

2024 - 2027

**46 LOCAL CONTROL
AND
ACCOUNTABILITY
PLAN**

LCAP

**Azusa Unified School District
546 South Citrus Avenue
Azusa, CA 91702**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Azusa Unified School District

CDS Code: 19-62479

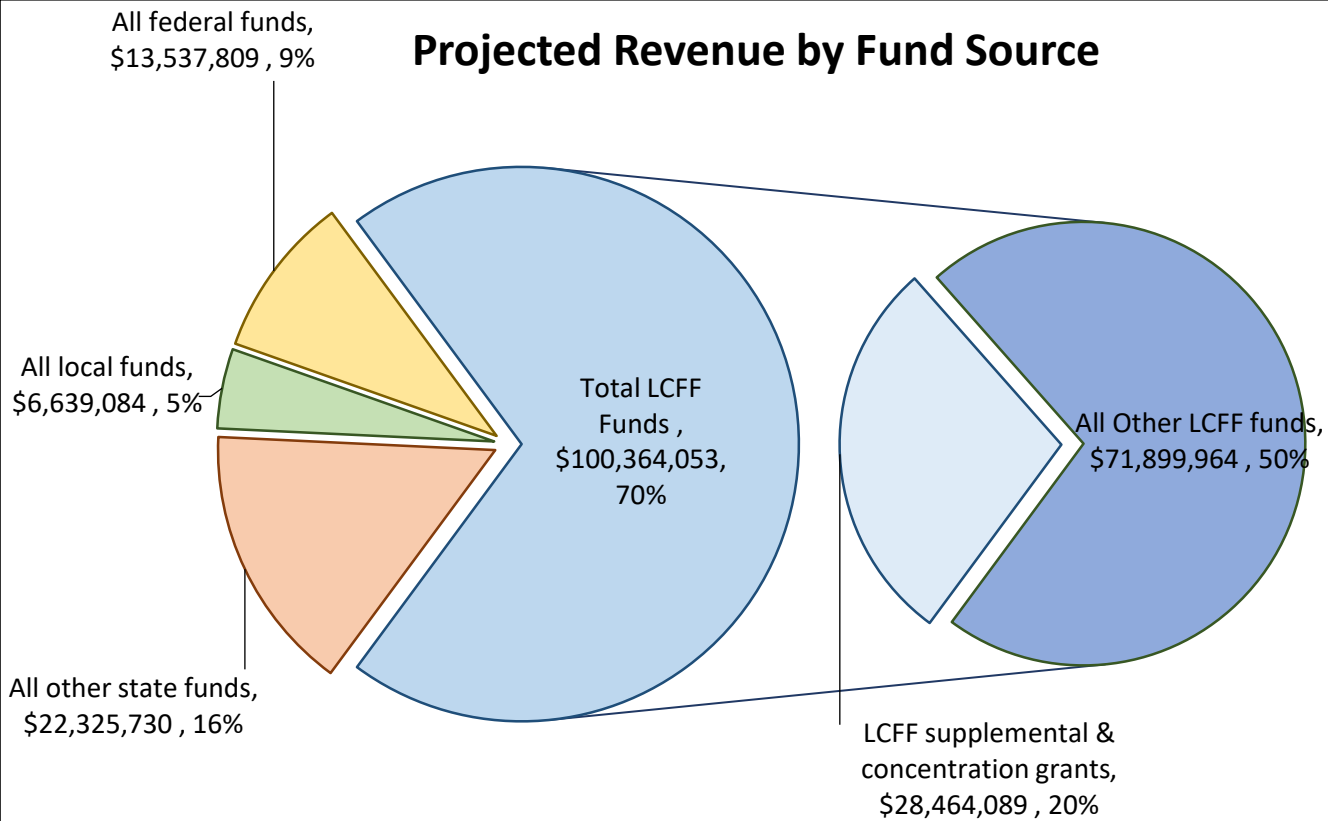
School Year: 2024-2025

LEA contact information: Adriana Garcia-Medina (626) 858-4265 agarciamedina@azusa.org

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

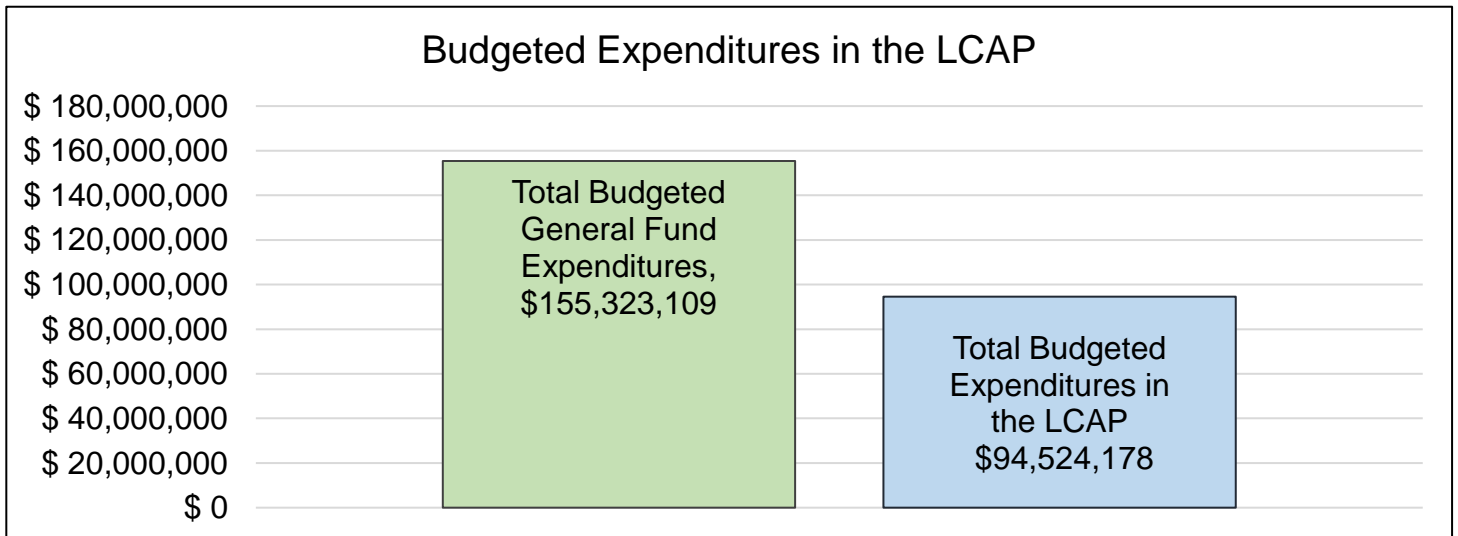


This chart shows the total general purpose revenue Azusa Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Azusa Unified School District is \$142,866,676.00, of which \$100,364,053.00 is Local Control Funding Formula (LCFF), \$22,325,730.00 is other state funds, \$6,639,084.00 is local funds, and \$13,537,809.00 is federal funds. Of the \$100,364,053.00 in LCFF Funds, \$28,464,089.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Azusa Unified School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Azusa Unified School District plans to spend \$155,323,109.00 for the 2024-2025 school year. Of that amount, \$94,524,178.00 is tied to actions/services in the LCAP and \$60,798,931.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

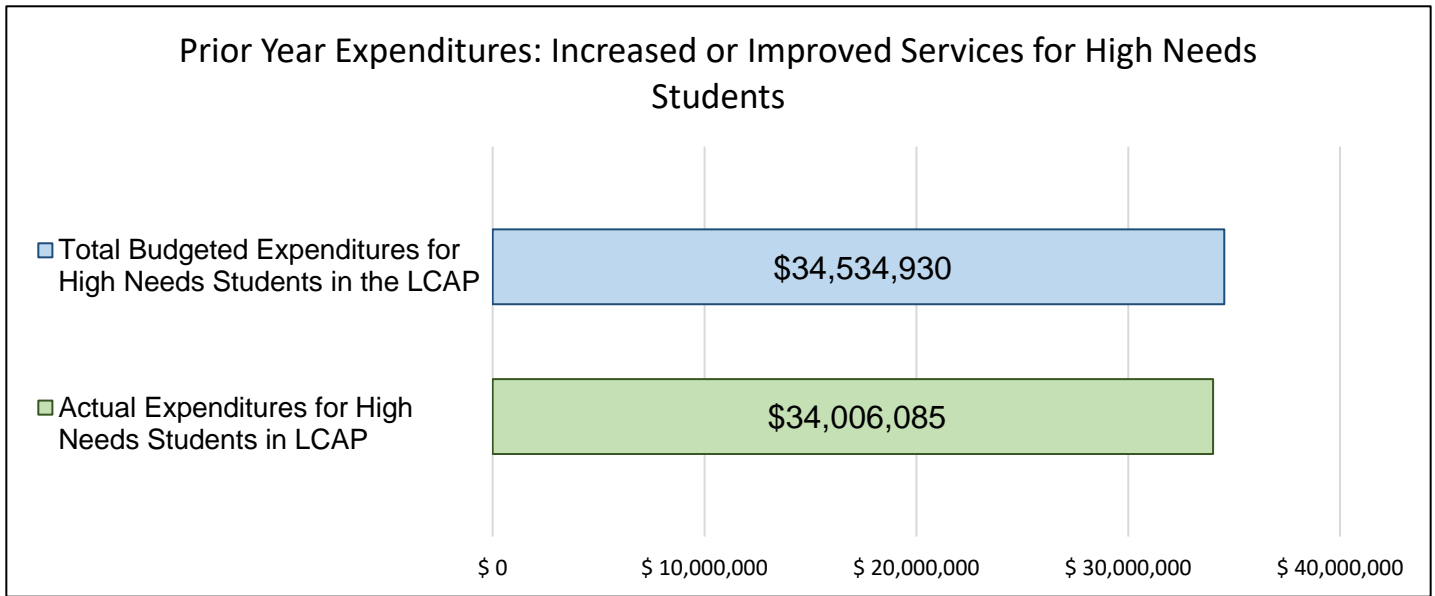
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Azusa Unified School District is projecting it will receive \$28,464,089.00 based on the enrollment of foster youth, English learner, and low-income students. Azusa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Azusa Unified School District plans to spend \$29,054,359.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Azusa Unified School District's LCAP budgeted \$34,534,930.00 for planned actions to increase or improve services for high needs students. Azusa Unified School District actually spent \$34,006,085.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$528,845.00 had the following impact on Azusa Unified School District's ability to increase or improve services for high needs students:

0.87 percent of funding budgeted to increase and improve services for high-need students was not expended in the 2023-2024 school year. Almost all actions were implemented and those that were not implemented were no longer needed as other funding sources were used. The District decided to use one-time funds to increase and improve services for our high-need students so that we could be more fiscally prudent with the funds that would return to us in the following year. We made some changes to our professional learning due to substitute shortages. Funding for actions and services that were not able to be carried out due to constraints of substitutes, will be implemented in the following LCAP year.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Azusa Unified	Adriana Garcia-Medina Director of Educational Services	agarciamedina@azusa.org 626 858-4285

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percent of students with standards-aligned instructional materials Source: Williams Report	2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 100%	100%
Average of schools' facilities inspection results Source: Williams Report	2020-2021 96%	2021-2022 82%	2022-2023 79%	2023-2024 73%	≥96%
Parent perceptions of	2020-2021	2021-2022	2022-2023	2023-2024	≥80%

safety on campuses (My child's school is a safe place to learn) Source: District Annual YouthTruth Survey	79%	Elementary 80% Middle 69% High 65% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	Elementary 80% Middle 57% High 51% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	Elementary 71% Middle 33% High 39% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	
Student perceptions of safety on campus (Do you feel safe at school?) Source: District Annual YouthTruth Survey	2020-2021 68%	2021-2022 Elementary 64% Middle School 62% High School 54% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	2022-2023 Elementary 59% Middle School 54% High School 43% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	2023-2024 Elementary 64% Middle School 49% High School 46% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	≥75%
The measure of students feeling challenged by coursework and teachers (Average rating) Source: District Annual YouthTruth Survey	2020-2021 -High School 3.81 average rating (out of 5) -Middle School 4.40 average rating (out of 5) -Elementary School 2.59 average rating (out of 3)	2021-2022 -High School 3.80 average rating (out of 5) -Middle School 3.81 average rating (out of 5) -Elementary School 2.57 average rating (out of 3)	2022-2023 -High School 3.68 average rating (out of 5) -Middle School 3.73 average rating (out of 5) -Elementary School 2.44 average rating (out of 3)	2023-2024 -High School 3.62 average rating (out of 5) -Middle School 3.68 average rating (out of 5) -Elementary School 2.48 average rating (out of 3)	-High School 4.00 average rating (out of 5) -Middle School 4.45 average rating (out of 5) -Elementary School 2.75 average rating (out of 3)
Professional Learning Community (PLC) Outcomes: -Monthly PLC implementation rates -Percent of PLCs using data as part of PLC protocol -Percent of PLCs leading to instructional outcomes Source: District PLC Reflection Logs	New metric, no baseline data	2021-2022 Professional Learning Community (PLC) Outcomes: -Monthly PLC implementation rates: 100% -Percent of PLCs using data as part of PLC protocol: 86% -Percent of PLCs leading to instructional outcomes: 91%	2022-2023 Professional Learning Community (PLC) Outcomes: -Monthly PLC implementation rates: 93% -Percent of PLCs using data as part of PLC protocol: 89% -Percent of PLCs leading to instructional outcomes: 95%	2023-2024 Professional Learning Community (PLC) Outcomes: -Monthly PLC implementation rates: 95% -Percent of PLCs using data as part of PLC protocol: 95% -Percent of PLCs leading to instructional outcomes: 95%	PLC Outcomes: -Monthly PLC implementation rates 100% -Percent of PLCs using data as part of PLC protocol 100% -Percent of PLCs leading to instructional outcomes 100%

Goal Analysis

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

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

All actions and services in Goal 1 were fully or partially implemented in the 2023-2024 school year. Using a collaborative and improvement-driven approach, AUSD's Goal 1 actions and services provided students with an engaging, relevant, rigorous, and innovative 21st-century learning environment. Our systems, programs, and practices support a positive, safe climate to promote student academic growth, wellness, emotional resilience, and attitudes of empathy, respect, and acceptance within our AUSD Community.

The overall implementation for these actions in Goal 1 was partial implementation.

8 of 10 actions were implemented fully

2 of 10 actions were implemented partially (Actions 1.6 & 1.7)

Successes:

The most successful aspects of implementing these actions have included our secondary schools providing improved and increased opportunities for our high-need students to meet a-g requirements as part of their college readiness, contributing to the effectiveness of the actions/services in achieving our goal. All schools offered an extended day to allow for high-need students to take elective courses in addition to their basic program of studies. Secondary school students were given access to Spanish language and Latinx Studies electives through Goal 1 Action 1. Our middle school Spanish teacher supports sections of Spanish Literacy for our 7th and 8th-grade students and for our Dual Language Immersion Program. Our additional middle school art teacher supports arts instruction for all students. Through this action, students are afforded opportunities for additional electives, and teachers are allowed a planning period. For Action 1.2, our instructional coaches/Teacher on Special Assignments (TOSAs) provided job-embedded instructional coaching addressing instructional rigor and lesson implementation for our high-need students. Professional learning was focused on supporting oral language development and aligning instruction with the ELA and ELD standards. 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. Additionally, the District provided full-day professional development and professional learning community opportunities. This service is principally directed at meeting the needs of EL students and low-income and foster students, resulting in increased achievement and a reduction in achievement gaps between student groups. Through Action 1.3, the District was still able to access and use consultants, such as California Consulting, who supported the efforts of AUSD in getting additional funds targeting student achievement improvements for EL students, students from low-income families, and foster youth. Grants have been awarded to AUSD, including the CA Community Schools Partnership Program Implementation Grant and the Arts Ed COLLECTIVE Advancement Grant. Grant awards total over \$1,450,000 for the 2023-2024 school year. Professional learning topics supported the implementation of the AUSD Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices); rigorous, inquiry-based instruction; English Language Development, and respectful and inclusive learning environments that address social justice and racial issues of inequity in the classroom.

Challenges:

One challenging aspect of implementing actions for Goal 1 has been the reduced availability of substitutes to relaunch our PBIS implementation fully at each school site. Due to the substitute shortage and other professional learning opportunities, not all school site teams received training as intended by Action 1.6, thus resulting in partial implementation. However, our schools continued to implement Positive Behavioral Intervention and Supports (PBIS) to support students, as well as additional staffing for tiered behavior supports, including counseling, behavior intervention, and assessments. Additionally, Action 1.7 was not fully implemented as the social worker positions were not filled this school year. This additional support at each school site would have been instrumental in increasing services for high-needs students and building a sense of safety on campus. Our annual survey results show a decline in the percentage of students' sense of safety at the secondary level and for parents at the elementary and secondary levels as well. Additionally, we continue to have lower levels of attendance, with a 93% average, and higher levels of chronic absenteeism, with a 21% average for all students. This affects our students' sense of

belonging and culture within the school. Additionally, this year, our community continues to experience gang violence that spilled into the school setting, which reduced the rate of safety perception within our schools. We also continued to be affected by staffing shortages and substitute shortages, which impacted professional development.

No planned actions differed substantively from how they were described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions in Goal 1:

Action 1.2 - Provides instructional coaches/TOSAs to support student academic achievement. Reason for difference: The expenditure surpassed the initial budget due to increased salary costs resulting from raises.

Action 1.7 - Provides a behaviorist, social workers, and professional learning for social and emotional well-being. Reason for difference: The social worker positions remained unfilled for the entire school year. This resulted in spending less than planned.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This year, we maintained our percentage of students with standards-aligned instructional materials, which aligns with Actions 1 - 5. These actions proved to be effective. Our average school facilities inspection result was 73%, which was lower than our baseline; making Action 9 ineffective. However, our District made progress in improving our facilities by creating a facilities improvement plan. This plan has been developed to maintain and improve all schools within the District. For Actions 6 - 7, our District's annual survey showed a decline in the metric for parents' and students' sense of safety on campus. Parents at all levels declined over the three-year measure, ending at 71% for elementary, 33% for middle school, and 39% for high school parents, with a three-year target of 80%. Student perception of safety declined as well, ending at 64% for the elementary level, 49% at the middle school level, and 46% at the high school level, with a three-year target of 75% or higher. Although the implementation of actions 1.6 and 1.7 supported this metric, the COVID-19 pandemic continued to affect both students' and parents' sense of safety on campus. Additionally, the community continued to experience significant gang violence throughout the school year, which affected our students' and families' perception of safety in our schools. Our District took steps to enhance safety measures across our sites, including new fencing, installation of security cameras, and door locks using other funding sources. Our Professional Learning Community (PLC) outcomes continue to support progress toward providing students with an engaging, relevant, rigorous, and innovative 21st-century learning environment as supported through actions 1.2 and 1.4. Metrics showed a 6% increase in school sites using data during the PLC process and maintained a 95% in PLCs, leading to instructional shifts and strategy implementation. This year, we implemented a monthly math PLC at all elementary school sites to analyze math data and reinforce math signature practices in the classroom. Additionally, measures for students being challenged by coursework remained similar through the three-year span, with an average rating of 3.62 for high school, 3.68 for middle school, and 2.48 for elementary students. Actions 8 and 10 were effective in providing students with systems of support and positive engagement. Overall, actions and services in this goal were effective in progressing toward the desired three-year outcome; however, we identified a need to continue the work around students' and parents' sense of safety on campus through actions 6 and 7 as a result of partial implementation in the 2023-2024 school year.

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

As recommended by educational partners through feedback cycles, the goal wording will change to a clear and succinct statement that can be understood by

all educational partners: AUSD will ensure a safe and restorative school climate. Through a collaborative effort with students, families, staff, and community partners, AUSD aims to improve students' learning environments and associated outcomes by providing safe and restorative learning climates that support student engagement in learning. Restorative environments are built on the principles of relationship, respect, responsibility, repair, and reintegration. We will focus on expanding partnerships with organizations like the Western Justice Center and Second Call, and there will be actions to support this in the 24-25 LCAP plan. The expertise and support of these partnerships will be instrumental in implementing programs effectively and achieving our goals of a more resilient and supportive school community. Our staff will receive professional learning opportunities to support safe and restorative environments, and staff will have release time for planning the implementation of learning. Action 7, which funds social workers, will address the social-emotional needs of students. Although this year, the District was unable to fill these positions; it will continue to seek candidates to provide a school social worker at each school site. This adjustment will allow our current counselors to continue to focus on academic counseling while allowing the school social workers to focus on the social-emotional needs of students. Providing this added support will increase a sense of safety and cultivate a support system for our students. In order to understand the students' perspectives on safe and restorative school climates, we will add two new metrics to our upcoming three-year plan. We will measure the degree to which students believe that their school fosters a culture of respect and fairness and the degree to which students have strong, supportive relationships with their teachers as measured by our District's annual survey. We will continue to support professional learning in Action 6 to ensure that site PBIS teams receive the proper training to fully implement a relaunch of the PBIS framework as recommended by educational partners. Action 1, which provides middle school Spanish and art and high school Latinx Studies, will be moved to the goal that focuses on college and career readiness. This will facilitate equitable access to a diverse range of courses and improve access by introducing zero and 7th periods. In addition, this action is closely aligned with preparing students for college and careers and will be measured by the college and career indicator. Educational partners agreed that this was a better alignment in focus and measure. We expect to see increased effectiveness for Action 9 by providing additional custodial staff at each school site to support intervention programs beyond the school day. This additional custodial staff will be part of the Goal focused on increasing academic achievement in the 2024 - 2025 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate Source: AERIES,	2019-2020 (to March) -All Students: 96% -Emerging bilingual	2021-2022 -All Students: 90% -Emerging bilingual	2022-23 -All Students: 91% -Emerging bilingual	2023-24 -All Students: 93% -EL students: 93%	≥96% for all groups

Student Information System	<p>students: 97%</p> <p>-Low-income students: 96%</p> <p>-Foster Youth: 94%</p> <p>-Homeless: 94%</p> <p>-Students with disabilities: 95%</p> <p>-African American: 95%</p> <p>-Filipino: 97%</p> <p>-Hispanic/Latinx: 96%</p> <p>-Asian: 98%</p> <p>-White: 96%</p>	<p>students: 90%</p> <p>-Low-income students: 90%</p> <p>-Foster Youth: 88%</p> <p>-Homeless: 87%</p> <p>-Students with disabilities: 88%</p> <p>-African American: 91%</p> <p>-Hispanic/Latinx: 90%</p> <p>-Filipino: 92%</p> <p>-Asian: 94%</p> <p>-White: 90%</p>	<p>students: 91%</p> <p>-Low-income students: 91%</p> <p>-Foster Youth: 90%</p> <p>-Homeless: 86%</p> <p>-Students with disabilities: 89%</p> <p>-African American: 92%</p> <p>-Hispanic/Latinx: 91%</p> <p>-Filipino: 94%</p> <p>-Asian: 95%</p> <p>-White: 91%</p>	<p>-Low-income students: 93%</p> <p>-Foster Youth: 93%</p> <p>-Homeless: 92%</p> <p>-Students with disabilities: 91%</p> <p>-African American: 92%</p> <p>-Hispanic/Latinx: 93%</p> <p>-Filipino: 95%</p> <p>-Asian: 94%</p> <p>-White: 93%</p>	
<p>Chronic Absenteeism</p> <p>Source: AERIES, Student Information System</p>	<p>2019-2020 (to March)</p> <p>-All Students: 9%</p> <p>-Emerging bilingual students: 9%</p> <p>-Low-income students: 9%</p> <p>-Foster Youth: 21%</p> <p>-Homeless: 20%</p> <p>-Students with disabilities: 16%</p> <p>-African American: 15%</p> <p>-Filipino: 7%</p> <p>-Hispanic/Latinx: 9%</p> <p>-Asian: 5%</p> <p>-White: 14%</p>	<p>2021-2022</p> <p>-All Students: 35%</p> <p>-Emerging bilingual students: 36%</p> <p>-Low-income students: 36%</p> <p>-Foster Youth: 40%</p> <p>-Homeless: 46%</p> <p>-Students with disabilities: 43%</p> <p>-African American: 42%</p> <p>-Hispanic/Latinx: 35%</p> <p>-Filipino: 21%</p> <p>-Asian: 19%</p> <p>-White: 37%</p>	<p>2022-2023</p> <p>-All Students: 31%</p> <p>-Emerging bilingual students: 30%</p> <p>-Low-income students: 29%</p> <p>-Foster Youth: 36%</p> <p>-Homeless: 45%</p> <p>-Students with disabilities: 39%</p> <p>-African American: 30%</p> <p>-Hispanic/Latinx: 32%</p> <p>-Filipino: 11%</p> <p>-Asian: 11%</p> <p>-White: 34%</p>	<p>2023-24</p> <p>-All Students: 21%</p> <p>-EL students: 23%</p> <p>-Low-income students: 22%</p> <p>-Foster Youth: 27%</p> <p>-Homeless: 24%</p> <p>-Students with disabilities: 29%</p> <p>-African American: 24%</p> <p>-Hispanic/Latinx: 21%</p> <p>-Filipino: 10%</p> <p>-Asian: 8%</p> <p>-White: 22%</p>	≤ 7% for all groups
<p>Suspension Rate</p> <p>Source: AERIES, Student Information System</p>	<p>2019-2020 (to March)</p> <p>-All Students: 9%</p> <p>-Emerging bilingual students: 9%</p> <p>-Low-income students: 9%</p> <p>-Foster Youth: 21%</p> <p>-Homeless: 20%</p> <p>-Students with disabilities: 16%</p> <p>-African American: 15%</p> <p>-Filipino: 0%</p> <p>-Hispanic/Latinx: 9%</p> <p>-Asian: 5%</p> <p>-White: 14%</p>	<p>2021-2022</p> <p>-All Students: 3%</p> <p>-Emerging bilingual students: 3%</p> <p>-Low-income students: 3%</p> <p>-Foster Youth: 8%</p> <p>-Homeless: 4%</p> <p>-Students with disabilities: 5%</p> <p>-African American: 11%</p> <p>-Filipino: 0%</p> <p>-Hispanic/Latinx: 3%</p> <p>-Asian: 0%</p> <p>-White: 4%</p>	<p>2022-2023</p> <p>-All Students: 5%</p> <p>-Emerging bilingual students: 5%</p> <p>-Low-income students: 5%</p> <p>-Foster Youth: 14%</p> <p>-Homeless: 13%</p> <p>-Students with disabilities: 5%</p> <p>-African American: 13%</p> <p>-Filipino: 2%</p> <p>-Hispanic/Latinx: 5%</p> <p>-Asian: 1%</p> <p>-White: 5%</p>	<p>2023-2024</p> <p>All Students: 12%</p> <p>EL students: 2%</p> <p>Low-income students: 12%</p> <p>Foster Youth: 0%</p> <p>Homeless: 2%</p> <p>Students with disabilities: 3%</p> <p>African American: 0%</p> <p>Filipino: 0%</p> <p>Hispanic/Latinx: 12%</p> <p>Asian: 0%</p> <p>White: 0%</p>	≤ 2.5% for all groups
<p>Expulsion Rate</p> <p>Source: AERIES,</p>	<p>2019-2020</p> <p>-All Students: .01%</p> <p>-Emerging bilingual</p>	<p>2021-2022</p> <p>-All Students: 0%</p> <p>-Emerging bilingual</p>	<p>2022-2023</p> <p>-All Students: .01%</p> <p>-Emerging bilingual</p>	<p>2023-2024</p> <p>All Students: 0%</p> <p>EL students: 0%</p>	≤.5% for all groups

Student Information System	students: 0% -Low-income students: .01% -Foster Youth: 0% -Homeless: 0% -Students with disabilities: 0% -African American: 0% -Filipino: 0% -Hispanic/Latinx: .01% -Asian: 0% -White: 0%	students: 0% -Low-income students: 0% -Foster Youth: 0% -Homeless: 0% -Students with disabilities: 0% -African American: 0% -Filipino: 0% -Hispanic/Latinx: 0% -Asian: 0% -White: 0%	students: 0% -Low-income students: .01% -Foster Youth: 0% -Homeless: 0% -Students with disabilities: 0% -African American: 0% -Filipino: 0% -Hispanic/Latinx: .01% -Asian: 0% -White: 0%	Low-income students: 0% Foster Youth: 0% Homeless: 0% Students with disabilities: 0% African American: 0% Filipino: 0% Hispanic/Latinx: 0% Asian: 0% White: 0%	
The degree to which parents/families are engaged in their school and empowered to influence decision making. Source: District Annual YouthTruth Survey	2020-2021 Elementary: 68% positive responses Middle: 62% positive responses High: 63% positive responses	2021-2022 Elementary: 65% positive responses Middle: 54% positive responses High: 62% positive responses	2022-2023 Elementary: 69% positive responses Middle: 54% positive responses High: 54% positive responses	2023-2024 Elementary: 71% positive responses Middle: 46% positive responses High: 50% positive responses	Increase of ≥ 5% for all grade spans
The degree to which parents/families are participating in programs for unduplicated students through District Annual YouthTruth Survey. Source: District Annual YouthTruth Survey	2020-2021 2,091 parents/family members	2021-2022 1,631 parents/family members	2022-2023 1,690 parents/family members	2023-2024 1,627 parents/family members	5% increase in the number (from baseline)
Perceptions parents, students, and staff of school safety on District Annual YouthTruth Survey; percent of positive responses Source: District Annual YouthTruth Survey	2020-2021 My school is a safe place/Students are safe from violence Parents: 76% Students: 67% Staff: 78%	2021-22 My school is a safe place/Students are safe from violence PARENTS -Elementary: 80% -Middle: 69% -High: 65% STUDENTS -Elementary: 64%	2022-2023 My school is a safe place/Students are safe from violence PARENTS -Elementary: 80% -Middle: 57% -High: 54% STUDENTS -Elementary: 59%	2023-2024 My school is a safe place/Students are safe from violence PARENTS -Elementary: 81% -Middle: 40% -High: 44% STUDENTS -Elementary: 64%	Increase ≥ 5% for all groups

