LI, FY



* EL – English Learner | LI – Low-Income | FY – Foster Youth

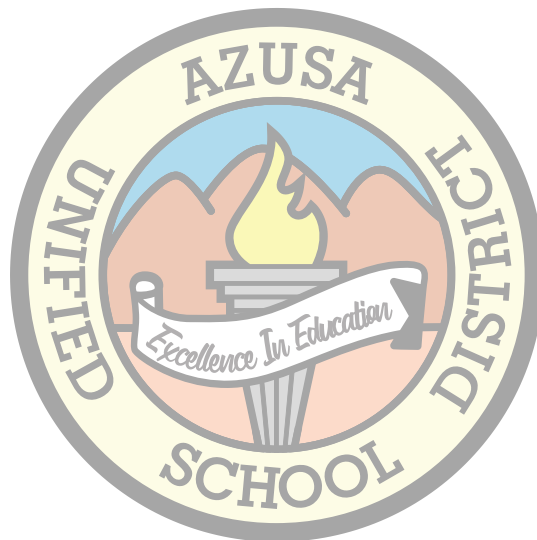
LCAP GOAL 4

AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.

METRICS		3-YEAR TARGET
Chronic Absenteesim Rate - all students and student subgroups	→	⊙ ≤ 7% for all groups
Attendance Rate - all students and student subgroups	→	⊙ ≥ 96% for all groups
The degree to which families are engaged in their school and empowered to influence decision-making	→	⊙ Increase ≥ 5% for all groups
The degree to which families experience positive relationships in their school based on respect, care, and approachability	→	⊙ Increase ≥ 5% for all groups
The participation rate of parents/families who are participating in the District Annual YouthTruth Survey	→	⊙ Increase ≥ 5% for all groups
The participation rate of parents in participating engagement opportunities	→	⊙ Increase ≥ 5% for all groups

Goal 4 Budget: \$2,023,953 (Total) | \$965,267 (S & C)

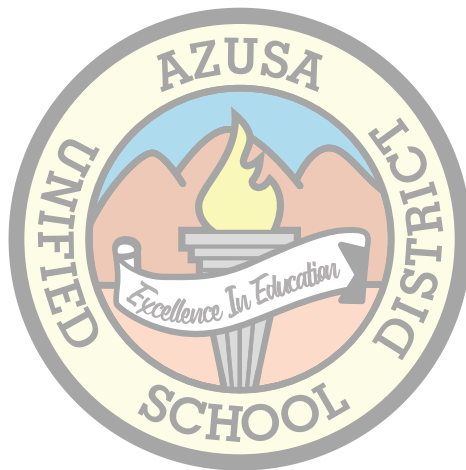
ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide a bilingual community liaison at all schools	\$327,779	\$220,284 (Title 1)	All schools	EL, LI, FY
2. Provide a director to oversee and improve the LCAP process and implementation	\$340,125		All schools	EL, LI, FY
3. Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	\$267,363		All schools	EL, LI, FY
4. Student Support Services staff to support family and pupil engagement		\$838,402 (LCFF Base)	All schools	All
5. Translation to support low incidence languages	\$30,000		All schools	EL, LI, FY



LCAP GOAL 5

AUSD will ensure safe and restorative school climates.

METRICS	3-YEAR TARGET
Suspension Rate - all students and student groups	→  ≤ 2.5% for all groups
Expulsion Rate - all student and student groups	→  ≤ 1% for all groups
High School Dropout Rate	→  ≤ 1% for all groups
Middle School Dropout Rate	→  ≤ 1% for all groups
Average of schools' facilities inspection results	→  ≥ 96% for all schools
Parent perceptions of safety on campuses	→  Increase ≥ 5% for all groups
Student perceptions of safety on campus	→  Increase ≥ 5% for all groups
Teacher and staff perception of safety on campuses	→  Increase ≥ 5% for all groups
The degree to which students are connected and have a sense of belonging to school	→  Elementary: ≥ 70% Middle: ≥ 60% High: ≥ 60%
Teacher and staff perception of school connected and belonging	→  Increase ≥ 5% for all groups
Parent perception of school connectedness and belonging	→  Increase ≥ 5% for all groups








Goal 5 Budget: \$12,376,297 (Total) | \$4,284,893 (S & C)

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide pathways for restorative, resilient, and supportive school communities	\$910,000	\$10,000 (Title IV)	Secondary schools	EM, LI, FY
2. Provide trauma informed professional learning opportunities	\$90,193		All schools	EM, LI, FY
3. Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	\$150,000		All schools	EM, LI, FY
4. Provide behaviorist/social workers and professional learning for social/emotional wellness	\$1,621,058		All schools	EM, LI, FY
5. Provide additional nurses and increased support for student health	\$475,068		All schools	LI
6. Base funding of facilities maintenance and improvements		\$7,088,002 (LCFF Base)	All schools	All
7. Provide schools gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	\$25,000		Elementary schools, All schools	LI
8. Increased support and professional learning for restorative justice	\$672,804	\$155,000 (Community Schools Grant)	All schools	EM, LI, FY
9. Provide supplies, services and resources for Foster Youth	\$125,770		All schools	FY
10. Improve school safety through professional learning and supplies purchases	\$215,000		All schools	LI
11. Provide personnel to support and improve student engagement		\$838,402 (LCFF Base)	All schools	EM, LI, FY