Survey		-Middle School: 62% -High School: 54% STAFF -Elementary: 92% -Middle School: 88% -High School: 69% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	-Middle School: 54% -High School: 43% STAFF -Elementary: 86% -Middle School: 64% -High School: 54% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	-Middle School: 49% -High School: 46% STAFF -Elementary: 82% -Middle School: 57% -High School: 54% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	
The degree to which students are connected and have a sense of belonging to school	2020-2021 Elementary: 67% Middle: 46% High: 36%	2021-2022 Elementary: 59% Middle: 52% High: 41%	2022-2023 Elementary: 55% Middle: 56% High: 39%	2023-2024 Elementary: 54% Middle: 51% High: 44%	Elementary: ≥ 75% Middle: ≥65% High: ≥55%
Source: District Annual YouthTruth Survey					
Percent of parents/families who would recommend AUSD schools (level of satisfaction)	2020-2021 69%	2021-2022 Elementary: 73% Middle: 57% High School: 65% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	2022 - 2023 Elementary: 76% Middle: 60% High School: 54%	2023-2024 Elementary: 77% Middle: 45% High School: 48%	≥75%
Source: District Annual YouthTruth Survey					
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions.	2020-2021 47% positive responses	2021-2022 49% positive responses	2022-2023 46% positive responses	2023-2024 45% positive responses	≥53%
Source: District Annual YouthTruth Survey					
High School Dropout Rate	2020 -All: 6.7% -Emerging bilingual students: 19% -Students with disabilities: 7.1%	2021 -All: 9.2% -Emerging bilingual students: 16% -Students with disabilities: 12.9%	2022 -All: 10% -Emerging bilingual students: 14% -Students with disabilities: 13%	2023 -All: 3% -EL students: 1% -Students with disabilities: 1% -Low-income students: 2%	Reduction ≥ 1% for all groups
Source: CDE, Dataquest					

	-Low-income students: 6.6%	-Low-income students: 9.0%	-Low-income students: 10%		
Middle School Dropout Rate	2020 0%	2021 0%	2022 0%	2023 3%	Maintain 0%
Source: AERIES, Student Information System					

Goal Analysis

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

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

All actions and services in Goal 2 were fully implemented in the 2023-2024 school year. Through a collaborative, improvement-driven approach, our District focused on the engagement and leadership growth of parents/families and students. Although participation numbers do not surpass pre-pandemic participation numbers, opportunities for engagement and leadership through the Azusa Parent Learning Network were still offered in person and virtually to accommodate parents' schedules. School sites also increased on-campus opportunities for engagement that supported student achievement. This year, we continued our partnership with Project 2 INSPIRE, a parent leadership program in collaboration with the California Association for Bilingual Education (CABE) supported by Action 2. Parents from all schools are invited to participate and become trained facilitators for their school site. This program provides parents with the best opportunities and resources to help their children succeed in school. Our District focused on communication enhancement and provided staff to oversee, monitor, and implement all forms of communication between the District, families, students, and the community at large. Technology was used to improve communication and provide additional opportunities for two-way communication. We continue to explore programs that enhance two-way communication with education partners. To increase school safety and address safety concerns from our educational partners, this year, we continued to strengthen our safety measures at our school sites by improving our phone and intercom systems to increase efficiency and access to on-site communication. In addition, our District has installed outdoor safety cameras and safety locks across the District. These cameras help monitor visitors on campus and improve supervision of all outdoor areas. Our District continues to provide a Community Liaison for each school so that families of high-needs students can access and connect to the schools. Through the Community Liaisons' work, parent engagement was increased and improved, along with increased positive relationships and connections between families and schools. Our community liaisons help coordinate communication and disseminate information between the school, home, and the community. They facilitate home and community understanding of school programs and objectives and aid parent involvement and engagement in school activities. They develop effective working relationships with individuals, community groups, and social service agencies. They also accommodate communication from parents who don't speak English to both school administrators and teachers, as all of our liaisons can communicate in a second language. Additional evening hours for community liaisons were offered at school sites for flexible meeting times for all parents and families. Additionally, our Director of Educational Services served to oversee the LCAP process, evaluate and monitor LCAP metrics, actions, and services, and oversee surveys and education partner engagement in the LCAP process.

The overall implementation of actions in Goal 2 was full implementation.
7 of 7 actions were implemented fully

Successes:

Our District continued to provide opportunities to partner with families, students, and staff in building leadership and offering opportunities for input in decision-

making. The addition of the Thought Exchange platform of two-way communication served as a valuable tool to engage all education partners despite their availability to attend meetings. These Thought Exchange feedback loops were offered to students, parents, and staff, increasing the transparency and availability of important decisions and topics. Additionally, our PAC+ committee met as planned and was one of the input committees in developing the District's LCAP Plan. Parent and family forums, such as school site coffee with principal, SSC, ELAC, DELAC, and parent roundtables, took place throughout the year by maintaining both in-person and virtual formats. As the pandemic's impact continued to impact our community, District staff were able to reach out to monitor and support foster youth and EL students. Foster youth were provided resources and materials under Goal 2 Action 3. Our District's Student Support Services staff helped support students and families by overseeing student attendance and enrollment. Student Support Services staff also served as a liaison between families and outside agencies. Our Student Support Services department supported high-needs students with counseling services to resolve issues regarding school attendance, student discipline, campus safety, and programs for at-risk youth. District staff and school community liaisons also provided a strong communication link for families of high-need students. School sites offered Family Math Game Days, where families participated in math games, reinforcing student learning and allowing families to partner with school staff to support math instruction. The return of such events will continue strengthening both parents' and students' sense of connectedness and belonging as measured by our District's annual survey. The challenge of increased community violence created a need for a comprehensive program to build a more resilient and supportive school community, supported by Action 8. This action facilitated trauma healing circles, positive behavior assemblies, staff training, and mentorship opportunities for high-needs students. These services should continue to support suspension and expulsion rate data.

Challenges:

There were no challenges to the implementation of these actions, and actions were fully implemented; however, there were challenges in the perception of safety as our community experienced violence throughout the school year, which affected educational partners' perception of safety, as evidenced by the lower rates in our District's annual survey. Although we increased our attendance rate by 2% from last year to 93%, our attendance rate continues to be below the desired 96% or higher. Parent participation continued to be challenging as participation in meetings and trainings has not reached pre-pandemic levels. This decrease in participation continues to affect our participation rate in the District's annual survey. This year, we did not surpass last year's participation numbers by 63 surveys, and we did not reach the baseline number of surveys by approximately 460 surveys. Furthermore, chronic absenteeism rates continue to pose a challenge in our District, as is commonly occurring across the State of California. We decreased our chronic absenteeism rate by 10%, but we continue to have a high rate of absenteeism at 21%. This level of absenteeism is affecting our students' access to instruction, programs, and their sense of connectedness and belonging, as evidenced by the District's annual survey results. Through our Professional Learning Communities (PLCs), we continue to analyze attendance and chronic absenteeism data, develop the next steps to reengage students, and communicate with parents about the importance of attendance. In particular, we are studying the data associated with African American students, foster youth, homeless, and students with disabilities to ensure that these subgroups have the support and interventions needed.

There were no planned actions that differed substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions in Goal 2:

Action 2.3 - Provides resources and services for Foster Youth. Reason for difference: The cost of transportation services for Foster Youth exceeded the budget.

Action 2.5 - Provides a bilingual community liaison at each school. Reason for difference: The expenditure surpassed the initial budget due to increased salary costs resulting from raises.

Action 2.8 - Provides a pathway to restorative justice, which provides trauma-informed practices at our school sites. Reason for difference: The cost of services was less than the budgeted amount, resulting in fewer expenditures than planned. Additionally, some services were provided through the Community Schools grant.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Parent engagement factors help measure our progress toward Goal 2, which is the engagement and leadership growth of parents/families and students. Our survey participation numbers did not surpass last year's or our baseline numbers. However, although the survey numbers are lower, this could be attributed to our declining enrollment numbers. This year, we had 1627 parent surveys compared to 1690 last year, a difference of only 63 surveys. However, these surveys continued to give us valuable insights from our educational partners. Overall, our District annual survey responses remain at or above comparable typical California schools, indicating that Action 6 and 2 have been effective. Survey results show that over 45% of parents feel they have input in decision-making at their schools and in the District. Elementary parents showed a 2% increase in the results associated with the sense of feeling engaged and influencing decision-making. In contrast, middle school and high school parents slightly declined in this area, but the overall percentage remains over 45%, which indicates that we did not meet our three-year target. Additionally, approximately half of parents in the District would recommend AUSD schools; the highest recommendation rates are 77%, coming from elementary school parents and meeting the three-year target. The lowest rate, 48%, is seen at the high school level. This is an increase for elementary school parents but a decrease for high school parents over the three-year LCAP plan. Students' sense of connectedness and belonging was an area of focus for our District; however, survey results do show a decline for elementary and middle school students but an increase for high school student responses by 5%. When asked whether they feel their voices are heard, 45% of students felt they were. These survey results show both increases and decreases, with higher results for elementary students than for secondary students. These metrics are aligned to actions that support student engagement, including actions 7 and 8. We saw some positive gains in our District attendance and chronic absenteeism rates. Our attendance rate is at 93%, lower than the expected 96% or higher, and our chronic absenteeism rate is at 21%, a decline of 10% from last year but considerably higher than our three-year metric goal of less than 7%. Both a lower attendance rate and a chronic absenteeism rate affect our students' ability to develop a sense of connectedness and belonging, access instructional resources and interventions, and feel a sense of safety. This is especially true for our foster youth at 27%, students with disabilities at 29%, and African American students at 24%, who have a higher rate of chronic absenteeism than other subgroups. Despite this difference, foster youth were afforded support through action 3, which is supported by decreased suspension rates, decreased chronic absenteeism rates, and increased attendance rates overall. Monitoring of attendance and chronic absenteeism data, differentiated interventions, and collaboration between school staff and families will improve these chronic absenteeism rates. These actions 2, 5, 3, and 8 were effective, yielding in some gains in our metrics overall. Educational partners shared that school events and engagement opportunities are offered at both the site and District levels and that this goal should continue to support this effort. They emphasized the importance of communicating these opportunities to all families in the home language. Action 4, which aims to improve school safety through professional learning, was partially implemented due to substitute shortages, which affected the effectiveness of the action.

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

As recommended by educational partners, the goal wording will change to a clear and succinct statement that can be understood by all educational partners that has a focus on family engagement: AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community. In the current LCAP, this goal focuses on both student and parent engagement. Moving into the next LCAP cycle, this goal will address parent engagement through building partnerships and relationships. For the upcoming LCAP, we will change the metric that measures the number of survey responses to the participation rate of parents who complete the survey. Rather than a raw number of participants, a participation percentage rate will give us a value that is compared to enrollment. We will add an action to support materials and supplies to increase the home-school connection for all of our school sites, as recommended by our educational partners. Action 2 has been moved to Goal 4 in the 2024 - 2025 plan, and we have added transportation and conference costs as an opportunity to engage parents in additional learning opportunities that support student learning. In response to our educational partners, we will increase the outreach of families in their home language by seeking translation in multiple languages above and beyond English and Spanish through a new action, which will allow us to contract with outside agencies for translation services. In order to gain a better sense of student engagement, we will add a metric that measures the degree to which families experience positive relationships in their school based on respect, care, and approachability through our District's annual survey. In Action 3 we will include classified staff to provide added outreach and support for foster youth and families in order to increase student achievement, student engagement, and student connectedness. The results of this added service will improve social, emotional, and academic support for our students who are in foster care through the work of the family resource specialist. This action will be part of the

culture and climate goal in the 2024 - 2025 LCAP which provides services and resources for foster youth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Local Assessments for 2020-2021 only- 11th grade Source: California Dashboard and Illuminate, Student Assessment Data System	2019 EAP/CAASPP ELA 11th grade -11th Grade: 47% -Emerging bilingual students: 10% -Low-income students: 45% -Students with disabilities: 6% -Hispanic/Latinx: 46% -White: 58% 2021 Local Assessment Grade 11 ELA meeting/exceeding standard -All students: 39% -Emerging bilingual students: 10% -Students with disabilities:	EAP/CAASPP ELA data not available, assessment not given 2022 Local Assessment Grade 11 ELA meeting/exceeding standard -All students: 41% -Emerging bilingual students: 17% -Students with disabilities: 9%	2022 EAP/CAASPP ELA 11th grade -11th Grade: 47% -Emerging bilingual students: 5% -Low-income students: 46% -Students with disabilities: 13% -Hispanic/Latinx: 46% -White: 64% 2023 Local Assessment Grade 11 ELA meeting/exceeding standard -All students: 42% -Emerging bilingual students: 15% -Students with disabilities:	2023 EAP/CAASPP ELA 11th grade 11th Grade: 44% EL students: 5% Low-income students: 44% Students with disabilities: 5% Hispanic/Latinx: 43% White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) 2024 Local Assessment Grade 11 ELA meeting/exceeding standard -All students: 49% -EL students: 29% -Students with disabilities: 14%	Increase for all groups \geq 5% points Reduction in the difference between student groups \geq 10%

	15%		13%		
EAP/CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2019 EAP/CAASPP Math 11th grade -11th Grade: 25% -Emerging bilingual students: 2% -Low-income students: 23% -Students with disabilities: 0% -Hispanic/Latinx: 23% -White: 42% 2021 Local Assessment Grade 11 Math meeting/exceeding standard -All students: 8% -Emerging bilingual students: 4% -Students with disabilities: 5%	EAP/CAASPP Math data not available, assessment not given 2022 Local Assessment Grade 11 Math meeting/exceeding standard -All students: 31% -Emerging bilingual students: 34% -Students with disabilities: 28%	2022 EAP/CAASPP Math 11th grade -11th Grade: 25% -Emerging bilingual students: 5% -Low-income students: 19% -Students with disabilities: 5% -Hispanic/Latinx: 18% -White: 36% 2023 Local Assessment Grade 11 Math meeting/exceeding standard -All students: 45% -Emerging bilingual students: 16% -Students with disabilities: 15%	2023 EAP/CAASPP MATH 11th grade 11th Grade: 16% EL students: 0% Low-income students: 13% Students with disabilities: 1% Hispanic/Latinx: 13% White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) 2024 Local Assessment Grade 11 Math meeting/exceeding standard -All students: 26% -EL students: 14% -Students with disabilities: 14%	Increase for all groups \geq 5% points Reduction in the difference between student groups \geq 10%
Graduation Rate (CA Dashboard District Rate)	2020 -All Students: 91% -Emerging bilingual students: 74% -Foster Youth: 94% -Homeless: 77% -Low-income students: 91% -Students with disabilities: 81% -Filipino: 92% (when available based upon total number of students in this group) -Hispanic/Latinx: 92% -White: 96%	2021 -All Students: 86% -Emerging bilingual students: 71% -Foster Youth: 82% -Homeless: 75% -Low-income students: 86% -Students with disabilities: 69% -Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) -Hispanic/Latinx: 86% -White: 90%	2022 -All Students: 87% -Emerging bilingual students: 68% -Foster Youth: 85% -Homeless: 71% -Low-income students: 87% -Students with disabilities: 76% -Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) -Hispanic/Latinx: 87% -White: 92%	2023 All Students: 84% EL students: 69% Foster Youth: 77% Homeless: 74% Low-income students: 85% Students with disabilities: 64% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 85% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)	Rates for all groups \geq 95%
Percent of Early College Program Seniors earning 2 semesters of transferable units	2020 82%	2021 94%	2022 70%	2023 81%	100%

Source: AERIES, Student Information System (Transcripts)					
College and career readiness measures Source: Dataquest and California Dashboard	<p>2020</p> <ul style="list-style-type: none"> -Percent of 12th graders meeting UC/CSU (A-G) course completion requirements: 45% -Percent of AP students scoring a 3 or higher on AP exams: 57% -Percent of IB students averaging a score of 4 or higher on IB exams: 43% -Percent of students completing a CTE pathway by the end of 12th grade: 19% -Percent of high school seniors earning a Seal of Biliteracy: 15% -Percent of high school seniors earning a Seal of Civic Engagement: N/A -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard: 43% -Percent of graduates meeting UC/CSU (a-g) and CTE requirements: 5% 	<p>2021</p> <ul style="list-style-type: none"> -Percent of 12th graders meeting UC/CSU (A-G) course completion requirements: 32% -Percent of AP students scoring a 3 or higher on AP exams: 26% -Percent of IB students averaging a score of 4 or higher on IB exams: 79% -Percent of students completing a CTE pathway by the end of 12th grade: 15% -Percent of high school seniors earning a Seal of Biliteracy: 15% -Percent of high school seniors earning a Seal of Civic Engagement: N/A -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard: N/A -Percent of graduates meeting UC/CSU (a-g) and CTE requirements: 7% 	<p>2022</p> <ul style="list-style-type: none"> -Percent of 12th graders meeting UC/CSU (A-G) course completion requirements: 38% -Percent of AP students scoring a 3 or higher on AP exams: 39% -Percent of IB students averaging a score of 4 or higher on IB exams: 64% -Percent of students completing a CTE pathway by the end of 12th grade: 15% -Percent of high school seniors earning a Seal of Biliteracy: 20% -Percent of high school seniors earning a Seal of Civic Engagement: N/A -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard: N/A -Percent of graduates meeting UC/CSU (a-g) and CTE requirements: 10% 	<p>2023</p> <ul style="list-style-type: none"> -Percent of 12th graders meeting UC/CSU (A-G) course completion requirements: 36% -Percent of AP students scoring a 3 or higher on AP exams: 41% -Percent of IB students averaging a score of 4 or higher on IB exams: 63% -Percent of students completing a CTE pathway by the end of 12th grade: 12% -Percent of high school seniors earning a Seal of Biliteracy: 5% -Percent of high school seniors earning a Seal of Civic Engagement: N/A -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard: 36% -Percent of graduates meeting UC/CSU (A-G) and CTE requirements: 8% 	<ul style="list-style-type: none"> -Percent of 12th graders meeting UC/CSU (A-G) course completion requirements \geq 50% -Percent of AP students scoring a 3 or higher on AP exams \geq 60% -Percent of IB students averaging a score of 4 or higher on IB exams \geq 55% -Percent of students completing a CTE pathway by the end of 12th grade \geq 25% -Percent of high school seniors earning a Seal of Biliteracy \geq 20% -Percent of high school seniors earning a Seal of Civic Engagement \geq 20% -Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard \geq 50% -Percent of graduates meeting UC/CSU (a-g) and CTE requirements: 12%
Percent of high school students enrolled in college-preparatory courses/programs (unduplicated AP, IB, ECP, Dual Enrollment) Source: AERIES, Student Information System (Course Enrollment Data)	2020-2021 57%	2021-2022 31%	2022-2023 23%	2023-2024 34%	\geq 65%

Percent of 9th-grade students with 3.00 GPA or higher Source: AERIES, Student Information System	2020-2021 25%	2021-2022 31%	2022-2023 33%	2023-2024 35%	≥ 30%
Percent of 12th-graders who complete the FAFSA Source: Naviance	New metric	2021-2022 44%	2022-2023 69%	2023-2024 70%	≥ 70%
Percent of all students with access to a broad course of study as defined by CA Ed Code 51210 and 51220 (a) - (i). Source: California School Dashboard Local Indicators	2022 100%	New metric	2023 100%	2024 100%	100%

Goal Analysis

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

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

All actions and services in Goal 3 were fully implemented in the 2023-2024 school year. Through a collaborative, improvement-driven approach, all actions and services in Goal 3 addressed all students' unique needs and abilities by providing high-quality instruction and course offerings to ensure students are prepared for college enrollment and career transitions. Goal 3 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 some outcomes for graduates have improved over the years, such as increases in the local assessment results, pass rate on IB exams, and participation in college readiness and career technical programs, the COVID-19 pandemic has impacted these improvements negatively. Graduation rates at AUSD comprehensive high schools dipped during the pandemic and post-pandemic compared to our baseline data of a 91% graduation rate for all students. They resulted in a graduation rate of 84% for all students for the 2023 school year. Restoring the previous years' levels of college and career readiness success has been a primary focus. Through actions and services in Goal 3, students were provided programs and materials that prepared them for college and career transitions. This year we offered programs offering high-quality curriculum and instruction aligned with the California Career Technical Education (CTE) Model Curriculum Standards, including providing a coherent sequence of CTE courses that enabled students to transition to postsecondary education programs that lead to a career pathway or attain employment, developing a sequenced continuum of integrated work-based learning activities, including internships, job shadows, mock interviews, job site visits, soft skills training, and guest speakers; collaborating with the San Gabriel Economic Partnership, NAF, Azusa Chamber of Commerce, local businesses; and, increasing participation of underserved and underrepresented student populations, particularly English Language Learners and Students with Disabilities. We have also

expanded our dual enrollment offerings, with as many as 200 students taking a dual enrollment course and earning both high school graduation and college credits. Our first cohort of 9th-grade students started in the 2023-2024 school year.

The overall implementation of these actions in Goal 3 was full implementation.
12 of 12 actions were implemented fully

Successes:

Supported by Goal 3 Action 1, our high school counselors and career tech team met students to update them on grades, courses, and calendar events, and support social-emotional issues, to give guidance on the Free Application for Federal Student Aid (FAFSA), California Dream Act Application (CADAA) requirements, and Naviance. In addition, counselors discussed California Scholarship Federation (CSF) deadlines with students and met with students 1:1 to go over four-year plans. A-G requirements were reviewed during these meetings, and students were advised on AP courses. Counselors created an "on track/off track" list to help students see if they are prepared with A-G requirements. Counselors analyzed grades and transcripts and recommended those students who are not on track for A-G to retake classes over the summer and on APEX to get back on track for A-G. In addition, the counselors met with every 9th-grade student and their parents to discuss their 4-year plans. All students were encouraged to complete the A-G subject requirements to have the choice to apply to colleges during their senior year of high school. Instructional supplies and materials were purchased for secondary STEM classes, after-school Femineers club, and Project Lead the Way (PLTW) participation. Under Goal 3 Action 3, Advancement Via Individual Determination (AVID) students at Gladstone Middle School received instruction in Cornell notes, critical reading, Socratic seminars, tutorials, organization, and other skills pertaining to success in college. Students also explored career interests and were introduced to different types of universities through field trips and online research. Gladstone Middle School AVID students engaged in weekly Cornell notes, weekly tutorial sessions, and weekly supply/binder checks. Their studies focus on college research and career exploration. Goal 3 Action 4 supported middle school students at Gladstone Middle School to explore the engineering process and learn to work collaboratively through design challenges throughout the year. They studied the design, construction, operation, and use of Hummingbird and Finch Robots. Students developed coding skills using block programming as well as Python code to program robots and create computer games. Through LCAP funding for extra hours, STEM teachers have created lessons and units. Where students have experienced units on forces and motion that culminated with building and launching rockets. Other units included a focus on nutrition/food choice/digestive system unit with the goal of students knowing about what they eat and giving them the tools to make healthy decisions. It will culminate in groups crafting an ideal food menu for a week and having them prepare and share something both nutritious and tasty for the class. These innovative and real-life experiences have made learning meaningful for our students.

Challenges:

The challenges of the pandemic, school reorganization, and declining enrollment have significantly lowered numbers in most if not all, AP, Honors, and IB courses. We also had significant staffing shortages as a continued result of the COVID-19 pandemic. Challenges for the AVID program have been low enrollment and inconsistent tutor attendance. Furthermore, school reorganization has caused staff shifting, thus creating the need to train staff on programs and curriculum. However, substitute shortages continue to limit the availability to send staff to professional development opportunities. Despite these challenges, we have had some success with recruiting students for programming with the support of school counselors; however, we continue to look for ways to build the recruiting of students for our college and career programs. Also, after a very difficult deliberation process, we have decided to end the IB program after the 2024-2025 school year due to low enrollment.

There were no planned actions that differed substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions in Goal 3:

Action 3.1 - Provides professional learning and materials for college and career readiness. Reason for difference: Substitute shortages limited the number of teachers who could attend professional learning opportunities during the school day. Additionally, support was funded through Learning Loss Mitigation funds which resulted in expenditures that were less than budgeted.

Action 3.4 - Provides STEM programs at Dalton and at our middle school, which feeds into high school pathways. Reason for difference: Expenditures exceeded the amount budgeted due to an increase in salary and benefits and an increase in sections to support STEM program.

Action 3.5 - Offers, supports, and expands Career Tech Education at district high schools. Reason for difference: Expenditures were higher than budgeted as a result of additional costs of salary and benefits due to a raise in salaries and additional sections for CTE courses.

Action 3.6 - Offers the International Baccalaureate Program to students at Azusa HS. Reason for difference: Expenditures were less than budget due to a decrease in the number of sections needed to support the IB program which reduced the amount needed for salary and benefits.

Action 3.9 - Offers summer school to high-need students. Reason for difference: Expenditures were less than budgeted. Summer school dates and expenditures will run into the current and next fiscal year.

Action 3.10 - Increases school counseling and services to prepare students for college and career readiness. Reason for difference: Expenditures were more than budgeted as a result of additional costs of salary and benefits due to a raise in salaries.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 calls for a collaborative, improvement-driven approach, where Azusa USD will address all students' unique needs and abilities and provide high-quality instruction and course offerings to ensure students are prepared for college enrollment and career transitions. To be prepared for a college or career transition, students must be academically prepared. All actions in Goal 3 support academic preparedness and support college and career readiness. Actions 1, 2, 6, and 10 effectively provided college and career readiness opportunities for students, such as college entrance exams, access to AP courses, credit recovery opportunities, and support for grade improvement. The AP exam pass rate has increased from 26% to 41% in the last three years, although we did not meet the three-year target. IB exam rates have also increased from our baseline of 43% to 63% last school year. Action 3 effectively developed students' strong study skills and gained academic preparedness, as evidenced by an increase in our local assessment results. ELA local assessments increased from 39% to 49% of students meeting or exceeding standard; however, math did not yield the same results. Action 4, 5, and 8 effectively provided increased access to CTE programs and STEM learning opportunities. AUSD offers Career Technical Education (CTE) courses at both high schools. There are 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, and Entertainment. Across both Azusa USD high schools, over 940 students participate in a CTE pathway, which is an increase from previous years and marks the effectiveness of Action 5. Annually, Azusa USD 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. Action 3.7 effectively provided Dual Enrollment opportunities, including Career Technical Education programs to increase college and career readiness. At Azusa High School, the 2024 cohort is on track to earn at least 22 college credits, with approximately 60% of the students earning 36 college credits. Action 9 was effective in providing summer opportunities for credit recovery. We had an increase in enrollment for our summer programming, with over 750 students participating during the summer of 2023 in classes such as middle school math and ELA support, ELD, credit recovery, original credit, and dual enrollment. Our partnership with Citrus College (costs paid by Citrus College and not from AUSD LCAP) ensured that an additional approximately 900 students were able to take classes for credit recovery. Actions 10 and 11 were effective in increasing services to students. Counselors assisted seniors with college applications, FAFSA workshops, and the Citrus College Promise Program. Counselors continue to meet with students at risk of failing, send out Summer School letters to students, and meet with Seniors who are in danger of not graduating. Counselors attend weekly meetings with AP of Guidance and monthly with the Director of College and Career Pathways. Action 12 was effective in supporting college and career readiness for students. Although data reflects that students prepared with A-G requirements declined by 9% to 36% over the past three years, a positive gain that resulted from the implementation was the increase in the percentage of 9th-grade students with a 3.0 or higher to 35% and the increase in the percentage of students who completed the FAFSA to 70%, which shows the intent of attending college.

Overall, actions and services in Goal 3 were effective, as evidenced by the District's annual survey results. The percent positive responses for the college and career readiness questions are comparable to those of typical California schools and are all above 42%. Additionally, the District Annual Survey shows that high school students report using resources at school that support future goals, including support with choosing classes needed for graduation, counseling about future career possibilities, counseling about how to apply for college, admission requirements, college entrance exam preparation, and counseling

about how to pay for college with an increases from year to year. The District High School Parent Annual Survey yields 55% or higher percent positive responses for questions measuring resources necessary to achieve learning goals, guidance necessary to prepare students for the future, guidance necessary to help my child succeed, and expectations for students. Given these data results and educational partner feedback, Goal 3 actions and services were effective.

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

In reviewing the data and metrics, we did not meet our three-year target in some metrics; however, actions and services in Goal 3 were effective based on educational partner input and other data points. We attribute the shortfall in meeting our three-year target to several reasons, such as the lingering but deleterious effects of COVID, which created a litany of issues that prevented students from meeting grade-level standards. As such, students have been entering our secondary schools often below grade level and have a history of multiple D/Fs grades. Thus, students have struggled not only to meet AUSD graduation requirements but also to meet A-G or demonstrate success in rigorous courses such as IB, AP, or Dual Enrollment. Also, in reviewing our Actions/Services, it was apparent that we had too many (12) areas of focus, each with its unique needs and budget allocation. Instead, we realized we needed to focus on only 4 areas of focus. And so, as recommended by educational partners, the goal wording will change to a clear and succinct statement that can be understood by all educational partners focusing on post-secondary success: AUSD students will graduate and be prepared for college or post-secondary opportunities. Feedback from students and parents noted the importance of supporting opportunities where students could explore interests. In order to better align with the college/career preparation indicator on the CA School Dashboard, we will align our metric to mirror that of the CCI dashboard indicator. This will allow students to demonstrate college/career preparedness through various means, including completing 2 years or more of ROTC or completing a registered pre-apprenticeship, which we did not measure in the current LCAP. Additionally, we will align our actions to have three main purposes prepare AUSD students for college readiness (Actions 1, 2, 3, 6, 7, and 12), prepare AUSD students for career readiness (Actions 4, 5, and 8), and staff to support college and career readiness (Actions 4, 5, 10, and 11).

Our first action in the 2024-2025 LCAP will focus on student college readiness. It will help prepare students by providing improved and increased opportunities for students so they can 1) meet UC/CSU A-G requirements, 2) take more varied and/or rigorous course offerings that include AP, IB, and Dual Enrollment courses with dual credits and 3) graduate on time with their 4-year cohort, which includes getting access to online and in-person credit recovery options. Also, this action will provide our students with support to overcome barriers that might have prevented access to college, such as test fees for AP, IB, or PSAT/SAT exams, challenges of the college application process, including FAFSA, college visits, and needed instructional or college relevant materials. A second action in the 2024 - 2025 LCAP will support career readiness will build on students' career readiness by offering students opportunities to explore their self and career interests, complete CTE pathways to learning relevant technical job-specific skills related to career paths, acquire industry-recognized certifications, participate in work-based learning opportunities where they can apply learned skills and foster their employability skills, participate in internship/pre-apprenticeship/apprenticeship opportunities to apply learned skills in real-world work environments and participate in career-related competitions such as with Career and Technical Student Organizations (CTSO). A third action in the 2024 - 2025 LCAP will provide the needed staffing, including additional FTEs, a career guidance tech, school counselors, and district administrative support, which is critical for the success of the programs, as well as to ensure high-need students have access to the course offerings. Staffing will support programs such as AVID, IB, AP, Dual Enrollment, CTE exploration, CTE Pathways, middle school Spanish teacher, middle school Art teacher, and Latinx Studies teacher to increase equity of access for our students to a broad course of study by not only providing additional sections throughout the instructional day but also during zero and 7th periods. Extra hours for staff are also needed for additional support, such as planning for and supervision of activities and programs before or after school hours, such as teacher collaboration hours, CTSO competitions, work-based learning activities, internships, and apprenticeships. Ensuring access to rigorous academics and support is crucial for our low-income students, foster students, and EL students, to this end 4) we will allocate resources for one full-time equivalent (FTE) middle school World Language teacher, one FTE middle school Art teacher, and one FTE Latinx Studies teacher. These additional staffing positions will facilitate equitable access to diverse courses, further supported by the introduction of zero and 7th periods. By organizing actions into three main purposes, we can enhance programs and support for students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Through a collaborative, 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 bilingual students’ language acquisition, biliteracy, reclassification, and academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
<p>CAASPP SBAC English Language Arts percent of students meeting/exceeding standard</p> <p>Source: California Dashboard and Illuminate, Student Assessment Data System</p>	<p>2019 CAASPP ELA</p> <ul style="list-style-type: none"> -All students: 40% -Emerging bilingual students: 6% -Reclassified Fluent English Proficient (RFEP): 55% -Low-income students: 38% -Students with disabilities: 6% -Foster Youth: 25% -Homeless: 33% -African American: 28% -Asian: 64% -Filipino: 76% -Hispanic/Latinx: 38% -White: 57% <p>2021 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard</p> <ul style="list-style-type: none"> -All students: 32% 	<p>CAASPP Data is not available, assessment not given</p> <p>2022 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard</p> <ul style="list-style-type: none"> -All students: 40% -Emerging bilingual students: 15% -Students with disabilities: 13% 	<p>2022 CAASPP ELA</p> <ul style="list-style-type: none"> -All students: 37% -Emerging bilingual students: 8% -Reclassified Fluent English Proficient (RFEP): 56% -Low-income students: 35% -Students with disabilities: 11% -Foster Youth: 8% -Homeless: 27% -African American: 27% -Asian: 71% -Filipino: 64% -Hispanic/Latinx: 36% -White: 50% <p>2023 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard</p>	<p>2023 CAASPP ELA</p> <ul style="list-style-type: none"> All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% Low-income students: 35% Students with disabilities: 8% Foster Youth: 0% Homeless: 20% African American: 23% Asian: 60% Filipino: 71% Hispanic/Latinx: 35% White: 46% <p>2024 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard</p> <ul style="list-style-type: none"> -All students: 45% -EL students: 28% -Students with disabilities: 16% 	<p>Increase for all groups ≥ 5% points</p> <p>Reduction in the difference between student groups ≥ 10%</p>

	-Emerging bilingual students: 11% -Students with disabilities: 12%		-All students: 43% -Emerging bilingual students: 25% -Students with disabilities: 14%		
CAASPP SBAC Math percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2019 CAASPP Math -All students: 31% -Emerging bilingual students: 7% -Reclassified Fluent English Proficient: 40% -Low-income students: 29% -Students with disabilities: 4% -Foster Youth: 21% -Homeless: 26% -African American: 18% -Asian: 71% -Filipino: 68% -Hispanic/Latinx: 29% -White: 48% 2021 Local Assessment Grade 3-8 & 11 Math meeting/exceeding standard -All students: 18% -Emerging bilingual students: 8% -Students with disabilities: 5%	CAASPP Data not available, assessment not given 2022 Local Assessment Grade 3-8 & 11 Math meeting/exceeding standard -All students: 32% -Emerging bilingual students: 21% -Students with disabilities: 17%	2022 CAASPP Math -All students: 23% -Emerging bilingual students: 7% -Reclassified Fluent English Proficient: 31% -Low-income students: 21% -Students with disabilities: 7% -Foster Youth: 8% -Homeless: 11% -African American: 6% -Asian: 65% -Filipino: 50% -Hispanic/Latinx: 22% -White: 39% 2023 Local Assessment Grade 3-8 & 11 Math meeting/exceeding standard -All students: 34% -Emerging bilingual students: 20% -Students with disabilities: 17%	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% Low-income students: 21% Students with disabilities: 6% Foster Youth: 0% Homeless: 14% African American: 17% Asian: 54% Filipino: 41% Hispanic/Latinx: 21% White: 36% 2024 Local Assessment Grade 3-8 & 11 MATH All students: 36% EL students: 22% Students with disabilities: 19%	Increase for all groups \geq 5% points Reduction in the difference between student groups \geq 10%
Percent of fully credentialed/authorized teachers Source: Williams Report and Human Resources Report	2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 100%	100%
Percent of appropriately assigned teachers Source: Williams Report and Human Resources Report	2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 95.26%	100%

Resources Report					
Percent of students with standards-aligned instructional materials	2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 100%	100%
Source: Williams Report					
Third-grade reading proficiency rate (Lexile measure)	2020-2021 39%	2021-2022 27%	2022-2023 53%	2023-2024 44%	≥ 65%
Source: Illuminate Education, Assessment Management System					
Rate of A-C grades for 9th-grade students	All: 56% -Emerging bilingual students: 35% -Reclassified fluent English proficient: 65% -Low-income students: 54% -Students with disabilities: 37% -Hispanic/Latinx: 55%	All: 66 % -Emerging bilingual students: 57% -Reclassified fluent English proficient: 72% -Low-income students: 65% -Students with disabilities: 59% -Hispanic/Latinx: 65%	All: 67% -Emerging bilingual students: 57% -Reclassified fluent English proficient: 75% -Low-income students: 67% -Students with disabilities: 57% -Hispanic/Latinx: 66%	All: 69% -EL students: 57% -Reclassified fluent English proficient: 75% -Low-income students: 70% -Students with disabilities: 70% -Hispanic/Latinx: 71%	≥ 75% for all groups
Source: AERIES, Student Information System					
Rate of reclassification of emerging bilingual students	2020-2021 10.8%	2021-2022 10%	2022-2023 13%	2023-2024 15%	≥ 12%
Source: AERIES, Student Information System & Ellevation EL Program Management					
Percent of emerging bilingual students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores.	2019 45%	2021 Not Available (Dashboard Measure Suspended)	2022 52%	2023 50%	≥ 55%

(Outcome not available Year 1) Source: California Dashboard					
Reduction of the percent of emerging bilingual students who are Long Term English Learners (LTELs = categorized as EL for more than 6 years) Source: AERIES, Student Information System & Ellevation EL Program Management	2020-2021 LTEL rate 38% (new metric)	2021-2022 LTEL rate 29%	2022-2023 LTEL rate 34%	2023-2024 LTEL rate 11%	Reduction of rate \geq 5%
Test of English Language Learning (TELL) Results Source: Pearson CAP Assessment Platform	No baseline, new metric	Not Available	2022-2023 35%	2023-2024 40%	Proficiency growth \geq 5%
Implementation of State Standards Local Metric Source: California Dashboard	2021 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	2022 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	2023 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	2024 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	All areas increase to or maintain 5
CAASPP California Science Test (CAST) percent of students meeting/exceeding standard Source: California	2022 CAST -All students: 17.48% -Emerging bilingual students: 0.26% -Reclassified Fluent English Proficient (RFEP): 20.85%			2023 CAASPP CAST All students: 17% EL students: 2% Reclassified Fluent English Proficient (RFEP): 23% Low-income students: 16% Students with disabilities: 5%	Increase for all groups \geq 5% points Reduction in the difference between student groups \geq 10%

Dashboard and Illuminate, Student Assessment Data System	-Low-income students: 16.17% -Students with disabilities: 4.64% -Foster Youth: 0.0% -Homeless: 8.65% -African American: 20.84% -Asian: 45.83% -Filipino: 45.00% -Hispanic/Latinx: 16.11% -White: 38.59%		Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 9% African American: 17% Asian: 48% Filipino: 37% Hispanic/Latinx: 15% White: 38%
--	---	--	---

Goal Analysis

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

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

All actions and services in Goal 4 sought to increase all student achievement and narrow gaps between student groups. Actions and services in Goal 4 also focus on increasing language acquisition and academic progress for our students who are learning English. The actions and services for Goal 4 were either fully or partially implemented. Additionally, the actions and services related to this goal aimed at increasing the number of Reclassified Fluent English Proficient (RFEP) students and decreasing Long Term English Learners (LTEL). Notwithstanding, student performance on the Smarter Balanced Assessment Consortium (SBAC) tests and local diagnostic assessments identify an ongoing need to address student academic achievement.

The following actions were fully implemented: Action 4.1: Supplemental standards-aligned instructional materials and technology; Action 4.2: Provide all students standards-aligned instructional materials; Action 4.7: Increase technology access and support for technology district-wide and Action 4.16: Provide supplemental instructional materials and technology for EL students and provide our high-need students with standards-aligned instructional materials to supplement and improve instruction. Technology was purchased to support classroom instruction, such as interactive boards, voice lift systems, speakers, and Chromebooks for classroom and at-home use. These purchases support teachers in using many applications and programs that increase engagement and provide a digital platform for added access to intervention programs and curriculum. Through Action 4.1, a research-based developmental supplemental curriculum was purchased to support phonics, vocabulary, and spelling instruction for kindergarten through high school students. This program aims to provide a practical way to study words with students and involves examining, manipulating, comparing, and categorizing words. Leveled libraries were also purchased to reinforce skills and provide a meaningful context for phonics patterns with the appealing books in each correlated leveled library. This supplemental program supports our efforts of professional learning focused on differentiation and small-group instruction for EL students, as noted in Action 4.11: Increase and improve professional learning targeting the needs of EL students. ELA/ELD TOSAs supported professional learning for administrators, co-administrators, and support staff to increase the achievement of EL students. ELA/ELD, Science, Math, and Social Science TOSAs have partnered to support the development of integrated units of study with the strategic use of language function and other strategies to support language acquisition. Title III funds were used to provide training with the TELL assessment. The TELL is a supplemental monitoring tool used to measure language proficiency, as found in Action 4.14. Other actions that support the monitoring of EL students include Action 4.10 and 4.13. ELLevation is a very effective EL student management tool used as the District's main EL student software. We currently use ELLevation to monitor students who meet the criteria for reclassification. Additionally, schools and teachers monitor RFEP students to ensure that all reclassified students are progressing and receiving the support needed. This management system is key to identifying and monitoring EL student progress. This year, we continued the Sobrato Early Academic Language (SEAL) professional learning,

focusing on strategies that enhance oral academic language acquisition and job-embedded coaching to improve instruction for EL students for third through fifth-grade teachers at selected sites. Teachers learned high-leverage practices that address the language demands of rigorous grade-level standards. These opportunities addressed using academic language throughout the curriculum, creating an enriched environment, articulation across grades, and strong partnerships between families and schools. As the year progressed, teachers applied learned strategies, developed units, and collaborated with colleagues. These professional learning efforts were supported by Action 4.11, which increases equity and access for our high-need students. Additionally, intervention and academic acceleration courses were offered. These opportunities were offered during the school day and after school. Intervention/ELD teachers provided differentiated instruction based on data analysis. Tutoring opportunities were given to identified students, and partnerships with PAPER and Hey Tutor also afforded additional support through the use of funding from Action 4.5. We also provided music instruction at all elementary, middle, and high school levels, contributing positively to student engagement and achievement. Action 4.3, which provides visual and performing arts funds, continues to support secondary schools and elementary schools. Additionally, this action supports the Meet the Master's Program at all elementary schools and 4 FTE Itinerant Art teachers who have provided art instruction at all grade levels. Through the support of Action 4.15, our Spanish Dual Language Immersion (DLI) program allowed students to develop balanced bilingualism and increased academic achievement. Our District has had a successful and growing DLI program that has resulted in higher levels of student achievement for participants, particularly our EL students. This year, our DLI program transitioned to Gladstone Middle School successfully. DLI leaders continue to work with District partners on refining systems and structures. As we continue implementing actions and services for Goal 4, we expect student achievement to increase while narrowing the achievement gap for all students.

The overall implementation of these actions in Goal 4 was full implementation.

13 of 16 actions were implemented fully

3 of 16 actions were implemented partially due to staffing shortages (Actions 4.3, 4.4, 4.8)

Successes:

An area of success for Goal 4 was Action 4.11, which increases and improves professional learning targeting the needs of EL students, and 4.12, which provides added intervention and instructional support for EL students. Our teachers on special assignments (TOSAs) supported professional learning. They supported the development of integrated units of study with the strategic use of language function and other strategies to support language acquisition. The TOSAs also provided intensive curriculum support and instructional support services that include effective strategies and intervention in the areas of language and literacy development. Furthermore, the collaboration between our TOSA team provided school sites with professional learning centered on small group reading instruction, meeting students where students are, accelerating learning, and the Improving Reading for Older Students course. Another highlight included the work in Action 4.3, providing students with visual and performing arts curriculum and materials. Sites could augment their materials and supplies to support art instruction at all levels. Additionally, three Itinerant Art Teachers visited each elementary school to deliver standards-aligned art lessons. Action 4.7, increased technology access and support for technology district-wide and created improved means for many of our low-income students, foster students, and EL students who do not have access to reliable technology at home. The increased technology allowed for differentiation of instruction both in the classroom and at home. We continue to increase and improve all District music programs by purchasing instruments, materials, and supplies to increase equity and access for our high-need students, particularly those from low-income families, through actions 4.3 and 4.4. This year, we expanded our district-wide Band and Art shows at all levels, highlighting our students' visual and performing arts skills. Concerts included an All-District Concert, an Elementary Band Concert, a Middle School Choir Festival, a District Mariachi Concert, Juried Art Shows, and Elementary Art Shows. Another area of success has been the collaboration and coordination of our early education programs, which is supported through Action 4.9. The District continues around alignment in math instruction and assessment from preschool through third grade. Preschool and ETK teachers are provided professional development and coaching support in implementing Counting Collections. Material and supplies that support Counting Collections have been purchased to support the program's implementation in preschool and ETK classrooms. This year, we expanded these efforts to reach PK through second grade while focusing on problem-solving in mathematics for the 3rd to fifth grades. We have also incorporated monthly Professional Learning Communities (PLCs) to analyze data from counting collections assessments, problem-solving assessments, and math diagnostic tests to determine the next steps in instruction. We continued to provide additional books that align with SEAL units and books that support diversity, equity, and inclusion have been purchased for classroom libraries. Our local District assessments yielded opportunities for data analysis and showed growth in students meeting and exceeding standards for both ELA and Math. ELA showed 2% growth for all students and 3% growth for EL students. In Math, local assessments showed a growth of 18% for all students and a 2% increase for EL students, and students with disabilities increased to 19% of students meeting or exceeding standards. Further, while the percentage of third-grade students showing proficiency on their reading Lexile scores declined from last year, we have shown growth since our baseline data of 39% with a current 44% reading

proficiency for our third-grade students. Another area of success is our increase in reclassification rate, which increased by 2% to 15% this school year and met the three-year target. We attribute these improvements to the actions and services in Goal 4 centered around interventions, professional learning, increased access to supplemental materials, and technology access.

Challenges:

Based on the Smarter Balanced Assessment (SBAC) results this school year, we have maintained student performance in both English Language Arts (ELA) and Math from 2022 to 2023. SBAC ELA results show all students at a proficiency level of 37%, with significant gaps for our EL students, students with disabilities, and foster youth. Our EL students have a proficiency rate of 8%, our students with disabilities have a proficiency rate of 8%, and foster youth have a proficiency rate of 0% for ELA. However, local assessments show gains in proficiency rates in both ELA and math. In the area of math, scores are showing a significant need to provide interventions for all students. The math proficiency rate for all students is 22%. In comparison, EL students have a proficiency rate of 7%, students with disabilities show a proficiency rate of 6%, foster students show a proficiency rate of 0%, homeless students show a proficiency rate of 14%, and African American students show a proficiency rate of 17%. Effects of the pandemic continue to yield barriers to student achievement, including lower attendance rates, higher chronic absenteeism rates, higher social-emotional needs, and a lowered sense of engagement and connectedness. Although professional development supports the learning of our staff and should directly affect instructional practice, attendance, and chronic absenteeism continue to be a barrier to students getting consistent instruction. Analysis of District attendance data shows that chronic absenteeism is higher in PK - first grade, where students build their educational foundation. Being chronically absent during these critical years creates gaps in learning for our students. Additionally, the COVID-19 pandemic and distance learning perpetuated gaps in mathematical concepts. Teachers and site leaders are working to re-engage students and families while providing differentiated support to these high-needs subgroups, as noted in actions and services from Goal 4; however, staffing and substitute shortages continue to slow the impact of some of our intervention and instructional programs. Another challenge has been our District's reorganization, which has been challenging for students, families, and staff. Blending of school communities and staff takes time and can also impact student achievement and progress. Our District has been transparent and supported all educational partners through this process; nonetheless, shifting our school sites has challenged student learning.

Action 4.16 was implemented differently from how it was described in the adopted LCAP due to the increased cost of added technology interactive panels and voice lift systems. These tools allowed for increased differentiation for small group instruction and elevated the ability for students to listen to oral language, which is a key function of learning language.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were minimal material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions for Goal 4:

Action 4.2 - Provides all students with standards-aligned instructional materials. Reason for difference: Expenditures came in under the proposed budget as other one-time funding sources were used for this action.

Action 4.5 - Provides comprehensive intervention for high-need students at all sites. Reason for difference: Expenditures were less than planned due to staffing shortages. Positions for site success coaches remained vacant for part of the school year.

Action 4.7 - Provides increased technology access and support for technology district-wide. Reason for difference: Expenditures exceeded the budgeted amount due to an increase in the cost of salary and benefits for our site network technicians.

Action 4.8 - Provides increased instructional support for high-need students. Reason for difference: Expenditures were less than budgeted due to staff shortages as aide positions remained vacant for the entire school year.

Action 4.11 - Increases and improves professional learning by targeting the needs of EL students. Reason for difference: Expenditures were less than allocated due to the continued shifting of our professional learning implementation to job-embedded coaching and support in lieu of the continued substitute shortage.

Action 4.12 - Provides added intervention and instructional support for EL students. Reason for difference: Expenditures were less than budgeted due to some materials and supplies were funded with Title I funding.

Action 4.15 - Supports a dual language immersion program. Reason for difference: Expenditures were less due to the hiring of newer staff for vacant positions where the cost of salaries and benefits was less than budgeted.

Action 4.16 - Provides supplemental instructional materials and technology for EL students. Reason for difference: Expenditures were higher than budgeted for this action to support the purchase of interactive panels and voice lift systems. These tools allowed for increased differentiation for small group instruction and elevated the ability for students to listen to oral language, which is a key function of learning language.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Metrics identified in LCAP Goal 4 include Smarter Balanced Assessment Consortium (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. SBAC results demonstrate that ELA proficiency rates for all students are at 37%; however, EL students, students with disabilities, and foster youth are underperforming. Over the course of the three-year LCAP plan, we did not meet the 5% increase target in ELA. Although the SBAC assessment was paused due to the COVID-19 pandemic, we only decreased by 3% from our baseline for all students in ELA. In math, SBAC proficiency rates are considerably lower than in ELA, and we did not meet the overall three-year target, which decreased from our baseline. Math proficiency on SBAC for all students is at 22%. In comparison, EL students have a proficiency rate of 7%, students with disabilities show a proficiency rate of 6%, foster students show a proficiency rate of 0%, homeless students show a proficiency rate of 14%, and African American students show a proficiency rate of 17%. For third-grade reading proficiency, we did not meet the three-year target; however, we did increase by 5% from our baseline data, demonstrating improvement and effectiveness. California Science Test (CAST) yielded similar results from 2022 to 2023, with a 17% proficiency rate for all students and lower rates for EL students, students with disabilities, and homeless students. This has only been the second year of CAST test results. Our Science TOSA is working on professional learning opportunities where teachers align teaching with the next-generation science standards and framework while using the new science interim assessments as a tool to guide instruction. These proficiency percentages demonstrate a need to continue to offer actions and services outlined in Goal 4, specifically Actions 5, 8, and 12, which provide added interventions and instructional support for our high-need students and proved effective in maintaining relatively similar proficiency levels from 2022 to 2023. While these actions will provide the support needed to shore up achievement levels, staff shortages and vacancies have slowed progress. Lower attendance rates and higher chronic absenteeism rates have also had a detrimental effect on student learning. Our students have made gains in both ELA and math when reflecting on local assessments, indicating the effectiveness of these actions. Additionally, we increased our reclassification rate for 2022-2023 by 1% to 14% and met our three-year target indicating effectiveness for Actions 10 through 16. Our percentage of students becoming long-term English Learners (LTELs) decreased to 11% in 2023-2024, and we also met the three-year target in this area, which is another indication of effectiveness for actions 10 through 16. EL students are progressing toward language proficiency on the CA School Dashboard based on English Language Proficiency Assessment for California (ELPAC) scores, which increased by 5% to a rate of 50% but did not reach the 55% three-year target. The Test of English Language Learners (TELL) results also show a 5% gain in proficiency levels, showing effectiveness. Again, this showed improvement and effectiveness in our Actions 10 through 16. Although the percentage of A, B, and C grades being earned by our 9th graders increased by 13% over the three-year plan, we did not meet the 75% target. However, the 13% growth over time demonstrates the effectiveness of Actions 1, 2, 6, 7, and 9. Continued work in analyzing state and local assessments through the Professional Learning Community (PLC) process will help our District and school make informed decisions on student interventions. Access to technology, programs, and interventions through Goal 4 will offer additional support and opportunities for learning, specifically through Actions 3 and 4. These actions were effective in increasing engagement through music and art opportunities. The District Annual Survey shows that high school students report a 53% percent positive response, middle school students report a 57% positive response, and elementary students report a 70% positive response, aligning with typical California school averages, indicating the effectiveness of these actions. The effects of the pandemic continue to create barriers for students; therefore, the 2024 2025 LCAP plan will continue to support, monitor, and intervene on behalf of students through actions and services in Goal 4. Overall, actions and services in this goal were effective in progressing toward some desired three-year outcomes; however, we identified a need to continue the work around students' achievement in math and ELA to continue that progress.

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

In reviewing the data and metrics, we found that the previous LCAP's Actions/Services showed some effectiveness, as many metrics showed growth, but some did not meet the three-year target. We attribute that to several reasons, such as the lingering but deleterious effects of COVID, which created a litany of issues that prevented students from meeting grade-level standards. For example, students often enter our schools below grade level with gaps in their learning. Thus, students have struggled to meet grade-level standards, as reflected in state standardized testing results. Further, in reviewing our Actions/Services, we had two areas of focus in Goal 4, each with its unique needs and budget allocation. The first area of focus was to ensure achievement of grade level standards while reducing achievement gaps, and the second area of focus was to prioritize emerging bilingual students' language acquisition, biliteracy, reclassification, and academic achievement. We recognized the need to separate the areas of focus for more strategic implementation of support and measuring of progress by creating two separate goals in which each is tied directly to an area of focus. And so, as recommended by educational partners, in the next LCAP plan, this goal will focus on academic achievement for all students, and the goal wording will change to a clear and succinct statement that can be understood by all educational partners focusing on academic achievement: AUSD will ensure growth and achievement for all students on California State Standards. Although our EL students have made significant gains and met learning targets, we continue to see their performance well below that of all students in all academic areas. Within this goal's area of focus, there will be a new action in Goal 2 for the 2024-2025 LCAP plan that provides sections of Expository Reading and Writing Course (ERWC) at the secondary level to increase intensive instruction for our EL students (Action 7). Additionally, Actions 10 - 16 will move to Goal 2 for the 2024-2025 LCAP, which focuses on the needs of EL students.

In order to better measure student achievement, we will continue to measure progress using CAASPP data for ELA and Math, CAST data for science, local assessments, and A-C grade percentages. We will change one of our current metrics that measures third-grade reading proficiency by adding fourth-grade reading proficiency rates. This allows us to monitor the progress of our current students as they advance into fourth grade and give us more insight into the effectiveness of our actions. Given the math performance gap, we will add a new metric to measure math proficiency for first and second-grade students with a target of 67% proficiency for the new three-year plan. This area of focus will be supported by professional development, standards-aligned instructional materials, and differentiated instruction. Through the feedback cycle with educational partners, a recommendation was made to increase the three-year metric targets for this academic goal in various areas. As a result, metrics 1 - 5 three-year target will increase by 5%. The new target will be to increase our percentage of students meeting or exceeding standard by 10% points in CAASPP and local assessments for ELA, math, and science. Additionally, the three-year target for the percentage of students earning A-C grades, metric 6, will increase by 2% to a three-year target of = 77% for all groups. Metric 10 and 11, which measure reading and math proficiency, target will increase by 2% to result in a three-year target of = 67%. Given that the assessment results in SBAC math and CAST science declined, in Action 1, we will add professional development to support the implementation of best practices in these focus areas.

An additional change will be made to Action 2 from the previous LCAP, which had 5 FTEs for TOSA positions; the number of FTEs will increase to include 8 FTEs. This will support professional learning, instructional support, job-embedded coaching, and planning support. The TOSAs include the following: three SEAL TOSAs, one secondary ELA/ELD TOSA, one elementary ELA/ELD TOSA, one History/Social Science TOSA, and one secondary and one elementary math TOSA. This year, we could not fill the secondary math TOSA position, which limited the support to secondary sites in the area of math. We will continue to seek to fill this position to ensure and improve professional learning and support at the secondary level. Action 7 includes the personnel costs for network technicians. Our network technicians are assigned to school sites and directly support students and school staff with technology needs. The availability of a network technician at all school sites will support student access to technology and enhance students' access to online curriculum and supplemental programs. We will increase from 5 FTE to 7 FTE to ensure that each school site has the support needed. Action 9, which provides early childhood education programs to our early learners will be switched from Supplemental and Concentration funding to base funding as a result of a new state requirement for districts to offer a TK program to all four-year-old children who are eligible. This action will continue in the 2024 -2025 LCAP, but will no longer be counted towards increased and improved services and will serve all students. For Action 5, which focuses on providing interventions for students, we will provide additional custodial staff to support intervention programs beyond the regular school day. This enhancement will be funded through the concentration grant add-on.

Actions 3, 4, 6, and 8 were deemed effective and will not be changed in the 2024-2025 LCAP.