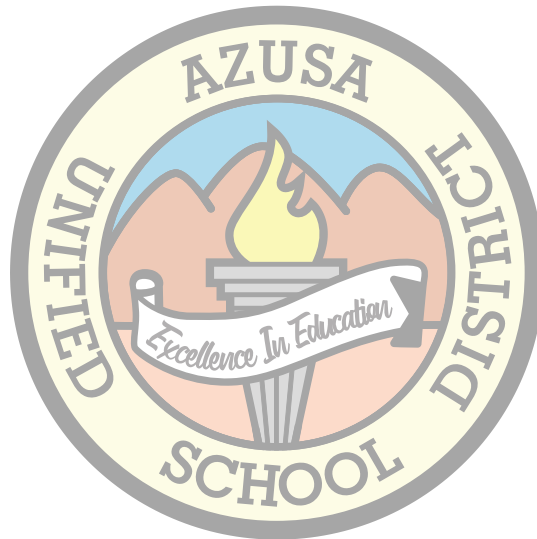
LCAP GOAL 6

By June 2027, Sierra High School will increase the percentage of students meeting or exceeding standards by 10% points in ELA and math for all students, including Hispanic and low-income students subgroups, as measured by CAASPP assessments. Suspension rates will decrease to 7% or less for all students, including students with disabilities, Hispanic, low-income, and EL student subgroups. The College/Career Indicator (CCI) will increase to 10% or higher for all students, including the Hispanic and low-income student subgroups, as measured by the CA School Dashboard.

CAASPP SBAC English Language Arts percent of students meeting/exceeding standard - All students, EL, RFEP, Low-income, SWD, and Hispanic student groups	→		Increase for all groups ≥ 10% points
CAASPP SBAC Mathematics percent of students meeting/exceeding standard All students, EL, RFEP, Low-income, SWD, and Hispanic student groups	→		Increase for all groups ≥ 10% points
Graduation Rate - All students, Hispanic, and Low-income student groups	→		Rates for all groups ≥ 90%
Suspension Rate - All students, EL, Low-income, SWD, and Hispanic student groups	→		≤ 7% for all groups
Percentage of students meeting College/Career Preparation Indicator as prepared on CA Dashboard - All students, Hispanic, and Low-income student groups	→		≥ 10% points

Goal 6 Budget: \$225,259 (Equity Multiplier Funds)

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide intervention and support for at-promise students		\$115,000	Sierra High School	ALL
2. Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices		\$33,000	Sierra High School	ALL
3. Provide support systems for at-promise students		\$52,000	Sierra High School	All
4. Provide alternative discipline approaches		\$15,000	Sierra High School	ALL
5. Provide family and Community engagement opportunities		\$10,259	Sierra High School	ALL



COMMUNITY ENGAGEMENT



Families/Community

- PAC+
- DELAC
- ELAC
- SSC
- Surveys
- Board presentations



Students

- LCAP Student Advisory Committee
- Board presentations
- Surveys



AUSD Staff

- PAC+
- DELAC
- ELAC
- SSC
- Surveys
- Board presentations

Various community members participate in the LCAP process, including families, students, and school district staff (local bargaining units and administrators). Through committee meetings, school board presentations, and surveys, all community members are able to contribute to the district's LCAP process. The community engagement system is highly focused on informing community members about the LCAP, reporting district and site-level strategies for LCAP funds, and collecting input, feedback and recommendations. Details regarding meetings, and specific input from community members can be found in the Community Engagement section of AUSD's LCAP: <https://bit.ly/AUSDLCAP>

Key Acronyms

a-g: UC/CSU required courses for college entrance

AP: Advanced Placement

CAASPP: California Assessment of Student Performance and Progress

CAST: California Science Test

CCSS: Common Core State Standards

CDE: California Department of Education

CSPP: CA State Preschool Program

CSU: California State University

CTE: Career Technical Education

DELAC: District English Learner Advisory Committee

EAP: Early Assessment Program

ELA: English Language Arts

ELAC: English Learners Advisory Committee (school site)

ELPAC: English Language Proficiency

Assessments for California. The state's annual language assessment

EM/EL: Emerging multilingual student/English Learner

FTE: Full Time Equivalent

IB: International Baccalaureate Program

IEP: Individualized education plan

K: Kindergarten

LCAP: Local Control and Accountability Plan

LCFF: Local Control Funding Formula

LTEL: Long-term English Learner

NGSS: Next Generation Science Standards

PAC+: Parent Advisory Committee +

PD: Professional Development

PK: Pre-Kindergarten (pre-school)

PSAT: Preliminary Scholastic

Aptitude Test

RTI: Response to Intervention

S & C: Supplemental and Concentration funds

SARC: School Accountability Report Card

SAT: A college entrance exam

SBAC: Smarter Balanced Assessment Consortium

SSC: School Site Council

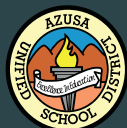
SST: Student Study Team

STEM: Science Technology, Engineering, Math

TK: Transitional Kindergarten

UC: University of California

UDPs/High Needs Students: Unduplicated Pupils (English learner, low-income, foster youth)



Azusa
Unified School District

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