These changes will be reflected in the 2024-2025 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent/family responses to diversity, equity, and inclusion survey questions -District/schools valuing different backgrounds -District/schools encouragement of families to speak out against racism percent positively responding Source: District Annual Youthtruth Survey	2020-2021 Valuing diversity (average positive response): 58% Encouragement to speak out against racism: 60%	2021-2022 Valuing diversity (average positive response): 61% Encouragement to speak out against racism: 61%	2022-2023 Valuing diversity (average positive response): 68% Encouragement to speak out against racism: 60%	2023-2024 Valuing diversity (average positive response): 64% Encouragement to speak out against racism: 57%	increase ≥ 10% for both questions
Student responses to diversity, equity, and inclusion survey	2020-2021 Valuing diversity (average positive response): 53%	2021-2022 Valuing diversity (average positive response): 54%	2022-2023 Valuing diversity (average positive response): 33%	2023-2024 Valuing diversity (average positive response): 37%	Increase ≥ 10% for all questions

<p>questions -District/schools valuing different backgrounds -District/schools encouragement of families to speak out against racism percent positively responding -Student comfort level speaking about diverse groups</p> <p>Source: District Annual YouthTruth Survey</p>	<p>Encouragement to speak out against racism: 53%</p> <p>Student comfort level speaking about -Religions and faiths: 50% -Sexual orientations: 44% -Abilities (People with disabilities): 38% -Gender: 49% -Incomes: 36% -Races/ethnicities: 59% -Country of origin: 62%</p>	<p>Encouragement to speak out against racism: 49%</p> <p>Student comfort level speaking about -Religions and faiths: 53% -Sexual orientations: 45% -Abilities (People with disabilities): 40% -Gender: 49% -Incomes: 37% -Races/ethnicities: 60% -Country of origin: 62%</p>	<p>Encouragement to speak out against racism: 46%</p> <p>Student comfort level speaking about -Religions and faiths: 45% -Sexual orientations: 45% -Abilities (People with disabilities): 31% -Gender: 55% -Incomes: 31% -Races/ethnicities: 57% -Country of origin: 59%</p>	<p>Encouragement to speak out against racism: 40%</p> <p>Student comfort level speaking about -Religions and faiths: 47% -Sexual orientations: 38% -Abilities (People with disabilities): 34% -Gender: 50% -Incomes: 30% -Races/ethnicities: 53% -Country of origin: 55%</p>	
<p>Staff responses to diversity, equity, and inclusion survey questions -District/schools valuing different backgrounds, percent positive responses -District/schools encouragement of families to speak out against racism percent positively responding</p> <p>Source: District Annual Youthtruth Survey</p>	<p>2020-2021 Valuing diversity (average positive response): 84% Encouragement to speak out against racism: 63%</p>	<p>2021-2022 Valuing diversity (average positive response): 83% Encouragement to speak out against racism: 70%</p>	<p>2022-2023 Valuing diversity (average positive response): 77% Encouragement to speak out against racism: 58%</p>	<p>2023-2024 Valuing diversity (average positive response): 64% Encouragement to speak out against racism: 57%</p>	<p>Response rate \geq 85% for all questions</p>
<p>Suspension Rate</p> <p>Source: AERIES, Student Information System</p>	<p>2019-2020 -All Students: 3% -Emerging bilingual students: 3% -Low-income students: 3.1% -Foster Youth: 7.6% -Homeless: 4.2% -Students with disabilities: 4.7%</p>	<p>2021-2022 -All Students: 3% -Emerging bilingual students: 3% -Low-income students: 3% -Foster Youth: 8% -Homeless: 4% -Students with disabilities: 5% -African American: 11%</p>	<p>2022-2023 -All Students: 5% -Emerging bilingual students: 5% -Low-income students: 5% -Foster Youth: 14% -Homeless: 13% -Students with disabilities: 5% -African American: 13%</p>	<p>2023-2024 All Students: 12% EL students: 2% Low-income students: 12% Foster Youth: 0% Homeless: 3% Students with disabilities: 3% African American: 0% Filipino: 0% Hispanic/Latinx: 12%</p>	<p>\leq 2.5% for all groups</p>

	-African American: 9.7% -Filipino: 0% -Hispanic/Latinx: 2.9% -Asian: 1.8% -White: 3.5%	-Filipino: 0% -Hispanic/Latinx: 3% -Asian: 0% -White: 4%	-Filipino: 2% -Hispanic/Latinx: 5% -Asian: 1% -White: 5%	Asian: 0% White: 0%	
Staff comfort level speaking about diversity (average response on 1-5 Likert scale)	2020-2021 Comfort level speaking about diversity -Elementary: 3.91 -Middle: 4.00 -High: 3.72	2021-2022 Comfort level speaking about diversity -Elementary: 3.95 -Middle: 4.00 -High: 3.89	2022 - 2023 Comfort level speaking about diversity -Elementary: 3.72 -Middle: 3.52 -High: 3.5	2023 - 2024 Comfort level speaking about diversity -Elementary: 3.86 -Middle: 3.62 -High: 3.68	increase \geq .50 for all groups and both topics
Staff opportunities to learn about culturally relevant teaching strategies (average response on 1-5 Likert scale)	Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.70 -Middle: 3.74 -High: 3.43	Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.68 -Middle: 3.50 -High: 3.46	Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.34 -Middle: 3.20 -High: 3.20	Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.70 -Middle: 3.26 -High: 3.21	
Source: District Annual Youthtruth Survey					

Goal Analysis

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

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

The fifth LCAP goal focuses on our District's implementation of diversity, equity, and inclusion practices to diminish racism and systemic barriers faced by some student groups. Diversity means the many ways in which we are all different and the presence of people who are different in our spaces. We want to see diversity in all aspects of our District. Equity means ensuring that barriers are broken and everyone can access resources and opportunities. Inclusion means that people are made to feel that they belong, are heard, and are valued. Being inclusive means our District and schools are welcoming to everyone and that we use our diversity as an asset to make us better and help all students reach their full potential. Some actions and services in Goal 5 were implemented in the 2023-2024 school year.

1) The overall implementation of these actions in Goal 5 was full implementation.
6 of 6 actions were implemented fully

Successes:

In the 2023-2024 school year, our District received a Community Schools grant, which allowed us to begin the implementation of systems and support that foster diversity, equity, and inclusion, as noted in Goal 5. Through this grant funding, we were able to onboard Community School staff at all of our school sites. The Community School vision celebrates diversity as an asset, and is focused on diminishing systemic barriers and racism by promoting equity and inclusion for ALL. Our motto this year was: We build community together as we foster belonging and empower all. The Community Schools staff worked

closely with the Western Justice Center to expand the scope of our restorative practices professional development and implementation throughout the District, as noted in Action 5.1. Community Schools program specialists were trained by the Western Justice Center in community-building circles, peer mediation, and conflict resolution. They were then able to train all staff at their respective school sites (classified and certificated) in Community Circle practice. Their presence on each campus has been a support as they provide materials and resources for teachers to lead circles, model best practices, coach to build teacher capacity, and lead community building and restorative circles themselves with students, staff, and parents. The Western Justice Center staff has also expanded its reach in our District to have a presence at every school site. WJC staff work in concert with CS staff to analyze the needs of each school site and offer restorative, trauma-informed support, as noted in Action 5.4. Several more schools have developed and implemented peer mediation programs and have trained students to be circle leaders. In addition, principals participated in a restorative practices workshop. Every school site is sending a team to attend the Western Justice Center's ABC's of Conflict 4-day professional development this June as we seek to grow restorative and trauma-informed mindsets and perspectives among all of our staff. In addition, a total of 85 students and staff attended the Peer Mediation Invitational this year. This implementation is outlined and supported through Actions 5.1 and 5.4 in our current LCAP. Action 5.3 allocates funds to schools for purchasing supplemental materials and supplies that promote diversity, equity, and inclusion. Similarly, Action 5.5 enhances library resources with a specific focus on diversity, equity, and inclusion topics. These actions have significantly bolstered the availability of materials and supplies that support these crucial areas. Schools use these materials to support class discussions, shared readings, and literature circles. Our school sites have purchased materials and services that are specific to their School Plan for Student Achievement (SPSA) goals. School SPSA goals are aligned with the LCAP goals. Other purchases included training and workshops in social-emotional learning, staff extra hours to improve inclusive practices, targeted programs such as Femineers, additional DEI-focused instructional materials, staff training, one-on-one tutoring for students, services provided to students and families that assist in equity and access to opportunities to be college and career ready.

Action 5.2 provided additional professional development opportunities for teachers and staff, specifically focusing on enhancing culturally relevant teaching strategies and creating relevant, rigorous lesson plans. Action 5.6 provided culturally relevant language arts curriculum for all students. Both actions supported our staff with the material and resources to enhance our students' culturally relevant experiences.

Challenges:

Actions and services in Goal 5 are designed to support the implementation of diversity, equity, and inclusion initiatives. However, shortages in substitute availability have made it challenging to provide necessary training to team members during regular school hours. This has led to the need for additional training sessions outside of work hours, creating a dilemma for staff who must choose between attending literacy and math-based training or diversity, equity, and inclusion training. Administrators have expressed the difficulty in finding the right balance for staff development.

Furthermore, the transition to a new school site following major reorganization has been challenging for students and site staff. This school year marked the first year after the closure of several schools and the merging of school communities. This transition was significant; impacting students, staff, and families alike. Additionally, the issue of gang affiliation and violence in the community and schools continues to be a significant challenge in our schools. These challenges have affected our metric outcomes aligned with Goal 5, specifically in the area of a student's sense of inclusion and suspension rate.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences include the following:

Action 5.2 - Provides professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs. Reason for difference: Expenditures were less than budgeted due to the use of other grant funding sources.

Action 5.5 - Provides library resources focused on diversity, equity, and inclusion. Reason for difference: Expenditures were not fully expended due to the use of other grant funding sources.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In order to measure the effectiveness of Goal 5, we asked educational partners to participate in the District Annual YouthTruth Survey. The data collected revealed a decline in positive responses in most DEI-related questions over the three-year LCAP plan. However, we found that metrics were not closely aligned with actions from Goal 5. Educational partner feedback and implementation of actions show overall effectiveness for actions in Goal 5. Educational partners have seen significant efforts in supporting diversity, equity, and inclusion, as indicated in feedback at community engagement meetings (Action 3 and 5). School sites have library resources and supplemental materials supporting diversity, equity, and inclusion. Additionally, there are practices in place that allow students to participate in environments where challenging topics can be addressed, such as community-building circles, peer mediation, and conflict resolution (Action 1 and 4). Students are provided with materials that are culturally relevant, diverse, and promote equity (Action 2 and 6). Additionally, with the full integration of community school staff at every site, there is now an intentional focus on creating a sense of belonging and welcoming environments (Action 4). Continued work in implementing our Community Schools initiative, work with the Western Justice Center, and the application of restorative practices at our school sites will continue in the 2024 - 2025 LCAP.

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

A thorough analysis of each action showed effectiveness and progress in actions by implementing strategies with support from the Community Schools Grant work that we began this school year. The focus of Goal 5 is to provide diversity, equity, and inclusion for all, to diminish the systemic barriers and racism in our community, and to elevate culturally relevant teaching/learning. Nevertheless, the true measure of success for this broad goal has been extremely difficult measure. Our school communities have undergone massive changes due to the reorganization of our District. This is year one after the closure of two elementary schools, three middle schools, and the combination of two high schools. This caused our students, staff, and parents to experience many challenges, which truly affected the positive perceptions of our progress and was evident in survey responses. Additionally, the issue of gang affiliation and violence in the community and schools continues to be a significant challenge in our schools. Given these challenges, our Community Schools initiatives will continue to focus on this the focus of this goal, but it will not be a stand-alone goal in the next three-year LCAP. Through our other 2024 - 2024 LCAP goals, we will continue to support diversity, equity, and inclusion, but actions will be moved to provide more accurate measures and an increased focus on our students' academic needs. By moving these actions that have yielded some growth, we will better align with our current metrics. Educational partners agreed that this was a better alignment in focus and metrics. Action 2 provides professional learning and instructional support for increased culturally relevant, rigorous instruction. This action will be moved to the goal that is focused on supporting the academic achievement and language acquisition of EL students. Research shows that improving the achievement of high-needs students requires ongoing support from teachers to increase rigor and meet the needs of EL students, which has been the focus of our professional learning. There has been progress in supporting our teachers in providing and delivering standards-aligned instruction tailored to meet EL students' needs, and this work needs to continue. By moving this action to the goal focused on academic achievement, we can continue to support professional development, and we can measure progress by academic achievement metrics through CA Dashboard Academic Indicators, rate of reclassification, reduction in LTEL rate, and the percent of EL students making progress towards English proficiency. Action 3 provides schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion; this action will be moved to our academically focused goal and will be modified to provide expanded and enriching learning opportunities. This will allow students to experience added project-based, hands-on, and relevant learning opportunities that will increase engagement and connect learning to real-life contexts, which has proven to be effective in increasing student achievement. This action will be better aligned with metrics that measure academic achievement through CA School Dashboard academic indicators and local academic metrics. Action 1 and 4, which provide trauma-informed and restorative justice professional learning opportunities and materials, will be moved to the goal of providing a safe and restorative school climate. The effectiveness of these actions will be measured by students' sense of safety and connectedness and the degree to which students feel their schools foster a sense of culture and fairness. These metrics are closely aligned with the positive changes we expect as a result of trauma-informed and restorative justice professional learning. In addition, the budget for these actions will be reduced since they will also be supported by funding from our Community Schools grant. Educational partners agreed that this was a better alignment in the focus and in the metrics used to measure these actions and services. Actions 5 and 6 will be combined and moved to the goal focused on academic achievement. This action will focus on providing culturally relevant materials and library resources for all students, increasing diversity, equity, and inclusion for all students. After analysis and feedback from educational partners, we feel that this action supports academic achievement and student engagement,

which will be measured by CA School Dashboard academic indicators and local metrics, including the percentage of students earning A-C grades and reading and math proficiency rates. After analysis and feedback from educational partners, this goal's area of focus will continue through our Community Schools implementation, whose vision celebrates diversity as an asset and is focused on diminishing systemic barriers and racism by promoting equity and inclusion for all.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Azusa Unified	Adriana Garcia-Medina Director of Educational Services	agarciamedina@azusa.org 626 858-4285

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

The Azusa Unified School District (AUSD) is situated in the foothill community of Azusa, encompassing schools in both the city and adjacent unincorporated areas. The name "Azusa" originates from the Native American term "Asuka-nga." Initially settled by a diverse group, including Native peoples, ranch owners, miners, and businessmen, the city was officially incorporated in 1898. Today, it is a thriving suburban area with a population of 49,974.

Established in 1868, the first official school in Azusa laid the foundation for what is now the Azusa Unified School District, consisting of:

- 7 elementary schools
- 1 preschool
- 1 middle school
- 2 high schools
- 1 adult education center serving Azusa and Glendora communities.

The 2023-2024 school year was the first year following a comprehensive district-wide reorganization. This restructuring involved the consolidation of three middle schools—Slauson Middle School, Center Middle School, and Foothill Middle School—into a single middle school. Students from these middle schools now attend Gladstone Middle School. Simultaneously, Gladstone High School closed, necessitating a reallocation of high school students to Azusa High School. At the elementary level, Alice M. Ellington Elementary School and W.R. Powell Elementary School were also closed, and students were enrolled at our neighboring elementary schools in Azusa.

In the academic year 2022-2023, AUSD had a student population of 6,754, with the following demographic breakdown:

- 91.6% Hispanic/Latinx
- 3% White
- 1.6% Asian
- 1.1% Filipino
- 1.1% African American
- 0.8% Other

Of the total, 88% (5,944) are socio-economically disadvantaged, and 25.9% (1,756) are English learners, predominantly Spanish speakers. The District also serves 55 students

in the foster care system.

AUSD places a strong emphasis on academic excellence, offering various programs to enhance student achievement and readiness for higher education and careers. Notable offerings include the International Baccalaureate (IB) Program at Azusa High School, Advanced Placement courses at both high schools, Early College and Dual Enrollment programs, and AVID at middle and high schools. Additionally, the district provides Career Technical Education (CTE) courses, including pathways in Engineering and Medicine, as well as opportunities in music and the arts, such as the Mariachi de Azusa.

The District prioritizes rigorous, standards-aligned instruction fostering critical thinking, collaboration, and problem-solving skills. A districtwide commitment to diversity, equity, and inclusion ensures all students receive an outstanding education. Technology integration in classrooms promotes equitable access and prepares students for the demands of the 21st century.

AUSD's teachers and staff engage in collaborative communities focused on data-driven, student-centered instruction, reflecting a commitment to continuous improvement. The District aims to empower students and staff to realize their full potential and make positive contributions to their community through advocacy, effective communication, and compassion. AUSD remains dedicated to fostering an environment where everyone can thrive academically and personally.

Sierra High School has been identified as an Equity Multiplier school site and will receive Equity Multiplier Funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Over the past three-year Local Control and Accountability Plan (LCAP) cycle, Azusa Unified School District (AUSD) has made significant strides in both addressing challenges and capitalizing on successes. This comprehensive analysis has guided the development of the 2024-2027 LCAP, ensuring a strategic approach to enhancing student outcomes, particularly for English Learners (ELs), Foster Youth (FY), Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD).

Decrease in Chronic Absenteeism: One of the notable achievements was the decrease in chronic absenteeism for AUSD, with a 6% reduction. This decline underscores the effectiveness of interventions aimed at improving student engagement and attendance, indicating a positive trend in fostering a conducive learning environment.

Academic Achievement: Analysis of academic achievement data from the California School Dashboard reveals both areas of maintenance and decline across various student subgroups. While SED, SWD, and Hispanic students maintained performance levels in English Language Arts (ELA), declines were noted among ELs, FY, and students experiencing homelessness. Similarly, in Mathematics, certain subgroups such as FY, Asian, and White students demonstrated increased performance levels, whereas ELs and students experiencing homelessness experienced declines. These findings highlight the importance of targeted interventions to address specific academic needs and disparities among student populations.

Mathematics Performance Trends:

*Standard Exceeded: Increased from 7.32% in 2022 to 8.03% in 2023.

*Standard Met: Slightly decreased from 15.72% in 2022 to 14.07% in 2023.

*Standard Nearly Met: Maintained consistency at around 25-26%.

*Standard Not Met: Showed a slight increase from 51.14% in 2022 to 52.09% in 2023.

ELA Language Fluency Performance Trends:

*Standard Exceeded: Slight decrease observed across EL and RFEP (Reclassified Fluent English Proficient) students.

*Standard Met: Maintained consistency with minor fluctuations.

*Standard Nearly Met: Slight decrease observed across all categories.

*Standard Not Met: Demonstrated slight increases, indicating ongoing challenges in achieving proficiency in ELA.

Program Expansion and Implementation Improvement: Building upon the successes of the previous LCAP cycle, AUSD is committed to expanding programs and services while

also enhancing implementation strategies over the next three years. This proactive approach aims to address identified areas of need and capitalize on initiatives that have demonstrated positive impacts despite interruptions caused by the COVID-19 pandemic.

In addition to statewide assessments, Azusa Unified School District (AUSD) utilizes local measures to comprehensively track student progress and growth throughout the academic year. These local assessments have revealed encouraging trends, particularly in English Language Arts (ELA) and Mathematics, where students have demonstrated notable improvements in mastery, with increases upwards of 10%.

These advancements in student proficiency are indicative of the effectiveness of targeted interventions and instructional strategies implemented by the District. Moreover, the data highlights a positive trajectory in academic achievement, suggesting that AUSD's initiatives are yielding tangible results.

While disparities persist between the performance of ELs and their peers, there is evidence of progress within this subgroup. Over the years, EL student performance on local indicators has shown steady improvement, signifying the efficacy of interventions tailored to meet their unique needs. Notably, the academic performance of reclassified EL students, who have attained English proficiency through intentional language development (integrated and designated) ELD and primary language/DLI programs, surpasses that of their peers. This underscores the success of AUSD's approach in supporting ELs on their journey toward English proficiency and academic success.

Looking ahead, the 2024-2027 Local Control and Accountability Plan (LCAP) will build upon these successes, particularly focusing on Goals 1, 2, and 3, which encompass academic achievement, equity, and student engagement. By leveraging data-driven insights and continuing to refine instructional practices and support mechanisms, AUSD aims to further narrow achievement gaps and ensure equitable educational opportunities for all students, including ELs. Through sustained efforts and targeted interventions, the district is committed to fostering a learning environment where every student can thrive academically and achieve their full potential.

Graduation Rate Trends: Despite a slight decrease in the overall graduation rate reported in 2023, AUSD has improved the graduation rates of students experiencing homelessness. This highlights the District's commitment to ensuring equitable access to educational opportunities and supporting the diverse needs of all students.

AUSD's proactive approach to enhancing college and career readiness is evidenced by the expansion of various initiatives aimed at preparing students for post-secondary education and the workforce. Notably, the District has significantly increased the availability and participation in Career Technical Education (CTE) Pathways, providing students with practical skills and knowledge aligned with industry needs. Additionally, the rise in dual enrollment opportunities in community college courses reflects AUSD's commitment to exposing students to higher education experiences while still in high school. The success of AUSD's Early College Program is evident in the high percentage of students exiting high school with 30 or more transferable units. This achievement speaks to the effectiveness of early college initiatives in accelerating students' progress toward higher education and equipping them with a head start in their academic journey. By offering rigorous coursework and college-level experiences, AUSD is preparing students to transition into post-secondary education with a solid foundation seamlessly.

While students' overall performance level was deemed medium, there is recognition of areas needing improvement, particularly for ELs and Students with Disabilities whose performance levels were categorized as very low. This underscores the importance of targeted interventions to address the specific needs of these student groups and ensure equitable access to college and career readiness resources.

The suspension rate at Azusa High School, Sierra High School, Gladstone Middle School, and Murray Elementary School is rated at the lowest performance level across all students. Additionally, Center and Foothill Middle School also have a low performance level and were closed in the 2023-2024 school year. While the rest of the elementary sites have demonstrated ongoing success with the implementation of Positive Behavior Interventions and Supports (PBIS), Peer Mediation programs, and the expansion of Restorative Practices, challenges within the community regarding gang involvement persist.

To address these challenges, we have forged partnerships with external organizations such as 2nd Call and the Western Justice Center. Through these collaborations, we have endeavored to provide more focused and comprehensive support. Together, we are implementing restorative justice practices and alternative discipline approaches aimed at reducing suspension rates and fostering positive behavior among students.

Our efforts include training staff in conflict resolution techniques, establishing peer mediation programs, and cultivating a supportive disciplinary environment that emphasizes understanding and accountability. By leveraging these strategies and resources, we are committed to creating a safe and inclusive school environment where all students feel valued, supported, and empowered to succeed.

AUSD's dedication to enhancing college and career readiness is further reinforced by the integration of continued and expanding programs into the upcoming LCAP cycle. By embedding these initiatives into the district's strategic plan, AUSD reaffirms its commitment to fostering a culture of lifelong learning and preparing all students for success.

beyond high school.

AUSD's focus on supporting ELs has yielded tangible results, as evidenced by the increase in the reclassification rate of EL students in 2023. This 14% reclassification rate represents a 4% increase from the previous year, indicating the progress of the District's interventions and support mechanisms in facilitating language proficiency among EL students. The success of AUSD's Dual Language Immersion (DLI) programs is particularly noteworthy, as reflected in the increased rates of reclassification among EL students enrolled in these programs. By providing instruction in students' primary language (an asset), DLI programs not only support language acquisition but also foster academic achievement and cultural proficiency. This success underscores the importance of providing culturally and linguistically responsive education to EL students.

AUSD's commitment to addressing the needs of EL students is evident in the planned actions and services outlined in the 2024-2027 LCAP. These include increasing access to primary language and DLI instruction for ELs, intensifying monitoring efforts to track student progress effectively, and providing targeted professional learning opportunities for educators to address achievement gaps.

AUSD's targeted professional learning opportunities have been instrumental in supporting the academic, social-emotional, and college/career readiness of low-income, EL, and foster students. The successful implementation of evidence-based professional learning strategies underscores the District's commitment to continuous improvement and educational excellence. Moreover, feedback forms and survey data indicate strong support and recognition from teachers and administrators, with over 65% acknowledging the value of professional learning experiences over the last two years.

In conclusion, the data analysis underscores the importance of data-informed decision-making in shaping educational strategies and interventions. By leveraging successes, addressing challenges, and prioritizing equitable opportunities for all students, AUSD is poised to make further strides in advancing student achievement and fostering a supportive learning environment in the upcoming LCAP cycle.

For a detailed list of CA School Dashboard 2022-2023 results, organized by school and subgroup, please refer to the appendix following the action tables at the end of this document. This list provides the category, student group, and status for all lowest performance indicators (red) and the aligned goal and action.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

AUSD is eligible for Differentiated Assistance for the following student groups and state priorities:

English Learners:

- *College & Career Indicator (CCI)
- *CAASPP ELA (red)
- *CAASPP Math (red)

Foster Youth:

- *Suspension Rate
- *CAASPP ELA (red)
- *CAASPP Math (orange)

Homeless Youth:

- *Suspension Rate
- *CAASPP ELA (red)
- *CAASPP Math (red)

SWD:

- *College & Career Readiness
- *Graduation Rate
- *CAASPP ELA (red)

*CAASPP Math (red)

College & Career Indicator (CCI):

AUSD has intensified efforts to increase dual enrollment opportunities for ELs, extending the program to freshmen to cater to a broader student demographic. This initiative aims to align educational offerings with community needs while enhancing access for ELs and Students with Disabilities (SWD) to post-secondary pathways. AUSD is actively working to enhance completion rates of Career Technical Education (CTE) pathways for SWDs and ELs, aiming to bolster their prospects for success beyond high school. (Goal 3 Actions 1, 2, 3, 4)

CAASPP ELA (EL, FY, HY, SWD):

AUSD's strategy to address the red designation in CAASPP ELA encompasses several initiatives. The implementation of the "ELA 6+" course at the middle school level provides targeted support for students with literacy gaps. Efforts are underway to expand co-teaching options and support services at the secondary level to ensure inclusivity for students with Individualized Education Plans (IEPs). Moreover, the district is intensifying support for newcomers and Long-Term English Learners (LTELs) through comprehensive professional development plans, facilitated by Teacher on Special Assignment (TOSAs) and collaborative Professional Learning Community (PLC) meetings. In collaboration with consultant, Nancy Ahkavan, sites with red indicators in ELA are developing a comprehensive literacy development approach. This plan leverages triangulated data from iReady and other formative assessments to tailor differentiated instruction effectively. Additionally, the Sobrato Early Academic Language model has been introduced in three schools. This model is centered on the research of Dr. Laurie Olsen and aligned with the California English Learner Policy. (Goal 2 Actions 4, 5, 6, 8, 9, Goal 5 Action 9, and Goal 1 Action 1, 3)

CAASPP Math (EL, FY, HY, SWD):

To address the red and orange designations in CAASPP Math, AUSD is leveraging the expertise of Teacher on Special Assignment (TOSAs) to provide professional learning and coaching for teacher. This includes employing innovative instructional methods such as counting collections and fostering math conversations. AUSD is actively involving parents and families in math education through engagement initiatives and training sessions. Additionally, the District is enhancing access and accommodations for students with IEPs and expanding co-teaching opportunities to ensure equitable participation and success in math education. (Goal 2 Actions 4, 5, 6, 8, 9, Goal 5 Action 9, and Goal 1 Action 1, 3, 4, 7, 11, 12, 13, 14, 15)

CAASPP ELA & Math:

To address the red designation in CAASPP ELA and Math, AUSD has implemented a multifaceted strategy. The District utilizes the iReady diagnostic tool to track proficiency levels, for students to differentiate instruction for students through small flexible groups. (Goal 1 Action 1, 3, 4, 7, 11, 12, 13, 14, 15)

Suspension Rate (FY, HY):

AUSD is dedicated to reducing suspension rates among Foster Youth (FY) and Homeless Youth (HY) through a comprehensive approach. This includes ongoing support for Positive Behavior Interventions and Supports (PBIS) and the implementation of restorative practices. The district is collaborating with external organizations such as the Western Justice Center and 2nd Call to provide professional learning opportunities and specialized interventions, focusing on addressing the root causes of behavioral issues and fostering a culture of inclusion and support. (Goal 4 Action 3 and Goal 5 Action 1, 2, 3, 8, 9, 11)

In summary, AUSD's Differentiated Assistance plan encompasses a targeted and comprehensive approach to address the identified needs of ELs, FY, HY, and SWD. Through innovative instructional strategies, professional development initiatives, and community partnerships, the District is committed to promoting academic achievement, reducing suspension rates, and ensuring equitable opportunities for all students. Plan development to address the needs of ELs is developed in concert with the California English Learner Roadmap focusing on assets-oriented needs responsive and schools and quality instruction and meaningful access.

AUSD collaborated with the Los Angeles Office of Education (LACOE) through various meetings to disaggregate data and determine the next steps.

Comprehensive Support and Improvement

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

Schools Identified

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

The following schools have been identified as eligible for comprehensive support and improvement (CSI):
Azusa High School
Sierra High School

Support for Identified Schools

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

The district's support for developing the Comprehensive Support and Improvement (CSI) plan for the identified schools followed a structured four-step process:

Initial Meetings: Site principals met with the AUSD Director of Multilingual & Categorical Programs and the Assistant Superintendent of Educational Services in two sessions. During these meetings, the principals were guided through:

- Understanding the ESSA accountability system and how schools are identified for CSI.
- Analyzing California School Dashboard data for Sierra Continuation High School and Azusa High School, identifying contributing indicators.
- With District support, we examined further disaggregated data and local insights to examine deeper school needs.
- Identification of Interventions: Principals, alongside district staff, formulated a list of potential evidence-based interventions aligned with the identified school needs.
- Teacher Engagement Sessions: District staff collaborated with the entire teaching staff during site-based sessions.

These sessions facilitated:

- Increased understanding of ESSA accountability and CSI identification among teachers.
- Examination of Dashboard data and support for teachers in identifying site-specific needs based on data.
- Discussion of potential evidence-based interventions and initial planning.

Involvement of School Site Council and Leadership Teams: Principals provided opportunities for the School Site Council and site Leadership Teams to:

- Understand, analyze data, and explore potential interventions.
- Consider budget allocations for interventions.
- Make final recommendations incorporated into the School Plan for Student Achievement (SPSA).

Ongoing support from the District Educational Services department will be provided throughout the implementation of the plan.

The schools have developed evidence-based interventions to address the needs revealed by the school's comprehensive needs assessment. Examples of the initiatives the schools will implement include the use of collaborative communities of practice and student-personalized learning plans. Strong evidence exists that points to the impact authentic professional learning and collaboration have on student achievement (DuFour, 2004, Hattie & Yates, 2014, Muñoz & Branham, 2016, Williams, 2013) Furthermore, strong evidence exists that student self-monitoring and effective feedback support increased student achievement (Hattie, 2008).

The ESSA states that resource inequities often exist in schools and districts educating a larger share of low-income students of color. The District conducted an analysis of funding, access to effective, in-field and experienced teachers, resources, as well as access to rigorous courses. Through the comprehensive needs analysis, the district reviewed a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential resource inequities were reviewed at Azusa High School and Sierra High School based on California Dashboard metrics and ESSA requirements. Local, state, and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund based on a per-pupil allocation as well. California Dashboard shows the District met standards for appropriately assigned teachers. Conclusions of the annual educator equity gap assessment demonstrate Sierra High School and Azusa High School demonstrate 100% in-field, effective, and experienced teachers.

Sierra High is recognized as a Model Continuation High School and offers AP and dual enrollment courses. Both sites show 100% access to instructional materials and required resources like Chromebooks and hot spots for students' educational needs at home and school.

Monitoring and Evaluating Effectiveness

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

AUSD will employ various data points to monitor and evaluate the implementation and impact of the Sierra High School and Azusa High School Comprehensive Support and Improvement (CSI) plan. These data include:

Results from the 2023 California School Dashboard, focusing on changes in performance levels across different indicators.

Changes in College and Career Readiness performance levels, including the percentage of students qualifying for each level.

Changes in Suspension Rate performance levels and Chronic Absenteeism rates.

Ongoing tracking of suspension rates throughout the 2023-24 academic year, with detailed analysis based on disaggregated data.

Assessment of English learner (EL) performance using the English Language Proficiency Assessments for California (ELPAC) and local formative assessment measures tailored for ELs.

Tracking and analysis of grade distributions (A-C rates) for all students, including disaggregated analysis.

Changes in student feedback on safety, connectedness, respect, care, and the availability of social and emotional learning resources via the District Annual Survey.

Both Sierra High School and Azusa High School began the 2023 - 2024 school year by evaluating students' academic proficiency in English Language Arts (ELA), English Language Development (ELD), and mathematics. This evaluation utilizes a range of assessment tools, including common formative assessments, diagnostic assessments, summative assessment tools, and site-specific instruments to identify targeted learning needs. For instance, students regularly administer the Reading Inventory assessment to gauge their reading levels, a critical skill across all subjects. Formative and summative math assessments are employed to address learning gaps and instructional needs, focusing on specific content areas and skills before units of study.

Moreover, additional diagnostic assessments are employed to screen and comprehensively identify students' learning needs. For English learners, language skills are

monitored across all language domains using the ELD curriculum assessment at both school sites.

These metrics have been integrated into the SPSA template to measure the effectiveness of evidence-based strategies. The Plan, Do, Study, Act (PDSA) model will be utilized to monitor and assess the school plan's effectiveness in supporting both school and student achievement. This data protocol involves collaboration among district and site leadership teams and engagement with the school site council. The plans will be adjusted based on the PDSA process findings to continually improve outcomes.

The District will follow up with the school site administration to evaluate the implementation on a monthly basis and observe intervention implementation at the Azusa High School and Sierra High School.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parent Advisory Council-Plus (PAC+)	<p>The Parent Advisory Committee Plus (PAC+), a representative committee of parents, classified staff, certificated staff, administrators, and local bargaining unit members, normally meets five times a year for five hours each meeting. Translation is available at all meetings for those who may request it. The time allows for the group to a) gain a strong understanding of California's Local Control Funding Formula (LCFF), b) dive deeply into the LCAP, and c) provide specific feedback that is implemented and incorporated into LCAP development. This year, meetings were held in person for participants. In 2023-2024, the PAC+ met five times for up to five hours each meeting. Meeting dates for 2023-2024 were October 13, 2023, January 26, 2024, March 22, 2024, April 26, 2024, and May 24, 2024. PAC+ provided input and feedback on developing the 2024-2025 LCAP and supported the effort to administer and use the District Annual Survey data. AUSD has developed a spreadsheet format for the LCAP, making it easier for stakeholders to access and is used as a working document during planning phases. The spreadsheet allows for easier review of the goals, metrics, actions/services, and budgets and tracking of specific input from stakeholders. After each meeting, feedback and changes that resulted from engagement with our stakeholders are highlighted on the spreadsheet so it is clear how and where the LCAP incorporates the input. The District Superintendent and designee respond in writing to questions and comments reflected in the meeting minutes. The PAC+ is an expanded parent advisory committee that includes all adult stakeholders, including teachers, principals, and classified staff. In addition to having representation on the PAC+, all parents/families, teachers, principals, and district staff were provided opportunities to consult and provide input on the LCAP through the District Annual Survey. Additionally, bargaining units were able to provide feedback and input directly to the Director of Educational Services.</p> <p>AUSD's LCAP Student Advisory Council met four times this school year. These meetings were held in person on the following dates: October 11, 2023, December 6, 2023, February 14, 2024, and April 10, 2024. Similar to the PAC+, this group reviews progress and provides specific input for LCAP development. The Student Advisory Council also provides input and feedback to the District and Superintendent on a wide range of topics. The LCAP Student Advisory Council is comprised of a diverse group of students from both of our District's high schools. Council participants were able to review data from the District Annual Survey for students in grades 3-12 and contribute to the development of the 2024-2025 LCAP goals, metrics, actions/services, and budgets. LCAP Student Advisory Council meetings are four to five hours in length.</p>
District English Learner Advisory Council (DELAC)	<p>The District English Language Advisory Council (DELAC) oversees the selection of members for the PAC+ Committee. Once a member is selected, that member participates in all PAC+ meetings, to help voice the needs of our EL students. However, throughout the school year, the entire DELAC group actively reviews and provides input for the LCAP development within the DELAC meetings. In collaboration with the Director of Multilingual and Categorical Services, the Director of Educational Services presented updates to DELAC on November 17, 2023, January 30, 2024, March 19, 2024, and April 30, 2024. These presentations included opportunities for DELAC members to provide input on goals, actions, services, and budgets within the LCAP using protocols and feedback forms. Resources were shared with participants at meetings, including the LCAP Overview for Parents, the midyear update, and the LCAP plan on the District webpage.</p>
District Annual Survey (Parents, staff, students)	<p>Surveys are crucial in guiding decision-making by collecting specific data from educational partners. They help identify trends and patterns, measure satisfaction levels, and test hypotheses or assumptions. Survey data also assists in prioritizing actions, segmenting audiences, and improving actions and services based on feedback. Additionally, surveys evaluate the effectiveness of initiatives, guiding future strategies. Overall, surveys provide valuable insights that inform decisions across our District. Each year, we seek input from our educational partners through a family, student, and staff survey. Survey results serve as metrics for many of our LCAP actions and services. This data is analyzed and desegregated by subgroups for further insight and is used to determine areas of need and strengths for our District. Data from the District Annual Survey is shared with all educational partners through various meetings, including PAC+, Student Advisory Council, DELAC, Coffee with the Principal, School Site Council, and English Language Advisory Council (ELAC) meetings. School leadership teams, in collaboration with site administrators, are able to analyze data that is specific to their school sites, subgroups, or grade levels and can be compared from year to year. The overall response rate was 59%, with 1627 family surveys, 4,536 student surveys, and 521 staff surveys completed.</p>
Board of Education	<p>The District also gathered input and feedback during the school year through public Board of Education meetings. On February 6, 2024, the Board of Education held an LCAP study session where the midyear update was reviewed. This study session allowed the Board of</p>

	Education to dive into the midyear update in preparation for the following LCAP study session held on April 9, 2024. During this second study session, the Board of Education reviewed progress on goals, metrics, actions/services, and budgets for the draft 2024 - 2025 plan. By the end of April, all stakeholder input and feedback had been synthesized to create a collaboratively developed 2024 - 2025 LCAP. The public was notified of the opportunity to view and submit written comments regarding specific actions and expenditures prior to all Board of Education meetings. Prior to the public hearing on June 11, 2024, the public could access a hard copy of the document in the lobby of the District Office. The notification was made by the District Communications Department through the District website and social media as applicable, and electronic copies were made available. The District held a public hearing on the LCAP on June 11, 2024. The Board of Education adopted the LCAP at their following meeting on June 13, 2024.
Consultation with the SELPA	The District also consulted with the Executive Director of the East San Gabriel Valley Special Education Local Plan Area (SELPA). The Executive Director met with the Director of Educational Services and the Director of Special Education on April 25, 2024, reviewed the proposed LCAP, and provided input and feedback. During this opportunity, data was reviewed to identify our Students with Disabilities (SWD) student subgroup for Differentiated Assistance. A review of how the LCAP addresses the needs of students with disabilities and how the alignment of the actions and services would support improvement on the State Performance Plan Indicators/Special Education Plans where targets may have not been met.
Superintendent	Written responses to questions from our Superintendent from all committees (PAC+, DELAC, Superintendent's Roundtable) and individuals were provided as needed. Written responses to questions and comments were not required this year as there were no questions/comments posed by either committee.
School Site Principals	School site principals presented the mid-year LCAP update to parents, families, and certificated and classified staff. Opportunities were given to ask questions and give input on progress.
Sierra High School Site Council	Sierra staff has engaged in work around the CA Dashboard and the areas to grow in several ways. The principal facilitated meetings with staff, the School Site Council, and ELAC to share data and engage partners in discussions about how to improve student outcomes. The SSC includes the principal and elected members, including teachers, students, and parents. The SSC met five times this year to discuss and give input on the creation of the school's areas of need, goals, and action plans. The SSC approved budget allocations and all changes to the school plan, which informed the goal and actions for the equity multiplier. In addition, the SSC reviewed action items for effectiveness and made recommendations based on the data provided during the reviews. Three of the five SSC meetings involved discussion about the equity multiplier goal and actions, which were held on March 5, 2024, April 9, 2024, and May 31, 2024.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational Partners provided feedback on the development of the District's 2024 - 2025 LCAP. An analysis of the current LCAP helped committees to look at progress toward goals and to identify areas of need. Educational partners recommended that goal language be simplified to allow for clarity and understanding. As a result, the language of each goal developed was reconstructed into a clear and succinct statement with one focus area. This process used a protocol that began with the Board of Education at a public study session and continued with the PAC+, LCAP Student Advisory Council, ELAC, other District committees, and consultation with District staff. Iterations of the goals, metrics, actions/services, and budgets were created, shared, and reviewed by the groups. A common trend that surfaced among all committees was the need to increase student academic achievement, especially in the area of math.

Furthermore, the DELAC committee noted substantial differences in proficiency levels for EL students when compared to all students. Through further discussions and input from all educational partners, our current academic goal focused on academic achievement for all students and improvement for EL students in reclassification, mastery of standards, and language acquisition, which was split into two goals, each with a specific purpose. Doing so would increase the clarity of actions, services, and progress toward each goal (Goal 2).

Additionally, educational partners identified professional development for our staff as a means to increase academic achievement. In the current year, professional development was halted in some areas due to a lack of substitute teachers; however, the need remains, and funding for professional learning continues to be recommended by all educational partners and is reflected in the 2024 - 2025 LCAP. Moreover, to support professional development, there is an increase in the TOSA FTE to support a secondary math TOSA. In order to positively impact student achievement, as noted by educational partners, additional custodial staff will support intervention programs beyond the school day (Goal 1 Action 3). Furthermore, to enhance the focus on academic achievement, educational partners recommend that we elevate the three-year metric targets for our academic goals across several areas. As a result, metrics 1 - 5 three-year target will increase by 5%. The new target will be to increase our percentage of students meeting or exceeding standards by 10% points in CAASPP and local assessments for ELA, math, and science. Additionally, the three-year target for the percentage of students earning A-C grades, metric 6, will increase by 2% to a three-year target of 77% for all groups. Metric 10 and 11, which measure reading and math proficiency, target will increase by 2% to

set a three-year target of 67%. (Goal 1 Action 7)

PAC+ provided input on supporting students through academic counseling. Although the District could not fill the social worker positions this year, PAC+ reiterated the importance of having social workers at each school site so that counselors would be more available to focus on academic counseling. Furthermore, the addition of social workers at each school site would further support the social-emotional needs of our students and add to the feeling of safety and connectedness. The District will continue to seek personnel for these positions.

Common among all educational partners was the need to focus on creating safe and positive environments for all since survey results indicate a decline in safety perception among students, parents, and staff. As a result, a goal was created to ensure safe and restorative school climates with a very clear and measurable focus (Goal 5). PAC + recommended that we increase budgets for Goal 5 Action 2, which supports professional learning around trauma-informed practices. They shared that when staff is equipped with the training to support students who have experienced traumatic events, we would see increases in engagement and connectedness for students, which supports a safe environment. They also recommended that we increase the budget for Goal 5 Action 10 to ensure that staff receives additional safety training. Within Goal 5, there will be a focus on actions and services that support professional learning and systems that support student safety, including staffing with increased funding for this action (Action 1 and 10). Educational partners advocated for increased funding for Positive Behavior Interventions and Support (PBIS) to help create these safe and restorative environments (Action 3). As such, this will continue to be an area of focus. As a Community Schools District, we will focus on building capacity around restorative practices and trauma-informed practices.

Additionally, to support student engagement and connectedness, PAC + recommended that the budget for Goal 1 Action 14 be increased to provide students with meaningful learning opportunities that are project-based and hands-on. Students also shared similar recommendations when asked what helps them learn best on the District Annual Survey.

The Student Advisory Council identified the need to increase parent engagement and communication. Other educational partners recommended the need to do outreach in various languages due to the increase in the number of international students. We added two actions to address this need. First, materials and supplies were added to increase home/school communication, and second, translation services in multiple languages were increased to facilitate parent engagement. (Goal 4 Actions 4 and 5)

An area of focus identified by educational partners was chronic absenteeism and the need to continue the downward trend. As a result, educational partners recommended increasing staff to support efforts to address student engagement, chronic absenteeism, and academic achievement. In response, there was an increase in the FTE for social workers from eight to ten FTE, which would provide a social worker at each school site. (Goal 5 Action 4)

Equity Multiplier:

Sierra staff has engaged in work around the CA Dashboard and the areas to grow in several ways. The principal facilitated meetings with staff, School Site Council and ELAC to share data and engage partners in a discussion about how to improve student outcomes. The SSC includes the principal and elected members, including teachers, students, and parents. The SSC meets a minimum of five times per year to discuss and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the school plan, which informs the goal and actions for the equity multiplier. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

The Sierra High team met to review goals, actions, and services, analyze progress on goals, and begin the development of the 2024 - 2025 plan across five meetings this school year. Educational partners recommended increased academic intervention (Goal 6 Action 1), support systems (Goal 6 Action 3), and alternative discipline approaches for students (Goal 6 Action 4). Additionally, professional learning opportunities around culturally responsive teaching practices were also recommended (Goal 6 Action 2).

Sierra staff meet to review academic data, school dashboard data, and establish school-wide instructional priorities and engage in progress monitoring on school-wide instructional priorities. These discussions will inform the development of the 2024-2025 CSI and Equity Multiplier plan.

Finally, SHS utilized student data that was collected in January 2024 with the YouthTruth Survey to gain student feedback on the student experience at Sierra High School.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	AUSD will ensure growth and achievement for all students on California State Standards.	Broad Goal

State priorities address by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

Azusa Unified School District (AUSD) is committed to ongoing efforts to improve and ensure that all students achieve academically. The District identifies strengths and weaknesses, plans for improvement, and reflects upon progress through the collection and analysis of data and the engagement of stakeholders. The 2023 California School Dashboard demonstrated that while AUSD has made some progress for students, including those who are in high need, there is still work to be done. AUSD students maintained similar performance levels as the previous year’s California School Dashboard baseline data, resulting in an orange indicator for all students in English Language Art (ELA) and mathematics. In ELA, students slightly declined their average distance from standard by 2 points. In mathematics, students slightly decreased their average distance from the standard by 0.5 points. Our local assessments served to monitor student progress, in particular, any unrealized or unfinished learning by some students. All assessment results demonstrate the need to continue to prioritize student achievement, in particular for English learner students. The 2023 California School Dashboard ELA and mathematics results demonstrate a need to continue to focus on closing the achievement gap for subgroups of students, including English learners (EL) students, homeless students, and students with disabilities, all of which scored a red indicator. Upwards of 60% of all students struggled to master grade-level standards in both ELA and math in 2022-2023. For EL students and students with disabilities, the rate of mastery was even lower, with 13% or fewer students in these groups being at standard on local assessments. AUSD also tracked and monitored grades during the 2022-2023 school year. The rate of A-C grades for secondary students increased from the previous school year. In 2022-2023, 67% of secondary students had A-C grades on their report card compared to 66% in 2021-2022. In 2022-2023, students with disabilities had an A-C rate of 57%, which was 2% lower than the previous year; low-income students increased by 2% to an A-C rate of 67%, and EL students maintained an A-C rate of 57%. These data explain why AUSD will continue to address student academic achievement for all student groups and also focus on the grade progress for EL students, homeless, and students with disabilities. While survey data from our AUSD families show favorable rates of satisfaction with AUSD schools (77% at the elementary level), achievement monitoring reflects a need to continue to target professional learning, resources, and instruction that effectively supports the achievement of high-need students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
----------	--------	----------	----------------	----------------	---------------------------	----------------------------------

1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP ELA All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% Low-income students: 35% Students with disabilities: 8% Foster Youth: 0% Homeless: 20% African American: 23% Asian: 60% Filipino: 71% Hispanic/Latinx: 35% White: 46%			Increase for all groups \geq 10% points	
2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% Low-income students: 21% Students with disabilities: 6% Foster Youth: 0% Homeless: 14% African American: 17% Asian: 54% Filipino: 41% Hispanic/Latinx: 21% White: 36%			Increase for all groups \geq 10% points	

3	CAASPP California Science Test (CAST) percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP CAST All students: 17% EL students: 2% Reclassified Fluent English Proficient (RFEP): 23% Low-income students: 16% Students with disabilities: 5% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Homeless: 9% African American: 17% Asian: 48% Filipino: 37% Hispanic/Latinx: 15% White: 38%			Increase for all groups \geq 10% points	
4	Local Assessment Grade 3-8 & 11 English Language Arts meeting/exceeding standard	2024 Local Assessment Grade 3-8 & 11 ELA All students: 45% EL students: 28% Low-income students: 20% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 16%			Increase for all groups \geq 10% points	

5	Local Assessment Grade 3-8 & 11 Mathematics meeting/exceeding standard	2023 Local Assessment Grade 3-8 & 11 MATH All students: 36% EL students: 22% Low-income students: 26% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 19%			Increase for all groups \geq 10% points	
6	Percentage of A-C grades for 9th-grade students Source: AERIES. Student Information System	2023 - 2024 All: 69% EL students: 57% Reclassified fluent English proficient: 75% Low-income students: 70% Students with disabilities: 70% Hispanic/Latinx: 71%			\geq 77% for all groups	
7	Percent of fully credentialed/authorized teachers Source: Williams Report and Human Resources Report	2023 - 2024 95.26%			100%	

8	Percent of appropriately assigned teachers Source: Williams Report and Human Resources Report	2023 - 2024 100%			100%	
9	Percent of students with standards-aligned instructional materials Source: Williams Report	2023 - 2024 100%			100%	
10	Third-grade and fourth-grade reading proficiency rate (Lexile measure) Source: Illuminate Education, Assessment Management System	2023 - 2024 (March) Third Grade: 44% Fourth Grade: 24%			≥ 67%	
11	First-grade and second-grade math proficiency rate (Math Diagnostic) Source: Illuminate Education, Assessment Management System	2023 - 2024 (March) First Grade: 27% Second Grade: 24%			≥ 67%	

12	Implementation of State Standards Local Metric Source: California Dashboard Rating Scale (lowest to highest): 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2023 CA Dashboard Local Indicator (average of progress in each area) Providing professional learning: 4 Standards-based instructional materials: 4 Instructional policies and programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5			All areas increase to or maintain 5	
13	District Local Math Assessment TK Source: Illuminate Education, Assessment Management System	2024 All students: 80% EL students: 77% Low-income students: 78% Foster Youth: (not available - student group is 11 or fewer students)			Increase for all groups ≥ 10% points	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental standards-aligned instructional materials, technology and professional development	Student performance data points to a Districtwide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, EL students, and foster students. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and EL students have limited access to technology at home. The increased access to technology and instructional materials will support instruction for low-income, EL students, and foster students. Research (Fisher, Frey, & Hattie, 2016) points to the positive impact of measuring and providing students with instruction that mitigates learning gaps	\$575,360.00	Yes

		and advances achievement. As a result of this action and service, we will purchase standards-aligned instructional materials and technology in support of a culturally relevant, constructivist learning environment. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.		
2	Provide all students standards-aligned instructional materials	Provide standards-aligned instructional materials and supplies for all students.	\$1,285,446.00	No
3	Provide comprehensive intervention for students at all sites	Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income ELs and foster students. Additional custodial staff will be allocated to the sites to support intervention programs that occur beyond the school day. This service is principally directed to addressing the academic outcomes we have for our EL, low-income, and foster students. Through this districtwide action, intervention staff will increase and improve instructional support for high need students. By providing individual and small group instruction, intervention staff will support English learner students' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support will also include the development and implementation of a Student Study Team Protocol and early intervention.	\$3,668,758.00	Yes
4	Provide web based progress to support monitoring of student achievement and outcomes	Through this action/service, we will provide the improved means to generate assessments, as well as frequently monitor high need students' achievement, and use the data to inform instructional practice, this includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. This service is principally directed toward meeting the identified needs of EL students and foster students. These systems allow us to disaggregate results by student groups. Evidence has shown when data is used to monitor and improve instruction for our students, stronger academic impact results. We will renew contracts for the District student information system and the data and assessment system which provides added ability for assessing and monitoring student needs. This action would include funds for standards-based assessment tools designed to support in assessing student learning against specific standards, providing valuable insights to inform instruction and improve student outcomes.	\$80,000.00	Yes
5	Increase instructional support for students and families	Instructional aides will be provided to support students and families in accessing information and instruction. An additional translator, beyond what is required, will help parents access information and instruction to support students in their learning.	\$486,680.00	Yes
6	Early childhood education programs	The California School Dashboard indicates that 88% of AUSD students are socioeconomically disadvantaged. Despite these challenges, there's a recognized need to provide early childhood education programs to support academic and social-emotional development from an early age. Research by Duncan & Magnuson (2013) underscores the significant impact of preschool programs on student achievement. In response, AUSD is committed to investing in additional educational opportunities tailored for low-income students, ELs, and foster youth. This commitment includes maintaining an Early Childhood Education Director to oversee preschool programs and expanding services. The District will align preschool and transitional kindergarten curriculum with grade K -3 to facilitate smoother transitions and maintain early learning for students. Transitional kindergarten is universally available for all 4-year-olds across all sites to enhance early literacy, math, and social-emotional development. Supplemental instructional aides	\$1,533,716.00	No

		will reduce the student-to-adult ratio (10 to 1) in TK classes and will allow our program to include early TK students. AUSD anticipates that these efforts will lead to the growth of the early childhood education program and increased academic achievement among high-need students, as evidenced by ongoing assessments from preschool through third grade.		
7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Teacher coaching has emerged as a promising alternative to traditional models of professional development. We will provide 9 FTE instructional coaches to support increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum. This service is principally directed to meeting the academic achievement outcomes of English learner students, LTELs, low-income students, and foster students. Through this action, the instructional coaches will provide instructional support to teachers as they address instructional rigor and lesson implementation for our low-income, EL, LTEL, and foster students. The outcome of improved classroom instruction for students will result in greater academic achievement.	\$1,785,500.00	Yes
8	Provide summer school to accelerate achievement towards meeting standards	Our low-income students, EL students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, enrichment, and original credit. We will increase summer school offerings and sections for enrichment, intervention, credit recovery, grade improvement, and original credit with a focus on enrolling high-need students such as English learner students in order to meet grade-level standards, increase the graduation rate, and keep students on track to meet A-G requirements.	\$500,000.00	Yes
9	Provide fully credentialed, appropriately assigned teachers	We will provide fully credentialed and appropriately assigned teachers at all of our school sites and provide added support to new teachers.	\$51,310,108.00	No
10	Purchase grant writing services to increase grant funding	This District-wide initiative aims to enhance the support and opportunities available to our low-income, EL, and foster students by engaging a grant-writing consultant. By leveraging their expertise, we seek to develop comprehensive grant proposals tailored to secure additional funding for initiatives targeted at improving the academic outcomes and overall well-being of our low-income students, EL students, and foster students. The decision to collaborate with a grant writer consultant stems from the recognition that securing external funding is crucial in expanding and sustaining programs designed to meet the diverse needs of our student population. Past experiences have demonstrated that grant awards have yielded tangible benefits for students and their families. These benefits include enhancements in instructional practices, increased community involvement, and the establishment of specialized support programs explicitly tailored for low-income, EL, and foster students. Through this strategic approach, we aim to build upon our successes and further strengthen our commitment to providing equitable educational opportunities for all students.	\$72,000.00	Yes
11	Provide visual and performing arts curriculum and materials	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, all students benefit, especially students from low-income backgrounds and English learner students (Caterall, 2012). We will provide supplemental materials, including art materials, instructional materials, and access to multimedia for the secondary art program, elementary art program, and other District visual and performing arts programs, such as theater or drama so that high-need students can garner the benefits of a rich arts program in AUSD during the school day. Additionally, four elementary art teachers will provide additional arts education with an emphasis on integrating social-emotional learning for all elementary students.	\$783,460.00	Yes
12	Provide added opportunities for music instruction and instruments at all schools	Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student	\$1,326,880.00	Yes

		<p>from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. This action will increase student music instruction and improve music programs by providing instruments, materials, and supplies to increase equity and access for our low-income students. In the past, students from low-income families have been able to access additional music education in our District, more students participated in our music programs. With this action's resources, we expect to see continued increases in participation both within and outside the school day. It is expected that participation will increase so that all 4th - 5th graders are participating in music during the day and that this creates a pipeline to increase our middle school and high school music program participation.</p>		
13	Increase technology access and support for technology districtwide	<p>Many of our low-income students, foster students, and English learner students currently lack access to reliable technology. The technology department aims to enhance technology access, maintenance, support, and research and development (R&D) efforts to meet our goal of maintaining and increasing student access to technology, including technology for English Learner students, as well as foster and low-income students. We will implement technology solutions to ensure reliable access to designated programs, focusing on increasing technology access and support, and enhancing R&D efforts to meet the specific needs of our diverse student population. We will invest in improving technology infrastructure, upgrading systems to provide better performance, accessibility, and reliability. Additionally, we will enhance communication through Districtwide digital systems to facilitate consistent and reliable communications. The increased technology will be used to supplement intervention instructional materials and instruction for EL students, low-income students, and foster youth both during and beyond the school day. Access to technology will be extended to after-school programs and during extended learning opportunity hours for low-income, EL, and foster students since survey data reflects that they don't have access to a reliable internet connection. Site technicians will support staff and students to access technology and programs earmarked for student achievement.</p>	\$2,670,355.00	Yes
14	Provide schools funding for expanded and enriched learning opportunities	<p>Provide supplemental instructional materials to support differentiated instruction in core subjects and that support diversity, equity, and inclusion. District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are English learners, foster students, and students from low-income families. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and English learner students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). This action will provide funding for each school site to purchase materials and/or services in support of these strategies to improve student learning outcomes. This service is principally directed toward meeting the instructional objectives that target EL students, low-income, and foster students as their achievement trends below that of non-high-need students.</p>	\$354,731.00	Yes
15	Provide culturally relevant materials and library	<p>When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of EL, Foster, and low-</p>	\$275,000.00	Yes

resources for all students

income students. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and English learner students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of English learner students, low-income, and foster students and will include: a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this Districtwide goal, this action/service will increase and improve unduplicated students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower income families have less access to high-quality reading materials which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and, review library usage data to influence outcomes for low-income, EL, and foster students.

Goal

Goal #	Description	Type of Goal
2	AUSD will meet the diverse needs of English learner (EL) students and accelerate their academic achievement and English proficiency through an assets-oriented, culturally responsive approach.	Broad Goal

State priorities address by this goal.

4, 5, 2

An explanation of why the LEA has developed this goal.

AUSD's EL Population

Significant Presence: AUSD has a substantial EL population, accounting for 25.9% of its student body.

Diverse Needs: These EL students have varying academic and language needs depending on their specific category within the EL typology (e.g., Newcomers with limited English proficiency vs. Long-Term English Learners (LTELs) with developing skills).

The Data: Achievement Gap and Progress

State Assessment (SBAC): Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider:

ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points).

Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points).

California School Dashboard:

ELA: All students received an "orange" performance level along with Hispanic, SED and white, but ELs, SWD, homeless, and foster received a "red".

Math: All students received an "orange" performance level, while ELs, SWD, homeless, and foster received a "red" performance level.

EL students are also part of other subgroups.

Bright Spot: Three schools (Murray, Valleydale, and Hodge) implemented a specialized professional development program for EL teachers (Sobrato Early Academic Language) and showed promising results for their EL students, as evidenced by a green performance level for Murray and Valleydale and a blue for Hodge.

ELPAC (English Language Proficiency Assessments for California): This assessment measures EL proficiency levels:

16% - Well Developed

36% - Moderately Developed

28% - Somewhat Developed

19% - Beginning Stage

Reclassification: Approximately 14% of EL students were reclassified as Fluent English Proficient in the 2022-2023 school year. This ongoing progress highlights the need for

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard	2023 CAASPP ELA All students: 37% EL students: 8% Reclassified Fluent English Proficient (RFEP): 56% LTEL students: 4% Foster students: 0.0%			Increase for all groups \geq 5% points	
2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard	2023 CAASPP MATH All students: 22% EL students: 7% Reclassified Fluent English Proficient (RFEP): 28% LTEL students: 1% Foster students: 0%			Increase for all groups \geq 5% points	
3	Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores. Source: California School Dashboard	2022 - 2023 ELs making progress toward proficiency: 50%			Increase \geq 60%	

4	Rate of reclassification of EL students Source: AERIES, Student Information System & Ellevation EL Program Management	2023 - 2024 Reclassification Rate: 14%			Increase \geq 15%	
5	Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years) Source: Dataquest	2022 - 2023 LTELs: 11%			Reduction of rate \geq 5%	
6	CAASPP SBAC English Language Arts percent of EL students in DLI meeting/exceeding standard Source: AERIES, Student Information System & Ellevation EL Program Management	2023 All students: 37% EL students: 8% EL students in DLI: 36%			Increase for all groups \geq 5% points	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for EL students. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of EL students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement.	\$364,350.00	Yes
2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Many EL students lack adequate access to technology in their homes. Providing technology tools, such as tablets, laptops, and Chromebooks, can significantly enhance the instructional program for EL students by enabling increased differentiation. These technological resources, when integrated into the curriculum, will not only support language acquisition but also improve the development of literacy and research skills, particularly in intervention and support class settings, such as ELD support courses, newcomer programs, and LTEL support courses. To further boost EL students' achievement across content areas, we will also purchase supplemental, standards-aligned instructional materials and technology. Specific technology programs and purchases designed to support language acquisition may include devices and accessories like microphones, earphones, and translation software.	\$200,000.00	Yes

3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Collier and Thomas (2004) assert that DLI programs effectively narrow the academic achievement gap for EL students, improving proficiency in both their second (L2) and first language (L1), especially for those initially below grade level. Additionally, research by Umansky & Reardon (2014) underscores the long-term benefits of bilingualism and DLI programs for the academic achievement and reclassification of EL students. Expanding the DLI program within and across our schools presents an opportunity for LI, FY, and particularly those identified as ELs, to build biliteracy, bilingualism and enhance academic success. Expanding access through the middle school helps address needs of growing adolescent newcomer EL populations who have limited or interrupted formal schooling thereby, providing instruction that builds from an asset (L1) as opposed to a deficit (L2). Our DLI program provides academic instruction in two languages and enrolls low-income, foster, and EL students. The program is designed to enhance both linguistic and academic development, supporting the students' journey toward bilingualism. This linguistically integrated approach best supports ELs by promoting language proficiency, literacy, and academic achievement in both their first and second languages. Additionally, it fosters cross-cultural understanding among students. Teachers in our DLI program receive specialized training tailored to the needs of EL through instruction in the target language of ELs, thereby advancing language acquisition and preventing LTELs. This program provides an inclusive and supportive environment that nurtures the academic and linguistic growth of EL, low-income, and foster students. AUSD's successful and growing DLI program has consistently yielded higher levels of student achievement, particularly among EL students. Moreover, the effectiveness of DLI programs extends beyond academic outcomes. They foster a school environment where cultural diversity is respected and celebrated, creating connections that transcend social class and language barriers. This action addresses the red performance level on the 2023 California School Dashboard for EL students in ELA at Valleydale Elementary School.	\$4,342,154.00	Yes
4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	The importance of effective professional learning, research by Hargreaves & Fullan (2012) emphasizes the necessity for sustained follow-up and job-embedded coaching throughout the year. This approach ensures educators have ongoing support and guidance to implement new strategies effectively. To address the specific needs of EL students, our professional learning initiatives will be intensified and refined. These efforts will be closely aligned with the California English Learner Roadmap, providing educators with targeted training focused on enhancing the academic achievement and language acquisition of EL students. To facilitate this process, consultants and Teachers on Special Assignment, possessing expertise in serving the needs of ELs, will be actively involved in providing support and guidance to educators. Through their assistance, teachers will receive tailored coaching and resources to effectively implement strategies that meet the diverse needs of EL students, including LTELs and Newcomer students. By prioritizing increased and improved professional learning opportunities, we aim to see tangible improvements in EL students' academic achievement and language acquisition growth. Through ongoing support and targeted training, educators will be better equipped to address the unique challenges faced by EL students, ultimately leading to enhanced outcomes in both academic performance and language development.	\$380,000.00	Yes
5	Monitor academic and language progress to overcome content academic barriers of ELs	To effectively support EL students, it's crucial to monitor their progress in listening, speaking, reading, and writing individually, rather than relying solely on an overall performance score. This tailored approach is especially important for AUSD staff to address the diverse needs of Newcomers, LTELs, and EL students. To facilitate this monitoring process, we will renew performance monitoring software designed specifically for EL students. This software will assist teachers in implementing integrated and designated English Language Development lessons effectively. By tracking progress across multiple language domains, we aim to ensure that EL experience language acquisition growth and improved academic achievement. Castañeda v	\$57,000.00	Yes

		Pickard (1981) emphasized the importance of language education programs being grounded in sound educational theory, effectively implemented with adequate resources, and proven effective in overcoming language barriers. In line with this mandate, ongoing monitoring of EL students' English language development is essential for closing academic gaps and fostering language proficiency (Olson, 2010). While annual state language assessments provide valuable insights, they may not offer a comprehensive view of students' progress. Therefore, we will supplement these assessments with an additional English language assessment to track ongoing progress and identify advancements toward reclassification.		
6	Provide instructional support for EL students to accelerate achievement	Our school sites have different needs with regard to the services they can provide EL students. Some schools may have very high percentages of ELs (up to 65%). Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for ELs. School sites will utilize resource teachers/instructional aides to provide interventions for students.	\$746,372.00	Yes
7	Provide Expository Reading and Writing Course (ERWC) Sections	The California Department of Education has identified the Expository Reading and Writing Course (ERWC) as a promising practice for LTELs. In alignment with this recognition, we will offer ERWC as dedicated course sections tailored specifically to seniors, with a focus on serving LTELs and EL students. ERWC offers a comprehensive curriculum designed to enhance students' reading comprehension and writing skills, particularly in expository and analytical writing. For LTELs and ELs, who may face additional challenges in mastering academic English, ERWC provides targeted support to improve their language proficiency and academic literacy. By offering ERWC as dedicated course sections for seniors, we aim to provide these students with intensive instruction and practice in reading and writing, equipping them with essential skills for college and career readiness. This targeted approach recognizes the unique needs of LTELs and ELs, and aims to empower them to succeed academically and beyond. By providing access to high-quality instructional materials and support, we strive to ensure that all students, including those who may face language-related challenges, have the opportunity to achieve their full potential and thrive in their academic endeavors. This action addresses the red performance level on the 2023 California School Dashboard for ELs in ELA for Azusa Unified and Azusa High School. This action also addresses the red performance level on the 2023 California School Dashboard for EL graduation rate for Azusa High School.	\$275,000.00	Yes
8	Language support program for newcomer students	We will provide differentiated levels of English Language Development with an additional dedicated language support class for our newcomer students. The language support class plays a critical role in assisting newcomer students as they adapt to their new educational environment, enhance their language skills, and excel academically. Newcomer students often arrive with limited English proficiency. The language support class offers targeted instruction in English language skills, focusing on improving speaking, listening, reading, and writing abilities. In addition to language development, newcomer students may require assistance with academic content, especially if they have had limited or interrupted formal schooling. The language support class offers specialized instruction to help them grasp and engage with academic materials, ensuring they can keep up with their peers. Moreover, newcomer students may be navigating a new cultural and educational setting. The language support class provides a safe space for them to share experiences, ask questions, and receive guidance on understanding cultural norms and expectations. These classes typically comprise students from diverse linguistic and cultural backgrounds who are facing similar challenges. This inclusive environment fosters a sense of community and belonging, which is crucial for newcomer students who may feel isolated in their new school environment. As newcomer students gain proficiency in English and grow more comfortable with their academic and cultural surroundings, they can transition into mainstream	\$200,350.00	Yes

		<p>classes with increased confidence and success. The language support class serves as a bridge, helping them integrate fully into the regular academic program. Given the diverse needs and learning styles of newcomer students, individualized support is essential. The language support class offers smaller class sizes and personalized instruction, allowing teachers to address each student's unique strengths and challenges effectively. This action addresses the red performance level on the 2023 California School Dashboard for English learners in ELA for Azusa Unified and Azusa High School. This action also addresses the red performance level on the 2023 CA Dashboard for EL graduation rate for Azusa High School.</p>		
9	<p>Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs</p>	<p>Research indicates that schools with high populations of economically disadvantaged students often struggle to meet academic standards. However, maintaining high expectations for these students is crucial for their success (Gehrke, Kappa Delta Pi, 2005). To address this, we are committed to enhancing and expanding professional learning opportunities for AUSD staff, focusing on our Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Our analysis of low-income, EL, and foster youth student performance data highlights a district-wide need to elevate the rigor and alignment of instruction with state standards. Evidence-based research demonstrates that a culturally relevant, constructivist learning environment fosters academic achievement and engagement across all student demographics (Hughes et al., 2010; Gay, 2010; Armson & Laughter, 2016). By providing professional learning that supports this approach, AUSD aims to deliver rigorous, inquiry-based instruction within respectful and inclusive learning environments. These environments address issues of social justice and racial inequity while promoting increased student motivation, engagement in academic discourse, and positive perceptions of learning (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, funding will support professional learning initiatives such as Innovation Labs at elementary sites, exposing EL students to STEM career possibilities (Fouad and Santana, 2016). Curriculum development and implementation of state standards and frameworks will also be emphasized in our professional learning plan. Through these district-wide efforts, we aim to provide ongoing support to teachers in increasing rigor and improving achievement for EL students. Our professional learning initiatives are designed to equip educators with the tools and strategies necessary to uphold high academic expectations and deliver standards-aligned instruction, particularly tailored to the needs of ELs, foster, and low-income students. This professional learning plan includes support from TOSAs, contracted professional learning consultants, substitute release time for planning and coaching, and extra hours for participation in professional learning outside of the work day.</p>	\$973,196.00	Yes

Goal

Goal #	Description	Type of Goal
3	AUSD students will graduate and be prepared for college or post secondary opportunities.	Broad Goal

State priorities address by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Through stakeholder engagement opportunities and data collection, AUSD identified the need for our third goal. Preparing students for college or post secondary opportunities is an outcome all stakeholders felt strongly about as the LCAP was developed; as such Goal 3 focuses on ensuring our students are prepared for post-high school success. The California School Dashboard reports an overall score for the College and Career Indicator (CCI). However, due to the COVID19 pandemic years, the overall CCI was not reported for 2020, 2021, or 2022. In 2023, when reporting resumed, data showed 36% of students graduating from AUSD schools were considered prepared, yet not all student groups show similar rates; in particular, SWD and EL students have lower readiness rates. These differences between the groups reveal a need to provide additional support and opportunities to be college and/or career ready. The District seeks to continue to focus and address differences between student groups and desires to increase college/career readiness for all students, with a particular focus on the readiness of our high need students.

Graduation rates for our students have fluctuated over the last three years, with 2023 showing 84% of AUSD students graduating with their 4 year cohort. AUSD seeks to maintain the focus on supporting students in meeting graduation requirements especially as we face unrealized student learning brought about by the COVID-19 pandemic. AUSD has identified two groups - our EL students graduating at a rate of 69% and our Students with Disabilities graduating at a rate of 64% - who are in need of additional support. As such additional resources and support staff will be directed to ensure that the two identified subgroups receive the needed support to successfully graduate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
----------	--------	----------	----------------	----------------	---------------------------	----------------------------------

1	EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 EAP/CAASPP ELA 11th grade 11th Grade: 44% EL students: 5% Low-income students: 44% Students with disabilities: 5% Hispanic/Latinx: 43% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) LTEL students: 4%			Increase for all groups \geq 10% points	
---	--	--	--	--	---	--

2	EAP/CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 EAP/CAASPP MATH 11th grade 11th Grade: 16% EL students: 0% Low-income students: 13% Foster Youth: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) Students with disabilities: 1% Hispanic/Latinx: 13% White: (not available - data suppressed to protect student privacy, student group is 11 or fewer students) LTEL students: 0%			Increase for all groups \geq 10% points	
3	Meeting College/Career Preparation Indicator as prepared on CA Dashboard Source: CA Dashboard	2023 All students: 36% English learners: 4.6% Low-income students: 36% Foster Youth: 0.0% Students with disabilities: 4.4% Hispanic: 35.4%			\geq 50%	

4	Graduation Rate (CA Dashboard District Rate)	2023 All Students: 84% EL students: 69% Foster Youth: 77% Homeless: 74% Low-income students: 85% Students with disabilities: 64% Filipino: (not available - data suppressed to protect student privacy, student group is 10 or fewer students) Hispanic/Latinx: 85% White: (not available - data suppressed to protect student privacy, student group is 10 or fewer students)			Rates for all groups \geq 95%	
5	Percent of students meeting UC/CSU Entrance course requirements (a-g) Source: AERIES, School Information System	2022 - 2023 All Students: 38% EL Students: 0% Foster Youth: 0% Low-income Students: 38%			\geq 50%	
6	Percent of graduates Completing a CTE Pathway Source: AERIES, Student Information System	2022 - 2023 All Students: 23% EL Students: 2% Foster Youth: 1% Low-income Students: 22%			\geq 30%	

7	Percent of graduates Completing a CTE Pathway and a-g completion Source: AERIES, Student Information System	2022 - 2023 All Students: 5% EL Students: 0% Foster Youth: 0% Low-income Students: 5%			≥ 20%	
8	AP Exam Pass Rate (Percentage of total AP test takers with a score of 3 or higher) Source: AERIES, Student Information System	2022 - 2023 42%			≥ 60%	
9	Percent of graduates earning the California State Seal of Biliteracy Source: AERIES, Student Information System	2022 - 2023 5%			≥ 10%	

10	Percent of all students with access to a broad course of study as defined by CA Ed Code 51210 and 51220 (a) - (i). Source: California School Dashboard Local Indicators	2023 - 2024 100%			100%	
----	---	---------------------	--	--	------	--

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Prepare AUSD students for College Readiness	Access to academic rigor and support is important for our low-income students, foster students, EL students, and our homeless, many of whom will be first-generation college students (Hébert, 2017). Preparation for the academic demands of college is critical for college success. In fact, research reveals that high-achieving students, as well as those with access to a more rigorous course of study in high school, have better postsecondary and labor market outcomes compared to their counterparts (Adelman, 1999, 2006; Kurlaender & Howell, 2012; Long, Conger, & Iatarola, 2012). Academic preparation for college thus requires enrollment in a rigorous set of courses, which lay the foundation for students to develop the skills necessary to succeed in college-level courses. (Kurlaender, 2019) As such, through this district-wide goal to help prepare students for college, AUSD secondary schools will provide improved and increased opportunities for our low-income, EL, and foster students so that they can 1) meet UC/CSU A-G requirements 2) take more varied and/or rigorous course offerings that include AP and dual enrollment courses with dual credits and 3) graduate on time with their 4-year cohort, which includes getting access to online and in-person credit recovery options. We will provide supplemental materials and supplies for these courses, professional learning for the instructional staff, and contracts for credit recovery options such as APEX. Also, this goal will provide students with support to overcome barriers that might have prevented access to college, such as test fees for AP, IB, or PSAT/SAT exams, challenges of the college application process, including FAFSA, college visits, and needed instructional or college-relevant materials.	\$250,000.00	Yes
2	Prepare AUSD students for Career Readiness	Career readiness involves three major skill areas: core academic skills and the ability to apply those skills to concrete situations; employability skills that are essential in any career area; and technical, job-specific skills related to a specific career pathway. (ACTE, 2018) As such, Goal 3 is essential for AUSD as we intend to build and improve upon students' career readiness and CTE pathway participation and completion. Efforts will be made to ensure proportional representation of our EL, Foster Youth, and low-income subgroups within CTE completion rates upon high school graduation. AUSD intends to supplement course offerings by providing students opportunities to explore their self and career interests, complete CTE pathways to learn relevant technical job-specific needed skills related to career paths, acquire industry-recognized certifications, participate in work-based learning opportunities where they can apply learned skills and foster their employability skills, participate in internship/pre-apprenticeship/apprenticeship opportunities to apply learned skills in real-world work environments and participate in career-related competitions such as with CTSOs. We will provide CTE exploration and pathway completion materials and supplies, including recent and needed technology relevant to current industry needs, offer professional learning for staff, provide access to a college and career readiness platform, and support partnerships with NAF, the San Gabriel Valley Economic Partnership, and local business/industry partners.	\$1,215,000.00	Yes
3	Staff Support for College & Career Readiness	Scheduling constraints prevent many low-income, foster students, homeless, and EL students from participating in needed course offerings - whether to be on track to complete A-G requirements for college readiness or to complete their CTE pathways for career readiness. In order to support students and ensure on-time graduation, AUSD will improve upon and expand offerings to students as they prepare for college or career, either through additional sections of A-G courses and college readiness/preparation offerings such as AVID, IB, AP, or Dual Enrollment, or additional sections of CTE pathway courses that focus on certification exams, work-based	\$3,855,683.00	Yes

		<p>learning opportunities or internships and apprenticeships. As such, providing the needed staffing is needed, including additional FTEs, a career guidance tech, school counselors, and district administrative support, as said staffing is critical for the success of the programs as well as to ensure low-income, EL, and foster youth students have access to the course offerings. District administrative support will coordinate with the site and provide training and support to ensure the effective implementation of college preparatory and CTE programs. Counselors with specialized training to enhance the college and career technical education programs for low-income, EL, and foster youth students at all sites, will provide four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. Staffing will support programs such as AVID, IB, AP, Dual Enrollment, CTE exploration, and CTE Pathways to increase equity of access for our students to a broad course of study by not only providing additional sections throughout the instructional day, but also during zero and 7th periods. Extra hours for staff are also needed for additional support, such as planning for and supervision of college and career readiness activities and programs before or after school hours, such as teacher collaboration hours, CTSO competitions, work-based learning activities, internships, and apprenticeships.</p>		
4	Offer middle school World Language and Art; offer high school LatinX Studies	<p>Our district aims to enhance opportunities for low-income, foster, and EL students to fulfill college readiness standards, including the completion of A-G requirements. Scheduling constraints often prevent low-income, foster, and EL students from participating in elective classes. They are often required to take an ELD class to further support their English Language Development, which decreases the flexibility in their schedules for an elective course. To overcome this barrier, all secondary schools will extend their daily schedules, allowing high-need students to enroll in elective courses alongside their core curriculum. Recognizing the importance of ELs accessing and engaging with rigorous academic standards, such as those outlined in the Common Core and College and Career Ready Standards, we are committed to providing the necessary resources. To this end, we will allocate resources for one full-time equivalent (FTE) middle school World Language teacher, one FTE middle school Art teacher, and one FTE Latinx Studies teacher. These additional elective courses will facilitate equitable access to a diverse range of courses, further supported by the introduction of zero and 7th periods.</p>	\$386,570.00	Yes

Goal

Goal #	Description	Type of Goal
4	AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.	Broad Goal

State priorities address by this goal.

3

An explanation of why the LEA has developed this goal.

AUSD has a rich history of authentic community engagement which has led to improved outcomes for students. When families and schools engage with one another and establish strong relationships and work as partners, student outcomes improve. In AUSD, parents have reported on their level of engagement at the elementary, middle and high school. To gauge parents' perception of school engagement, the Youth Truth Survey asked questions regarding parent engagement in the school, being informed about and included in school decisions, and feeling represented and empowered. At the elementary level 71% of parents feel engaged whereas at the secondary level, middle school families are 46% engaged while 50% of high school families reported being engaged. In addition, AUSD wanted to measure relationships with families given that strong relationships are a foundation for student success. Parents were surveyed about relationships through questions that addressed the perception of respectful relationships with teachers, administrators and families, and questions about care between teachers and students and families and teachers. Additionally, the survey wanted to understand if families felt comfortable approaching teachers and administration about student progress. At the elementary level, 87% of families reported a positive perception of relationships with their schools. At the secondary level, 64% of families communicated a positive degree of relationships at the middle school level and 62% at the high school level. While there are some strengths in the data for both the themes of engagement and relationships, there are also areas to grow. AUSD seeks to create opportunities to collaborate with families to improve engagement and relationship indicators. Data with regard to attendance and chronic absenteeism is an indicator of school engagement. Currently, AUSD has an overall attendance rate of 92.82%. This rate is far below the expected average of 96%, but AUSD, like all other districts, is in the process of reengaging families post pandemic because the pandemic interrupted traditional attendance patterns. Chronic absenteeism also soared during the pandemic and despite districtwide improvements, it is still an area that needs intentional focus and response. According to the 2019 California State Dashboard, 8.4% of students were chronically absent, whereas in 2022, 38.5% of students were chronically absent. In 2023, AUSD decreased the percentage of chronically absent students to 32.3%, a 6.2% decline. AUSD's overall data demonstrates a decrease in chronic absenteeism, with no significant subgroup receiving a red or very high level for chronic absenteeism. However, several school sites continue with very high levels of chronic absenteeism. Lee Elementary School has an overall indicator of red for both students with disabilities and Hispanic students. Magnolia Elementary School also has an overall red indicator for all students, in addition to socioeconomically disadvantaged students and Hispanic students. Murray Elementary School also needs to address their students with disabilities population who continued in red in 2023. We seek to continue the overall positive improvement trend in attendance and chronic absenteeism while seeking to improve the struggles that several schools continue to face.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
----------	--------	----------	----------------	----------------	---------------------------	----------------------------------

1	Chronic Absenteeism Source: AERIES, Student Information System	2023 - 2024 All Students: 22% EL students: 24% Low-income students: 23% Foster Youth: 30% Homeless: 29% Students with disabilities: 30% African American: 28% Filipino: 7% Hispanic/Latinx: 21.60% Asian: 8% White: 24%			≤ 2.5% for all groups	
2	Attendance Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 90.8% EL students: 91.28% Low-income students: 90.84% Foster Youth: 88.92% Homeless: 89.51% Students with disabilities: 89.28% African American: 87.80% Filipino: 94.30% Hispanic/Latinx: 90.84% Asian: 93.06% White: 89.43%			≥96% for all groups	
3	The degree to which families are engaged in their school and empowered to influence decision-making Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 71% Middle: 46% High: 50%			Increase ≥ 5% for all groups	

4	The degree to which families experience positive relationships in their school based on respect, care, and approachability Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 87% Middle: 64% High: 62%			Increase \geq 5% for all groups	
5	The participation rate of parents/families who are participating in the District Annual YouthTruth Survey Source: District Annual YouthTruth Survey	2023 - 2024 Elementary 34% Middle 15% High 26%			Increase \geq 5% for all groups	
6	The participation rate of parents in participating engagement opportunities Source: District Annual YouthTruth Survey	2024 All Students 65% EL Students 59%			Increase \geq 5% for all groups	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide a bilingual community liaison at all schools	An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, EL students, and foster youth is important for their students' academic success. We will provide a community liaison for each school who will work alongside the Community Schools staff so that families of low-income, EL, and foster students will have access and connections to the schools. Through this collaborative work, parent engagement will increase and improve along with increased positive relationships and connections between families and schools. Community liaisons will continue to dedicate time and efforts to attendance and chronic absenteeism.	\$548,063.00	Yes
2	Provide a director to oversee and improve the LCAP process and implementation	Having access to accurate, frequent, and appropriate data to monitor progress of our EL, low-income students, and foster youth is essential in increasing responsiveness to their special needs. Data and progress of emerging bilingual students are needed as they face the dual challenge of learning content and learning English. Foster youth face increased trauma that can impact learning and they also have frequent changes in schooling. A strong understanding of their progress helps schools and districts better meet their needs. Low-income students have historically underperformed students who are not from low-income families. In designing district	\$340,125.00	Yes

		goals, actions, and budgets that meet the needs of these three student groups, a district must have a strong focus and added attention to the implementation of its LCAP. Evidence has shown that monitoring metrics, actions, and services outlined in the LCAP improves transparency and effectiveness and provides data to improve decision-making. We will provide district staff responsible for local, state, and federal data. Staff will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions and services; and, oversee surveys and stakeholder engagement in the LCAP process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions, resulting in improved academic outcomes for low-income, EL, and foster students.		
3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Student achievement increases when parents, especially those of high-need students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. As a Community Schools district, we will provide a district-wide Azusa Parent Learning Network and a multiple-session parent education model for both parents and staff. Families of high-need students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. This network will focus on engagement across the system including low-income, EL parents, and foster families. This strategy seeks to improve engagement and relationships as a means to impact student achievement and increase California State Dashboard overall scores.	\$267,363.00	Yes
4	Student Support Services staff to support family and pupil engagement	Student Support Services staff will strengthen connections to community agencies to better support students, advocate for foster youth, and provide outreach and support for families and students. AUSD's overall suspension performance level is red. In addition, multiple subgroups continue to be red for such subgroups as foster youth and homeless students for AUSD. Specific subgroups such as homeless and foster youth are strategically supported through the Student Support Services office.	\$838,402.00	No
5	Translation to support low incidence languages below 15% within the school's population	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for EL students. The research reflects when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for translation as a means to engage and connect families as partners for low incidence languages below 15% within the school's population.	\$30,000.00	Yes

Goal

Goal #	Description	Type of Goal
5	AUSD will ensure safe and restorative school climates.	Broad Goal

State priorities address by this goal.

1, 6

An explanation of why the LEA has developed this goal.

Through a collaborative effort with students, families, staff, and community partners, AUSD aims to improve students' learning environments and associated outcomes by providing safe and restorative learning climates that support student engagement in learning. Restorative environments are built on the principles of relationship, respect, responsibility, repair, and reintegration. As a Community School District, safe and restorative learning climates are an expectation and are essential for student success. Current facilities inspection results report that schools scored an average of 73% with the goal being greater than 96%. The District is in the process of conducting internal inspections to improve this indicator. The suspension indicator on the California State Dashboard is another data set that can give insight into current school climate. In 2023, the California State Dashboard reported an overall district red indicator in the area of suspension. The percentage of students being suspended increased 2.1% to 5.3% suspended as compared to 3.2% being suspended in 2022. Further, significant subgroups of African American, foster youth, Hispanic, homeless and socioeconomically disadvantaged students were suspended at high rates. There has been an intentional effort to provide other means of correction and restorative practices to teach and support students with behavior needs. Another measure of safe and restorative school climates is the dropout rate. The current overall middle school drop out rate for 2023 is 2.93%. This includes ELs, students with disabilities, and low income students. The high school dropout rate for 2023 is 1.83%. This also includes ELs, students with disabilities, and low income students. AUSD's Annual Survey data indicates a need to continue work to create safe and restorative learning environments. The percent of parents that reported students are safe at school varied by school level: elementary families; 71%, middle school families; 33% and high school families; 39%. When students were surveyed about their sense of safety, the responses were different from families: elementary students; 64%, middle school students; 49% and high school students; 46%. Staff perceptions of safety were higher than families and students: elementary staff; 82%, middle school staff; 57% and high school staff; 54%. As part of a safe and restorative school climate, the District survey looked at levels of connectedness and the degree to which students had strong and supportive relationships with their teachers. Fifty-four percent of elementary school students felt connected whereas 51% of middle school students and 44% of high school students felt that same connection. The degree to which students have strong and supportive relationships with their teachers was measured by several questions addressing teacher treatment toward students, how fair and caring teachers are and if teachers provide extra help. Again, elementary school students communicated the highest percent positive toward this theme at 72%. Consequently, middle school students expressed a 46% positive perception toward this relationship theme while 41% of high school students responded in a positive manner. The theme of school culture is another indicator to reflect on and then provide an intentional response. When students were surveyed on their belief to which their school fosters a culture of respect and fairness 31% of elementary school students responded positively whereas 44% of middle school students and 39% of high school students responded positively. The student perception data is important because it provides some direction to a response as AUSD seeks to continue to provide and cultivate safe and restorative school climates. The 2023 California State Dashboard revealed a clear need to continue to elevate the importance of this goal and the actions that are aligned to this goal. As stated above, the 2023 overall suspension indicator was red with overall red in the subgroups of foster youth, socioeconomically disadvantaged, African American and Hispanic. In addition, the overall suspension indicator at both high schools and one elementary school was red. Transversely, the remaining 6 elementary schools made good progress on the indicator for suspension. The District seeks to maintain this positive growth and ensure that all learning environments are conducive to the best outcomes for all students in academic achievement, social-emotional learning, positive behavior, and cultural competence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 12.26% EL students: 2.29% Low-income students: 12.19% Foster Youth: 0.26% Homeless: 1.85% Students with disabilities: 2.52% African American: 0.06% Filipino: 0% Hispanic/Latinx: 11.98% Asian: 0.06% White: 0.07%			≤ 7% for all groups	
2	Expulsion Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 0% EL students: 0% Low-income students: 0% Foster Youth: 0% Homeless: 0% Students with disabilities: 0% African American: 0% Filipino: 0% Hispanic/Latinx: 0% Asian: 0% White: 0%			≤ 1% for all groups	
3	High School Dropout Rate Source: CDE, Dataquest	2023 All: 1.83% EL students: 0.40% Students with disabilities: 0.20% Low-income students: 1.73% Foster Youth: 0.00%			≤ 1% for all groups	

4	Middle School Dropout Rate Source: AERIES, Student Information System	2023 All: 2.93% EL students: 1.30% Students with disabilities: 0.33% Low-income students: 2.83% Foster Youth: 0.00%			≤ .5% for all groups	
5	Average of schools' facilities inspection results Source: Williams Report (FIT Report)	2023 - 2024 73%			≥ 96% for all schools	
6	Parent perceptions of safety on campuses Source: District Annual YouthTruth Survey	2023 - 2024 Elementary 71% Middle 33% High 39%			Increase ≥ 5% for all groups	
7	Student perceptions of safety on campus Source: District Annual YouthTruth Survey	2023 - 2024 Elementary 64% Middle 49% High 46%			Increase ≥ 5% for all groups	

8	Teacher and staff perception of safety on campuses Source: District Annual YouthTruth Survey	2023 - 2024 Certificated Staff: Elementary 83% Middle 50% High 57% Classified Staff: Elementary 80% Middle 67% High 38%			Increase \geq 5% for all groups	
9	The degree to which students are connected and have a sense of belonging to school Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 54% Middle: 51% High: 44%			Elementary: \geq 70% Middle: \geq 60% High: \geq 60%	
10	Teacher and staff perception of school connected and belonging Source: District Annual YouthTruth Survey	2023 - 2024 Certificated Staff: Elementary 85% Middle 63% High 75% Classified Staff: Elementary 92% Middle 86% High 83%			Increase \geq 5% for all groups	
11	Parent perception of school connectedness and belonging Source: District Annual YouthTruth Survey	2023 - 2024 Elementary: 77% Middle: 46% High: 50%			Increase \geq 5% for all groups	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide pathways for restorative, resilient, and supportive school communities	<p>AUSD recognizes the unique challenges faced by low-income students, ELs, and foster youth. Many of these students may have experienced trauma, impacting their ability to learn and behave positively at school. To address this, we're implementing a comprehensive program to build a more resilient and supportive school community. Including the following:</p> <p>1) Trauma Healing Circles: These facilitated group sessions will provide a safe space for students to share their experiences, develop coping mechanisms, and build emotional resilience. This is particularly important for students who may have experienced trauma, which can manifest in behavior challenges.</p> <p>2) Push-in Support: Specially trained professionals will work directly in classrooms alongside</p>	\$920,000.00	Yes

		<p>teachers. This "push-in" approach allows for targeted interventions and support tailored to the individual needs of ELs, low-income students, and foster youth.</p> <p>3) Positive Behavior Assemblies: These engaging assemblies will celebrate student achievements and reinforce positive behavior expectations. By creating a culture of recognition and positive reinforcement, students are more likely to exhibit desired behaviors and feel motivated to succeed.</p> <p>Comprehensive Staff Training: Educators and staff will receive in-depth training on trauma-informed practices, restorative justice approaches, and culturally responsive teaching methods. This equips them to create a safe and supportive learning environment where all students feel valued and understood.</p> <p>By implementing these multifaceted strategies, we anticipate a significant reduction in suspension rates for all subgroups. Existing partnerships with organizations like the Western Justice Center and Second Call. Their expertise and support will be instrumental in implementing this program effectively and achieving our goal of a more resilient and supportive school community. The 2023 California State Dashboard results and Differentiated Assistance identification of high suspension rates for homeless and foster students elevates the importance of this action.</p>		
2	Provide trauma informed professional learning opportunities	AUSD will provide low-income students, EL students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early implementation points to the higher levels of trauma often experienced by high need students. Districtwide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the district will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. Increased and improved professional learning will result in engagement and positive academic outcomes for low-income, EL, and foster students.	\$70,193.00	Yes
3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	There is a need to refresh the PBIS understanding, implementation and practice to address the increase in suspensions for Murray, Azusa High School, and Sierra High School. All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support low-income, EL, and foster students. Professional learning and implementation will serve to create an emotionally and physically safe environment for all students. In addition, PBIS will allow all school sites to evolve and make current relevant research-based practices anchored within the PBIS framework. These practices will help address the suspension rate and the perception of school safety, climate, and culture at Murray, and Azusa High School. Low-income, EL, and foster students, who have historically experienced inequity in discipline, will benefit from improved discipline outcomes and increased academic success.	\$150,000.00	Yes
4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	When low-income, EL, and foster students receive targeted support for social and emotional wellness, academic outcomes improve. Our student data show a continuing need for mental health/wellness support for our low-income, EL, and foster students. We will provide staff focused on providing for the needs of these three groups beyond those of all students. Staff will provide support to students through collaboration with school staff to address barriers to learning, implement trauma-informed practices, provide evidence-based interventions, and provide programs and community resources to address student and family needs regarding symptoms of trauma, depression, anxiety, and other mental health/wellness issues.	\$1,621,058.00	Yes
5	Provide additional nurses and increased support for student health	Wrap around type services for low-income, EL, and foster students add to their academic improvement and well-being. Additionally, Health Services has been an important component of providing support for students and their families that have been identified as having Chronic Absenteeism. District nurses provide increased health support to high need students, including,	\$475,068.00	Yes

		health and vision screening, medical evaluations, case management for medically fragile students, and guidance from medical health professionals. The district has provided this additional health support in the past and evidence has shown that increased access to health supports for low-income, EL, and foster students contributes to better school attendance, health, earlier access to needed care, and increased learning.		
6	Base funding of facilities maintenance and improvements	We will ensure all of our facilities are enhanced to provide optimum learning for all students. Facilities inspection reports will reflect the efforts of staff to provide safe and healthy learning environments for students.	\$7,088,002.00	No
7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Evidence has shown students who are hunger-free are better able to learn. Our low-income students, EL students, and foster students will experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. District-wide students will have access to healthy food. Additionally, students will learn about health, nutrition, and food through hands-on, project-based learning (elementary school garden projects) which is an effective strategy to engage students and increase learning for high needs students. We will increase and improve our school garden programs at district elementary schools. We will also implement our nutrition enhancement plan, which includes increased fresh foods, sanitation, and safety professional development, and implementation of a wellness policy.	\$15,000.00	Yes
8	Increased support and professional learning for restorative justice	All schools will receive training and coaching support to address equity for low-income, EL, and foster students. As a Community School District, restorative practices and peer mediation will become an integral part of how the district supports students. Professional learning and implementation serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices (González, 2016) in improving school culture, climate, and addressing racial disparities in discipline. Low-income students, EL students, and foster youth will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline.	\$802,804.00	Yes
9	Provide supplies, services and resources for Foster Youth	In a recent study, Hass, Allen, & Amoah (2014) found having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increases student success. AUSD will provide foster youth and parent services via frequent outreach meetings, periodic check-ins, and resources. Additionally, we will have a family resource specialist, who will conduct outreach and implement systems of support for foster youth and their families. The results of this district-wide service will improve social, emotional, and academic support for our students who are in foster care. The 2023 California State Dashboard demonstrates overall needs for foster youth. Foster youth scored a red performance level in the indicators for ELA proficiency and suspensions. By providing intentional supplies and services through partners, such as transportation, that allows foster youth students to return to their school of origin and positive continuity of school connections, foster youth will receive the support that is needed to succeed.	\$125,770.00	Yes
10	Improve school safety through professional learning and supplies purchases	Our district data indicate that 88% of our students are socioeconomically disadvantaged (SED)/low-income, and five out of our ten schools exceed 90% SED/low-income. Additionally, Azusa has a city crime index of 17. These factors, along with survey data from education partners, highlight the critical need to address school safety through professional learning opportunities for staff. To ensure positive and supportive school climates, we must cultivate deliberate school-wide strategies and shared expectations. A safe and supportive school culture reflects shared values and takes into account the communities and cultures students bring with them to school. This culture must include sound classroom management practices and developmentally appropriate	\$215,000.00	Yes

		support. Preparing staff to address the needs of EL and low-income students is essential in providing safe and supportive school environments. This action helps to address safety concerns and also builds a foundation for long-term positive school climates that are inclusive and responsive to the needs of our diverse student population.		
11	Provide personnel to support and improve student engagement	We will provide increased support for pupil engagement, as measured by attendance, suspension, and expulsion, for all students. Student Support Services staff will increase connections to community agencies that support students, advocate for foster youth, and provide outreach and support for families and students. Supporting school programs such as PBIS that support positive outcomes will be important to encourage student participation and engagement in school activities. Azusa High School and Sierra High School must address their overall red indicator for suspension, with their subgroups: EL, homeless, white, SWD, and SED students. Further, Murray Elementary School will elevate its work around PBIS to address the red indicator for suspensions with their subgroups: English learners, SWD, SED students, and Hispanic students.	\$838,402.00	No

Goal

Goal #	Description	Type of 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 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.	Equity Multiplier Focus Goal

State priorities address by this goal.

2, 4, 5

An explanation of why the LEA has developed this goal.

Upon consulting with educational partners, a need was identified to address the lowest performance level (red indicators) for all students and identified subgroups. The establishment of this goal is driven by a commitment to educational equity and the recognition of the unique challenges faced by students attending Sierra High School. Historically, continuation high schools serve a diverse population of students who may have experienced academic, social, or behavioral challenges in traditional educational settings. As such, it is imperative that we prioritize efforts to address disparities in academic achievement and create a supportive and inclusive learning environment where all students can thrive.

English Language Arts (ELA) and Mathematics proficiency are foundational skills essential for academic success and future opportunities. By focusing on improving performance in these subjects, we aim to ensure that students are equipped with the essential skills needed for college, career, and civic engagement.

Additionally, graduation rate serves as a critical measure of our ability to provide students with the support and resources necessary to earn a high school diploma and transition successfully to post-secondary endeavors. Increasing the graduation rate reflects our commitment to empowering students to achieve their educational goals and unlock pathways to future success.

Furthermore, addressing suspension rates is essential for creating a positive school climate and fostering a culture of inclusivity and belonging. By implementing alternative discipline approaches and support systems, we aim to reduce the disproportionate impact of suspensions on marginalized student groups and promote positive behavior and engagement.

Overall, the establishment of this goal is rooted in our unwavering dedication to ensuring that every student, regardless of background or circumstance, has access to a high-quality education that prepares them for lifelong success. By targeting specific areas of need and implementing evidence-based strategies, we are committed to fostering equity, excellence, and opportunity for all students at our continuation high school.

The following student groups at Sierra High School will increase scores in CAASPP ELA and math assessments:

*All students

*Hispanic students

*SED

Suspension rates will decrease for the following student groups:

*All students

*EL students

*Hispanic students

*SED

*SWD

College and Career readiness indicator will increase for the following student groups:

*All students

*Hispanis students

*SED

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP SBAC English Language Arts percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP ELA All students: 33.69% EL students: 8% Reclassified Fluent English Proficient (RFEP): 44% Low-income students: 36% Students with disabilities: 5% Hispanic: 34%			Increase for all groups \geq 10% points Reduction in the difference between student groups \geq 10%	

2	CAASPP SBAC Mathematics percent of students meeting/exceeding standard Source: California Dashboard and Illuminate, Student Assessment Data System	2023 CAASPP MATH All students: 22% EL students: 0% Reclassified Fluent English Proficient (RFEP): 3% Low-income students: 1% Students with disabilities: 0% Hispanic: 1%			Increase for all groups $\geq 10\%$ points Reduction in the difference between student groups $\geq 10\%$	
3	Graduation Rate (CA Dashboard District Rate)	2023 All Students: 82% Hispanic: 83% Low-income students: 82.8%			Rates for all groups $\geq 90\%$	
4	Suspension Rate Source: AERIES, Student Information System	2023 - 2024 All Students: 10.7% EL students: 14.2% Low-income students: 10.6% Hispanic: 10.8% Students with Disabilities: 14.6%			$\leq 7\%$ for all groups	
5	Meeting College/Career Preparation Indicator as prepared on CA Dashboard	All: 3.4% Hispanic: 3.5% Low income: 2.4%			$\geq 10\%$	

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide intervention and support for at-promise students	Small group instruction, one-on-one tutoring, and differentiated learning opportunities.	\$115,000.00	No
2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	Professional learning to support recognizing and addressing implicit bias, fostering inclusive classroom environments, and integrating diverse perspectives into the curriculum.	\$33,000.00	No
3	Support Systems for at-promise Students	Establish support systems and wraparound services to address the social, emotional, and academic needs of at-risk students. This may involve counseling services, mentoring programs, and partnerships with community organizations.	\$52,000.00	No
4	Alternative Discipline Approaches	Implement restorative justice practices and alternative discipline approaches to reduce suspension rates and promote positive behavior. This includes training staff in conflict resolution techniques, implementing peer mediation programs, and creating a supportive disciplinary environment.	\$15,000.00	No

5	Family and Community Engagement	Foster meaningful partnerships with families and the community to support student success. This includes providing resources and workshops for parents/guardians, establishing regular communication channels, and involving community partners in decision-making processes.	\$10,259.00	No
---	---------------------------------	---	-------------	----

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$28,464,089.00	\$3,654,063.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.19%	0.87%	\$629,047.99	43.06%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>Goal 1 Action 1</p>	<p>Student performance data points to a district-wide need to increase the rigor and alignment of instruction to the demands of state standards for EL, low-income, and foster students in both ELA and math.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math. Low-income students show an ELA proficiency rate of 35%, which is 2% lower than all students, and a 21% proficiency rate in math. Math shows an 8% decline in proficiency rate for low-income students when compared to results from 2019.</p> <p>Feedback from educational partners highlights the need for EL and foster students to receive enhanced resources and support to improve literacy, language development, and math skills. Additionally, there is strong support for providing staff with professional development to address the existing achievement gaps.</p>	<p>Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and EL students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach which will result in increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). In addition, many of our low-income students, foster students, and EL students have limited access to technology at home. The increased access to technology and instructional materials will support instruction for low-income, EL, and foster students. Research (Fisher, Frey, & Hattie, 2016) points to the positive impact of measuring and providing students with instruction that mitigates learning gaps and advances achievement. As a result of this action, we will purchase standards-aligned instructional materials and technology in support of a culturally relevant, constructivist learning environment in order to improve high-need students' academic achievement. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>

<p>Goal 1 Action 3</p>	<p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students.</p> <p>Feedback from educational partners indicates the need for EL and foster youth students to receive additional interventions to increase literacy, language development, and math skills due to the gaps in proficiency levels. Feedback also points to the need for additional intervention staff and training to provide differentiated support.</p>	<p>Jimerson, Stein, Haddock, and Shahroozi (2016) note the positive impact effective intervention has on students, in particular those who have been historically underserved. We will provide staff to support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, EL, and foster students. This service is principally directed to addressing the academic outcomes we have for our EL students, low-income, and foster students. Through this districtwide goal, intervention staff will increase and improve instructional support for high need students. By providing individual and small group instruction, intervention staff will support EL students' academic language development, as well as foundational skills such as phonemic awareness and phonics early in the reading process, with continued emphasis on vocabulary and concept building throughout the instructional process. Intervention and support will also include the development and implementation of a Student Study Team Protocol and early intervention in special education. AUSD expects to see an increase in high-need student achievement and a narrowing of achievement gaps between groups. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>
<p>Goal 1 Action 4</p>	<p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for EL and foster youth students to receive enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Educational partners share that the monitoring of data for EL and foster youth students is critical to improving instruction and increasing student outcomes.</p>	<p>Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, EL, and foster youth student achievement, and use data to inform instructional practice. We will renew contracts for the district student information system and the data and assessment system which provide added ability for assessing and monitoring. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, EL students, and foster youth. AUSD has experienced growth in data-driven instructional decision making and there is a desire to continue to address the need and improve practice. These data systems allow us to disaggregate results by student groups. Evidence has shown when data is used to monitor and improve instruction for our students, stronger academic impact results. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities (SWD) and Homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>

<p>Goal 1 Action 5</p>	<p>Smaller percentages of our low-income parents report being engaged in their child's school when compared to higher-income families. Low-income students at all grade levels have consistently lower levels of standard mastery when compared to higher-income students on local academic assessments. EL students' mastery of standards on local academic assessments is lower than that of all students.</p> <p>Chronic absenteeism rates for low-income students are also high with a rate of 23%, EL students at 24%, and FY at 30% which has a negative impact on the engagement of students. This current rate shows an increase of 13% from the 2019 -2020 baseline data overall, a 14% increase for low-income, a 15% increase for ELs, and a 9% increase for FY. These rates result in lower levels of engagement and decrease the student's sense of connectedness to school, which negatively impacts student achievement.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners indicates the need to provide additional instructional support to increase academic achievement and engagement.</p>	<p>Through this districtwide action/service, AUSD will provide additional staff, such as a translator beyond what is required, and instructional aides to support families and students in accessing instruction and information as well as minimizing barriers to educational access for families who speak additional languages and low-incidence languages.</p> <p>A teacher on special assignment will provide students with access to increased learning opportunities and improved instruction through teacher professional learning and coaching. As a result, students will have increased language support and differentiation of instruction. This service is directed toward meeting the academic outcomes of EL students, low-income, and foster students. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math indicators and to maximize the impact on academic achievement and engagement.</p>	<p>Metrics used to monitor effectiveness include: *Chronic Absenteeism Rate</p>
----------------------------	---	---	---

<p>Goal 1 Action 7</p>	<p>While the data is improved, there is still a need to address the lower rates of progress among EL students, foster youth, and low-income students as gaps persist when compared to all students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps.</p>	<p>Teacher coaching has emerged as a promising alternative to traditional models of professional development. Since beginning the use of instructional coaches in the District, high-need students have shown increased achievement in both state and local measures. Survey data has indicated the value in our professional learning. We will provide 5 FTE instructional coaches to support increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum. This service is principally directed to meeting the academic achievement outcomes of EL students, low-income students, and foster students. Through this district-wide goal, the instructional coaches will provide instructional support to teachers as they address instructional rigor and lesson implementation for our low-income, EL, and foster youth students. The outcome of improved classroom instruction for low-income, EL, and foster youth students will result in greater achievement. This action will create systems of academic support and increase the effectiveness of instruction. These actions are being provided on an LEA-wide basis to benefit all students, including Students with Disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>
<p>Goal 1 Action 8</p>	<p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for additional opportunities for EL and foster youth students to develop academic skills and to receive support to improve literacy, language development, and math skills in order to address the existing achievement gaps.</p>	<p>Our EL and foster youth students will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. We will increase summer school sections to offer credit recovery, grade improvement, and original credit, focusing on prioritizing and enrolling EL students. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and student groups at the lowest performance level on the CA Dashboard for the ELA, math, and graduation rate indicators.</p>	<p>Metrics used to monitor effectiveness include: *Graduation Rate</p>

<p>Goal 1 Action 10</p>	<p>Low-income, EL, and foster youth students in our District lack home and community resources that enhance and improve academic and social-emotional achievement. These students achieve below other students who are not part of unduplicated pupil groups.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for additional programs and initiatives that support student growth, achievement, and instructional relevance.</p>	<p>Through this district-wide action, we will contract with a grant-writing consultant to develop grant proposals to increase access to services for low-income, EL, and foster youth students. Through this district-wide goal, we will utilize a grant writer consultant to assist us in securing additional funds in support of the academic achievement of low-income students, EL students, and foster students. Evidence has shown that our past grant awards have benefited students and families by improving instruction, community engagement, and specialized support programs for low-income, EL, and foster youth students (ie. Community Schools grant, EL professional learning grant, preschool expansion grant). Students who are from low-income families, who are learning English, and who are in foster care need additional resources to ensure achievement barriers are removed. AUSD has identified needs that require funds beyond that provided by the state and federal government. In the past three years, over 18 million dollars in grants have come to AUSD through this service; it is expected that AUSD will continue to be awarded grants for our low-income, EL, and foster youth students. These actions are being provided on an LEA-wide basis to provide additional resources for all students.</p>	<p>Metrics used to monitor effectiveness include: *Attendance Rate *Graduation Rate *Reclassification Rate *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores</p>
<p>Goal 1 Action 11</p>	<p>During our consultation process, it was noted that EL students need additional art programs to increase engagement. Our low-income students have limited access to art programs due to a lack of resources, thus impacting their overall engagement and attendance which impacts student achievement.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for low-income students to participate in art integration to increase engagement, thus improving academic achievement and addressing existing achievement gaps.</p>	<p>Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, all students benefit, especially students from low-income backgrounds and EL students (Caterall, 2012). We will provide supplemental materials for the secondary and elementary art programs and other visual and performing arts programs so that low-income, EL, and foster youth students can garner the benefits of a rich arts program in AUSD during the school day. Students from low-income families, EL students, and foster youth need additional access to art resources, materials, and explicit art instruction. By providing these services, we will see increased participation in District arts programs and increased student achievement because a student's sense of connectedness improves and thus improves their attendance. With improved attendance, we should expect stronger academic outcomes. These actions are provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics used to monitor effectiveness include: *Attendance Rate</p>

<p>Goal 1 Action 12</p>	<p>During our consultation process, it was noted that low-income and EL students need additional music instruction during the school day. With increased opportunities for music instruction, engagement will increase, thus improving academic outcomes.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Educational feedback indicates that schools would benefit from additional programs and stronger extracurricular activities, which would increase student engagement and achievement for low-income and EL students.</p>	<p>Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music programs in high and low-poverty schools. According to a (2012) report from the National Endowment from the Arts, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed peers from a low-arts, low-SES background, closing (and in some cases eliminating) the gap that often appears between low-SES students and their more advantaged peers. We will increase student music instruction and improve all District music programs by purchasing instruments, materials, and supplies to increase equity and access for our low-income, EL, and foster youth students. This action aims to positively impact the academic achievement of low-income, EL, and foster students by increasing a student's sense of connectedness, which in turn should improve the students overall attendance. With improved attendance we expect that student achievement will also show gains. This action provides additional opportunities for music instruction which will have a positive impact on engagement and achievement for all students. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics used to monitor effectiveness include: *Attendance Rate</p>
-----------------------------	--	---	--

<p>Goal 1 Action 13</p>	<p>Many of our low-income students, foster students, and EL students do not have access to reliable technology at home. The pandemic highlighted the need to ensure that high-need students have equitable access to technology. Technology supports academic achievement as it provides access to programs for students to reinforce skills needed for academic success. Current academic gaps exist for low-income, EL, and foster youth students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for increased access to technology during and beyond the school day and access to programs that can reinforce student learning at school and home.</p>	<p>AUSD Management Information Systems department will maintain and increase student access to technology. The increased technology will support intervention instructional materials, programs, and instruction for EL students, FY, and low-income students. We will increase technology solutions for reliable access to designated programs that support student intervention. Enhanced technology will allow for frequent monitoring of low-income, EL, and foster youth students' achievement and increased ability to inform and differentiate instructional practices. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>
-----------------------------	---	--	---

<p>Goal 1 Action 14</p>	<p>District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are EL students, foster students, and from low-income families; this includes creating learning environments that address issues of diversity, equity, and inclusion (DEI). Students in these three groups have lower achievement on our state and local assessments and achieve below that of all students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for supplemental instructional materials to support differentiated instruction in core subjects and that support diversity, equity, and inclusion. Low-income students in the District have also provided feedback about desiring curriculum and instruction that centers on DEI and is more rigorous. These topics will help support a student's sense of belonging and connectedness to school, which in turn will have a positive impact on students' attendance and chronic absenteeism rates. With improved attendance and chronic absenteeism rates we can expect to see improved achievement for low-income, EL, and foster youth students.</p>	<p>District staff will purchase materials and/or services for low-income students, EL students, and foster students, beyond what is provided to students who are not in these groups, to improve student learning outcomes related to DEI and rigorous coursework. This action allows AUSD to identify and provide low-income, emerging bilingual, and foster youth additional materials and supplies needed to support culturally relevant, inclusive, constructivist learning environments at each school site. Research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and emerging bilingual students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). The District will increase rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research further supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). We expect to see higher levels of engagement by EL students, low-income students, and foster youth based upon attendance, and chronic absenteeism. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income students, EL students, and foster students when compared to students who are not in these three groups. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the ELA and math indicator.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Attendance Rate *Chronic Absenteeism Rate</p>
<p>Goal 1 Action 15</p>	<p>EL, low-income, and foster students in AUSD have less access to high-quality reading materials and have lower levels of engagement when compared to other student groups. CAASPP data shows a gap in achievement for EL students in ELA and math.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22%</p>	<p>When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of high need students. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. Evidence-based research shows that a culturally relevant, constructivist learning environment promotes academic achievement and engagement across all content areas for all learners, especially low-income students, foster students, and English learner students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). By offering this approach centered around our three Student Success Drivers (Academic Discourse,</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>

proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.

Feedback from educational partners highlights the need to provide high-interest and diverse library materials and curriculum to increase student engagement and achievement.

Cognitive Rigor, and Collaborative Practices), AUSD students will receive rigorous, inquiry-based instruction in respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research supports this approach as showing increased student motivation and interest; increased engagement in students' academic discourse; and, increased positive student perception and confidence (Tate, 1995; Civil & Khan, 2001; Robbins, 2001; Wortham & Contreras, 2002; Ensign, 2003; Gutstein, 2003; Souryasack & Lee, 2007; Feger, 2006; Dimick, 2012; Hill, 2012; Bui & Fagan, 2013; Choi, 2013; Hubert, 2013; Martell, 2013). Additionally, AUSD will increase and improve library resources in support of the instructional program focused on resources that address diversity, equity, and inclusion. Both the American Library Association and the Association for Library Services to Children assert the importance of diverse, culturally relevant library materials, in particular for children from diverse groups. This service is principally directed to meeting the needs of English learner students, low-income, and foster students and will include: a balanced range of fiction and non-fiction titles and reading levels; titles written by and/or about Black, Indigenous, and People of Color; titles that promote social justice; titles that promote social and emotional well-being; and a range of topics, themes, and genres reflective of student interest, choice, identity, culture, and experiences. Through this districtwide goal, this action/service will increase and improve unduplicated students' access to high-quality library resources. Evidence shows this will have a positive impact on student performance (Cox & Jantti, 2012). Children from lower-income families have less access to high-quality reading materials, which may result in barriers to reading (Neuman, International Reading Association, 2001). AUSD school libraries will promote high-interest, diverse, culturally relevant library materials to the student body; display learners' work throughout the library; create an atmosphere where all learners are represented in the school library; and review library usage data to influence outcomes for high-need students. These actions will provide an opportunity to increase access to diverse materials and student engagement. These actions are being provided on an LEA-wide basis to benefit all students including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.

<p>Goal 2 Action 2</p>	<p>Many EL students lack adequate access to technology in their homes. The pandemic highlighted the need to ensure that students have equitable access to technology. Technology supports academic achievement by providing access to programs for students to reinforce skills needed for academic success. Current academic gaps exist for EL students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students.</p> <p>Feedback from educational partners highlights the need for increased access to technology during and beyond the school day and access to programs that can reinforce student learning.</p>	<p>Technology tools such as tablets, laptops, projectors, and Chromebooks, allow for increased differentiation in the instructional program, as well as improvement in the development of literacy and research skills. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve EL students' achievement across content areas. Specific technology to support language acquisition might include devices and plugins like microphones and earphones. The expanded technology implementation will require reliable wireless access and infrastructure. These actions are being provided on an LEA-wide basis to benefit all students at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Rate of reclassification of EL students</p>
----------------------------	---	--	---

<p>Goal 2 Action 3</p>	<p>In AUSD, our EL students benefit when they become fluent in more than one language. Spanish-speaking EL students lack opportunities to develop comprehensive literacy in Spanish in English-only classes. Current gaps exist in the achievement of EL students on the CAASPP assessments in ELA and math.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students.</p> <p>Our data shows EL students receiving primary language instruction achieve at higher levels than ELs being instructed primarily in English: Ever-ELs in the AUSD Dual Language Immersion (DLI) program outperform their peers in the Structured English Immersion (SEI) or mainstream programs on the CAASPP ELA test.</p> <p>DLI program: 36% of ever-ELs met or exceeded the CAASPP ELA standards. SEI or mainstream programs: 18% of ever-ELs met or exceeded the CAASPP ELA standards.</p> <p>Educational partner feedback reflects the need to provide EL students with the opportunity to participate in programs that support proficiency in both their second and first language, such as the Dual Language Immersion Program.</p>	<p>A 2014 Stanford University study showed that second language learners who are taught in two languages not only catch up to their English immersion counterparts, but they eventually surpass them, both academically and linguistically. Past implementation of dual language immersion in AUSD resulted in similar findings. Elementary English-speaking students who are low-income and foster youth do not have opportunities to learn another language and develop Spanish literacy. This schoolwide action will increase opportunities for emerging bilingual students, low-income students, and foster youth to develop bilingualism by participating in a Dual Language Immersion Program. Students who have participated in the District's Dual Language Immersion Program have scored higher on academic achievement assessments; the District expects continued high achievement to be the outcome for members of all three student groups who participate.</p> <p>Our DLI program provides academic instruction in two languages and enrolls low-income, foster, and English-learner students. The program is designed to enhance both linguistic and academic development, supporting the students' journey toward bilingualism. This linguistically integrated approach best supports ELs by promoting language proficiency, literacy, and academic achievement in both their first and second languages. Additionally, it fosters cross-cultural understanding among students.</p> <p>Teachers in our DLI program receive specialized training tailored to the needs of English learners through instruction in the target language of ELs, thereby advancing language acquisition and preventing long-term English learners. This program provides an inclusive and supportive environment that nurtures the academic and linguistic growth of EL, low-income, and foster students.</p> <p>These actions are being provided on a school-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>
----------------------------	---	---	---

<p>Goal 2 Action 4</p>	<p>We aim to see tangible improvements in EL students' academic achievement and language acquisition growth as current data demonstrates gaps in achievement for EL students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students. Foster students show a 0% proficiency rate for both ELA and math.</p> <p>Feedback from educational partners highlights the need for professional development that supports the improvement of literacy, language development, and math skills for EL students, addressing existing achievement gaps.</p>	<p>The importance of effective professional learning, research by Hargreaves & Fullan (2012) emphasizes the necessity for sustained follow-up and job-embedded coaching throughout the year. This approach ensures educators have ongoing support and guidance to implement new strategies effectively. To address the specific needs of EL students, our professional learning initiatives will be intensified and refined. These efforts will be closely aligned with the California English Learner Roadmap, providing educators with targeted training focused on enhancing the academic achievement and language acquisition of EL students. To facilitate this process, consultants and Teachers on Special Assignment, possessing expertise in serving the needs of ELs, will be actively involved in providing support and guidance to educators. Through their assistance, teachers will receive tailored coaching and resources to effectively implement strategies that meet the diverse needs of EL students, including LTELs and Newcomer students. By prioritizing increased and improved professional learning opportunities, we aim to see tangible improvements in EL students' academic achievement and language acquisition growth. Through ongoing support and targeted training, educators will be better equipped to address the unique challenges faced by EL students, ultimately leading to enhanced outcomes in both academic performance and language development. These actions are being provided on an LEA-wide basis to benefit all students, including EL student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics to monitor effectiveness include:</p> <ul style="list-style-type: none"> *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students
----------------------------	--	--	--

<p>Goal 2 Action 7</p>	<p>Student performance data indicates a district-wide need to increase language proficiency and improve literacy for EL, LTEL, and foster students at the secondary level.</p> <p>ELA CAASPP 11th-grade data shows that 5% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 44% proficiency rate for all students. Foster student data is suppressed for privacy due to less than 11 students being tested in 2022 - 2023. LTEL 11th-grade students yield similar results, with 4% proficient in ELA.</p> <p>Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy and language development addressing existing achievement gaps.</p>	<p>LTEs and ELs who face additional challenges in mastering academic English, ERWC provides targeted support to improve their language proficiency and academic literacy. The California Department of Education has identified the Expository Reading and Writing Course (ERWC) as a promising practice for LTEs. In alignment with this recognition, we will offer ERWC as dedicated course sections tailored specifically to seniors, with a focus on serving LTEs and EL students. ERWC offers a comprehensive curriculum designed to enhance students' reading comprehension and writing skills, particularly in expository and analytical writing. By offering ERWC as dedicated course sections for seniors, we aim to provide these students with intensive instruction and practice in reading and writing, equipping them with essential skills for college and career readiness. This targeted approach recognizes the unique needs of LTEs and ELs and aims to empower them to succeed academically and beyond. By providing access to high-quality instructional materials and support, we strive to ensure that all students, including those who may face language-related challenges, have the opportunity to achieve their full potential and thrive in their academic endeavors. This action will create an opportunity to increase instructional support based on identified needs. This action is being provided on a school-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA academic indicator.</p>	<p>Metrics to monitor effectiveness include: *2023 EAP/CAASPP ELA 11th-grade percent of students meeting/ exceeding standard for foster youth, EL, and LTEL students *Reduction of the percent of EL students who are LTEs (LTEs = categorized as EL for more than 6 years)</p>
----------------------------	--	--	---

<p>Goal 2 Action 9</p>	<p>Our analysis of student performance data highlights a district-wide need to elevate the rigor and alignment of instruction with state standards, particularly for low-income, EL, and foster students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students.</p> <p>Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps.</p>	<p>Research indicates that schools with high populations of economically disadvantaged students often struggle to meet academic standards. However, maintaining high expectations for these students is crucial for their success (Gehrke, Kappa Delta Pi, 2005). To address this, we are committed to enhancing and expanding professional learning opportunities for AUSD staff, focusing on our Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Evidence-based research demonstrates that a culturally relevant, constructivist learning environment fosters academic achievement and engagement across all student demographics (Hughes et al., 2010; Gay, 2010; Armson & Laughter, 2016). By providing professional learning that supports this approach, AUSD aims to deliver rigorous, inquiry-based instruction within respectful and inclusive learning environments. Additionally, funding will support professional learning initiatives such as Innovation Labs at elementary sites, exposing high-need students to STEM career possibilities (Fouad and Santana, 2016). Curriculum development and implementation of state standards and frameworks will also be emphasized in our professional learning plan. Through these District-wide efforts, we aim to provide ongoing support to teachers in increasing rigor and improving achievement for high-need students. Our professional learning initiatives are designed to equip educators with the tools and strategies necessary to uphold high academic expectations and deliver standards-aligned instruction, particularly tailored to the needs of EL students. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the ELA and math academic indicators.</p>	<p>Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard</p>
----------------------------	--	---	---

<p>Goal 3 Action 1</p>	<p>Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited home resources to advance their academic preparation for post-secondary education.</p> <p>CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared.</p> <p>Educational partner feedback points to the need for increased support to prepare EL students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.</p>	<p>The research identified in "Unlocking Emergent Talent" (Olszewski-Kubilius & Clarenbach, 2012) indicates that providing a high-powered, enriched curriculum and scaffolding for advanced thinking and questioning skills, rather than remediation is successful in raising the academic achievement and post-secondary trajectory of learners of varying ability and socioeconomic levels. Through this District-wide goal, we will increase college readiness opportunities, including support for meeting A-G requirements, access to AP courses, credit recovery, and grade improvement. This includes professional learning in these areas as well as direct student support. AUSD expects to continue to see increases in college and career readiness levels in low-income students, emerging bilingual students, and foster youth. These actions will create an opportunity to increase college readiness for EL, foster, and low-income students because they are designed to address their identified needs. However, these actions are being provided on a school-wide basis to maximize their impact, increasing college readiness for all students, including the student with disabilities and homeless subgroup at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.</p>	<p>Metrics to monitor effectiveness include: *EAP/CAASPP SBAC English Language Arts 11th-grade percent of students meeting/exceeding standard *EAP/CAASPP SBAC Mathematics 11th-grade percent of students meeting/exceeding standard *Percent of students meeting the College/Career Preparation Indicator as prepared on CA Dashboard</p>
----------------------------	---	--	---

<p>Goal 3 Action 2</p>	<p>Our low-income, EL, and foster youth students are underrepresented in the STEM related career fields, they have limited exposure to professionals and opportunities to learn about the field beyond what is offered in schools. Our low-income students, emerging bilingual students, and foster youth will benefit from expanded opportunities to advance in their college and career preparation. All three groups have had lower rates of preparedness when compared to students who are not part of one of these groups.</p> <p>CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness.</p> <p>Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness.</p>	<p>We will provide added career exploration opportunities for Career Technical Education (CTE) at feeder schools, such as STEM and Project Lead the Way, to expand our CTE programs and pathways at District high schools. Low-income, EL, and foster youth students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers. Our low-income, EL, and foster youth students have fewer opportunities outside of the District to participate in STEM-related activities and exploration that influence career interests and decisions in the STEM field, this action will provide those opportunities. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, EL, and foster youth students in our district can begin their career trajectory into STEM-related and/or high-demand, high-earning professions while still in high school. AUSD has had a growing CTE program and with higher levels of enrollment of unduplicated students over the last three years. Low-income, EL, and foster youth students have been awarded commendations for their achievements. AUSD expects to a) increase the number of low income, emerging bilingual, and foster students participating and completing CTE pathways, b) increase college and career readiness for these groups of students, c) increase the number of low income, emerging bilingual, and foster students who plan to enter into career technology career fields. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, EL, and foster youth students so they exit our schools prepared for career or college transitions. We will coordinate with ROP to provide these courses, which will increase and improve CTE programs and college and career readiness. College/career preparedness data show the effectiveness of the past implementation of this action. It is expected that continued increases in college-career readiness for low-income, EL, and foster youth students will result. These actions are being provided on a school-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.</p>	<p>Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard</p>
----------------------------	--	---	--

<p>Goal 3 Action 3</p>	<p>AUSD low-income, EL, and foster youth students report an increased desire to be prepared for college and careers in the District Annual Survey. Evidence has shown that when low-income, EL, and foster youth students are provided additional support and assistance with planning for college and career transitions, their outcomes are improved, and students are better prepared and have more post-secondary options.</p> <p>CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness.</p> <p>Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to college preparatory programs such as Dual Enrollment, AVID, and CTE courses with the necessary support for A-G readiness including counselors and additional staffing.</p>	<p>We will provide additional District staff and training to support site implementation of college preparatory and CTE programs and thus increase access to college and careers for our low-income students, EL, and foster youth students. EL and foster youth students' college and career readiness rates are not yet at our target levels or comparable to that of all students. This action is expected to result in higher participation and enrollment of low-income students, EL, and foster youth students in college-preparatory programs by providing increased offerings of college-preparatory courses. Additionally, we expect to see increasing percentage rates for low-income, EL, and foster youth students in the following measurable outcomes: a.) students meeting A-G course completion requirements and percentage of students completing a CTE pathway by the end of 12th grade. We will provide additional staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, EL, and foster youth students at all sites. Counselors will work with low-income, EL, and foster youth students on four-year planning, offer parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. These actions are being provided on a school-wide basis to benefit all students including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.</p>	<p>Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard</p>
----------------------------	--	--	--

<p>Goal 3 Action 4</p>	<p>Over the last several years, student survey data reflects a need to continue to offer additional, more rigorous college preparatory coursework for unduplicated pupils. Our EL and foster youth students have lower rates of college and career readiness based on state indicators, and scheduling constraints prevent many EL and foster youth students from participating in elective classes.</p> <p>CA Dashboard College/Career indicator shows that 36% of all students are prepared. Meanwhile, only 4.6% of EL students are prepared. Low-income students have a rate of 36%, which is the same as all students; however, foster youth have a rate of 0% on the college and career indicator indicating a disparity in preparedness.</p> <p>Educational partner feedback points to the need for increased support to prepare EL and foster youth students for college and career opportunities based on the disparity in the College/Career indicator on the CA Dashboard. Recommendations include increased access to courses that will prepare them for A-G requirements.</p>	<p>Secondary schools will provide increased opportunities for our EL and foster youth students to meet A-G requirements as part of their college readiness by offering an extended day to allow unduplicated pupils to take elective courses in addition to their basic program of study. AUSD will provide additional teachers to increase equity and access for our students to a broad course of study by providing zero and/or 7th periods. Access to academic rigor and support is important for our EL and foster youth students, many of whom will be first-generation college students (Hébert, 2017). By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for EL and foster youth students. We will also expect to see an increase in enrollment for these courses. However, these actions are being provided on a school-wide basis to maximize their impact, increasing college/career readiness for all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the CCI and graduation rate indicators.</p>	<p>Metrics to monitor effectiveness include: *Meeting College/Career Preparation Indicator as prepared on CA Dashboard *Graduation Rate</p>
----------------------------	--	--	---

<p>Goal 4 Action 1</p>	<p>Chronic absenteeism rates continue to be high for EL students at 24%, which has a negative impact on the engagement of parents and students. This current rate shows a 15% increase for EL students.</p> <p>Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows a large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged, they may not have the tools, resources, and information needed to help their students, which negatively impacts student achievement.</p> <p>Educational partner feedback also recommends increased efforts to engage parents of EL students at all levels, especially at the secondary level. Educational partners also identified the need to continue efforts to improve attendance and decrease chronic absenteeism of EL students, which should support the engagement of parents at all school sites.</p> <p>This action will create an opportunity to increase parent engagement for EL students because it is designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize impact, increasing student achievement.</p>	<p>An analysis of parental engagement (Wilder, 2013) found that having a direct link to the school for the families of our low-income students, EL students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar. Based on the identified need, we will continue to provide a Community Liaison for each school in the district so that families of EL students will have access and connections to the schools. Through the Community Liaisons' work, parent engagement will continue to be prioritized, monitored, and addressed, resulting in increased positive relationships and connections between families and schools. Community liaison will continue to prioritize EL student groups with the most significantly impacted chronic absenteeism and dedicate time and efforts to attendance and chronic absenteeism by conducting consistent outreach and providing support to families. Outreach includes phone calls home, conducting home visits, and organizing outreach and resources for EL students and their families to minimize the home/school barriers. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and Hispanic student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism indicator.</p>	<p>Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Graduation Rate *Parent Engagement Rate</p>
----------------------------	--	---	---

<p>Goal 4 Action 2</p>	<p>Chronic absenteeism rates continue to be high for EL students at 24% which has a negative impact on the engagement of parents and students. This current rate shows an increase of 15% increase for ELs students.</p> <p>Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged they may not have the tools, resources, and information needed to help their students which negatively impacts student achievement.</p> <p>Educational partner feedback highlights the need for greater efforts to engage parents of EL students at all levels, particularly at the secondary level. They emphasized the importance of helping parents understand the school system and providing opportunities for learning about resources available to support for EL students. By enhancing engagement, parents of EL students will gain a better understanding and be more equipped to support their children's academic and behavioral needs. Additionally, educational partners stressed the necessity of continuing efforts to improve attendance and reduce chronic absenteeism among EL students, which will further enhance parent engagement across all school sites.</p>	<p>Having access to accurate, frequent, and appropriate data to monitor the progress of our EL students is essential in increasing responsiveness to their special needs. Evidence has shown that monitoring metrics, actions, and services outlined in the LCAP improves transparency and effectiveness and provides data to improve decision-making. Therefore, we will provide district staff responsible for local, state, and federal data. Staff will also oversee the LCAP process; evaluate and monitor LCAP metrics, actions/services; and, oversee surveys and stakeholder engagement in the LCAP process. Additionally, staff will conduct outreach with families of EL students to increase engagement and participation in programs and structures that support EL students. Outreach will include engagement meetings and materials that make school systems, resources, and structures comprehensible for EL parents. Past implementation has shown this action has made a positive difference in the areas of family and student engagement in decision-making (district survey results), improved academic outcomes for EL students and increased transparency and collaboration among all educational partners. District staff will help parents increase understanding about the school system, help analyze data, and help parents to become involved, which in turn will help parents seek and apply resources for their students. These actions are being provided on an LEA-wide basis to benefit all students, including homeless, African-American, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension indicator. Additionally, students with disabilities and homeless subgroups for ELA, math, and CCI indicators will also benefit from providing these actions on an LEA-wide basis.</p>	<p>Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Parent Engagement Rate</p>
----------------------------	--	---	---

<p>Goal 4 Action 3</p>	<p>Student performance, chronic absenteeism, and parent engagement data point to a district-wide need to increase EL parent engagement in order to improve student outcomes.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students.</p> <p>Chronic absenteeism rates continue to be high for EL students at 24% which has a negative impact on the engagement of parents and students. This current rate shows an increase of 15% increase for ELs students.</p> <p>Furthermore, our annual District survey reflects that 65% of EL parents report not participating in parent engagement opportunities at school sites, compared to 59% of all parents. This shows a large portion of EL parents not participating and a gap with all parents who are not participating in engagement opportunities. When parents are not engaged, they may not have the tools, resources, and information needed to help their students, which negatively impacts student achievement.</p> <p>Educational partner feedback recommends increased efforts to engage EL student parents at all levels, especially at the secondary level. Educational partners also identified the need to continue efforts to help parents understand the school system and seek opportunities for learning. Through this understanding and learning, parents will be better prepared to support academic achievement for students.</p>	<p>Student achievement increases when parents, especially those of high-need students, are engaged and have an opportunity to build on ways to support students academically (Goodall & Montgomery, 2013), social-emotionally, and grow leadership skills within the school system. Based on our needs assessment, we have identified the need for increased opportunities for engagement for families of EL student groups. Based on the need, we are providing partnerships with organizations to increase parent learning opportunities, including workshops and conferences, material and supplies for parent engagement, and staff to support engagement based on the specific needs of EL students. We will provide a district-wide Azusa Parent Learning Network and a multi-session parent education model for both parents and staff that support EL families to access information and resources despite language barriers. Families of EL students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. Through these engagement opportunities, parents will increase their knowledge and understanding of the school system and language development strategies and will be better equipt to support and seek resources for their child. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities and homeless student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.</p>	<p>Metric to monitor effectiveness include: *Chronic Absenteeism Rate *Parent Engagement Rate</p>
----------------------------	--	--	---

<p>Goal 4 Action 5</p>	<p>EL students' parents/families often have limited experience with access and understanding of school systems or have barriers such as unusual working hours or abilities to access information. These barriers are further hindered by information gaps of EL parents as a result of attendance rates.</p> <p>Attendance rates for EL students have declined over the past few years. Currently, EL students have a 91% attendance rate, which is 2% lower than last year and 6% lower than the baseline of 97% in 2019 - 2020.</p> <p>EL students at all grade levels have consistently lower levels of standard mastery when compared to all students on state academic assessments, further creating barriers for parents to supporting students' academic needs. EL students have a 29% gap in ELA and a 15% gap in math based on the 2023 CA School Dashboard CAASPP results.</p> <p>Our families who prefer to communicate in a language other than English frequently provide feedback at PAC+ or community forums about the vital need for translation.</p> <p>Based on our needs assessment, the following needs have been identified for our EL student group. Families need translation services for languages other than Spanish to engage and connect families as partners. Based on the need, we are providing translation services in multiple languages beyond what is required.</p>	<p>Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. It is expected that this action will increase the achievement levels for both groups and reduce the gaps between groups on local academic assessments and state assessments. AUSD will provide services and staff such as translators to support families and students who are low-income and EL students in accessing instruction and information in multiple languages. These actions are being provided on an LEA-wide basis to benefit all students including the EL student group at the lowest performance level on the CA Dashboard for the ELA, math, and the CCI indicators.</p>	<p>Metric to monitor effectiveness include: *Attendance Rate *Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard</p>
----------------------------	--	---	--

<p>Goal 5 Action 1</p>	<p>Analysis of CA Dashboard data show increases in suspension rates for low-income students, currently at a suspension rate of 12.19%. This is a 7.19% increase from the previous school year.</p> <p>Chronic absenteeism rates for low-income students are also high, with a rate of 23%, EL students at 24%, and foster youth students at 30%, which has a negative impact on the engagement, connectedness, and belonging of students. These current rates show an increase of 13% increase from the 2019 -2020 baseline data overall, a 14% increase for low-income, a 15% increase for ELs, and a 9% increase for foster youth students.</p> <p>Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities for low-income, EL, and foster youth students. Based on this needs assessment, our low-income, EL, and foster students need more programs to build resiliency, increase positive behavior support, and increase engagement and connectedness.</p>	<p>AUSD is addressing the unique challenges of low-income students, ELs, and foster youth by implementing a comprehensive program aimed at building a resilient and supportive school community. This includes staff training to run Trauma Healing Circles for students to share experiences, Push-in Support from trained professionals in classrooms, Positive Behavior Assemblies to celebrate achievements and reinforce positive behavior, and comprehensive staff training on trauma-informed practices and culturally responsive teaching. We will have continued support from partner organizations like the Western Justice Center and Second Call. These actions are being provided on an LEA-wide basis to benefit all students with an aim to reduce suspension rates across all subgroups at the lowest performance level on the CA Dashboard for the suspension rate indicator.</p>	<p>Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate</p>
----------------------------	---	--	---

<p>Goal 5 Action 2</p>	<p>Trauma can impact school performance, leading to higher school absences, suspensions, and expulsions. Current chronic absenteeism rates are high, with a rate of 23% for low-income students, EL students at 24%, and FY at 30%. This negatively impacts student engagement and can result from traumatic experiences. These current rates represent a significant increase from the 2019 - 2020 baseline date, with chronic absenteeism increasing by 13%, a 14% increase for LI, a 15% increase for ELs, and a 9% increase for foster youth. Additionally, suspension rates for low-income students are at 12%, which is a 3% increase from the 2019-2020 baseline data.</p> <p>Educational partners' feedback points to the need to train staff to be better prepared to address the higher levels of trauma experienced by low-income, EL, and foster youth students in order to decrease suspension and chronic absenteeism rates.</p> <p>Based on our needs assessment, the following needs have been identified for our low-income, EL, and foster youth student groups: increased access to trauma-informed practices to enhance students' sense of engagement and connectedness. In response, we are providing social-emotional learning support, resources, and training for staff.</p>	<p>AUSD will provide low-income students, EL students, and foster students with increased access to educational equity, social and emotional learning, and support resources. District-wide, staff will be implementing trauma-informed practices developed through research-based professional learning. Further, the District will provide training and implementation of strategies and practices that enhance diversity, equity, and inclusion. Increased and improved professional learning will result in engagement and positive academic outcomes for low-income, EL, and foster youth students. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.</p>	<p>Metrics to monitor effectiveness include: *Chronic Absenteeism Rate *Suspension Rate</p>
----------------------------	--	--	---

<p>Goal 5 Action 3</p>	<p>Annual District data reflects increased suspension rates and high chronic absenteeism rates, pointing to the need to improve school climates.</p> <p>Analysis of CA Dashboard data shows increases in suspension rates for low-income students, currently at a suspension rate of 12.19%, with a 7.19% increase from the previous year. Low-income students have disproportionately higher suspension rates than other groups, as indicated by our suspension rate data. Therefore, there is a need for additional behavioral and social-emotional support.</p> <p>Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact student engagement and connectedness. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students.</p> <p>Low-income students have disproportionately higher suspension rates than other groups, as indicated by our suspension rate data. Low-income students show higher behavioral challenges leading to suspension, and these behavioral outcomes can affect a student's academic outcomes. Behavioral challenges can disrupt the learning environment; therefore, there is a need for additional behavioral and social-emotional support.</p> <p>Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities that will impact a student's sense of connectedness and belonging to school for low-income students. These supportive systems will increase a student's sense of safety, engagement, and connectedness, increasing positive behavior and decreasing suspension rates and chronic absenteeism for low-income students.</p>	<p>To address this need, the District will implement Positive Behavioral Interventions and Supports (PBIS), which is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS can improve social-emotional competence, academic success, and school climate, which can positively impact and reduce suspension rates for low-income students. It also addresses teacher health and wellbeing. It is a way to create positive, predictable, equitable, and safe learning environments. Ongoing professional learning is required to support students, teachers, and families through systems change. Effective implementation can improve behavioral, social, emotional, and academic outcomes to reduce the use of exclusionary discipline practices and improve their overall school climate. These actions are being provided on a LEA-wide basis to benefit all students, including students with disabilities, homeless, White, and Hispanic student groups, who are at the lowest performance level on the CA Dashboard for the suspension rate indicator.</p>	<p>Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate</p>
----------------------------	--	--	---

<p>Goal 5 Action 4</p>	<p>Current research and our own tracking of student social and emotional wellness reflect a need for added support for our low-income students. Analysis of CA Dashboard data shows increases in suspension rates for low-income students, currently at a suspension rate of 12.19%, with a 7.19% increase from the previous year.</p> <p>Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact student engagement and connectedness. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students.</p> <p>Additionally, educational partners continue to share feedback recommending a need to create supportive and safe school communities that include staff and systems to support low-income students' social and emotional needs.</p> <p>Low-income students often have limited resources to access mental health supports and often experience increased stressors due to financial instability, housing insecurity or being exposed to increased violence. As such based on our needs assessment, our low-income students need to have social-emotional wellness supports at school. Based on that need we are providing staff to support low-income student needs.</p>	<p>As past data reveals, when high-need students receive targeted support for social and emotional wellness, their academic outcomes are enhanced. We will provide staff to oversee tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. It is expected our low-income students will report higher levels of social and emotional wellness during focus groups and on the student District annual survey, we will see improved suspension rates and chronic absenteeism rates, all leading to improved academic outcomes as well. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.</p>	<p>Metrics to monitor effectiveness include: *Suspension Rate *Expulsion Rate *Chronic Absenteeism Rate</p>
----------------------------	---	--	---

<p>Goal 5 Action 5</p>	<p>Current data shows that chronic absenteeism rates for low-income students are at 23%. In 2023, 12.19% of low-income students were suspended at least once.</p> <p>Low-income students in our district face health disparities that impact their academic success and overall well-being due to limited resources to access physical and mental healthcare, leading to unmet healthcare needs. When healthcare needs are not met, student attendance rates and chronic absenteeism rates may be affected as indicated by the high chronic absenteeism rate for low-income students. By providing health support at school, we can mitigate these disparities and promote equity in health support for our low-income students.</p> <p>Educational partners continue to suggest that the sites have a concerted effort to improve attendance and chronic absenteeism rates for low-income students. There have been suggestions for educational partners for school sites to provide attendance campaigns and to provide staff that supports the efforts around attendance and that can provide health support to low-income students.</p>	<p>This service is for low-income students based on their physical and mental health needs and helps to decrease the student-to-nurse ratio. Our low-income students may have limited resources and additional barriers, which impacts the accessibility to quality health and mental health care. We will monitor the effectiveness of this action for these student groups through their chronic absenteeism and suspension rates. School Nurses working in all schools are Credentialed Registered Nurses or are in the School Nurse Credentialing program and have their RN. This action provides professionally qualified nurses familiar with the school setting who can provide professional health and wellness support at schools, throughout the school year, including the extended school year program and summer school. This service is for low-income students based on their physical and mental health needs. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.</p>	<p>Metrics to monitor effectiveness include: *Chronic Absenteeism Rate *Suspension Rate</p>
<p>Goal 5 Action 7</p>	<p>Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact a student's sense of engagement and connectedness to school. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% for low-income students. Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of connectedness and engagement.</p> <p>Our low-income students have fewer opportunities for hands-on, experiential learning due to limited resources compared to more affluent peers. Low-income families may not have the financial resources to enroll their children in after-school programs, summer</p>	<p>To address these needs, the District will provide school gardens, nutrition enhancements, and instructional materials to promote healthier choices. Research demonstrates that school gardening is a promising strategy for promoting healthy physical, social, and dietary behaviors. Gardens give students an opportunity to be physically active and to build connections with other students, the school community, and the environment. School gardens have also been shown to improve students' academic achievement in science, math, language arts, and writing, which can support the achievement gap we see with our low-income students. In addition, school gardens have been shown to improve perceptions of well-being and social and cultural cohesion to meet the needs of low-income students and increase their sense of being part of the school community. These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.</p>	<p>Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate</p>

camps, and other enrichment opportunities that offer experiential learning. Low-income students may have other responsibilities outside of school, such as caring for siblings, which limits their ability to participate in hands-on learning beyond the school day.

Educational partner feedback also recommends providing learning opportunities that are relevant and hands-on to improve student engagement and connectedness for low-income students, which in turn will have a positive impact on academic achievement.

Our needs assessment has identified specific needs for our low-income student group. These students, more than anything, need additional hands-on learning opportunities to support their engagement and sense of connectedness to decrease absenteeism and improve suspension rates. It is crucial that we address this need; in response, we are providing project-based learning opportunities and supplies through school gardens, aiming to improve engagement and, in turn, improve academic achievement.

These actions are being provided on an LEA-wide basis to benefit all students and student groups at the lowest performance level on the CA Dashboard for the chronic absenteeism and suspension rate indicators.

<p>Goal 5 Action 8</p>	<p>Suspension rates and chronic absenteeism rates indicate the need for improved school climates. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% for low-income students. These high rates negatively impact a student's sense of engagement, connectedness, and safety at school causing students to have increased behaviors leading to discipline and even suspension.</p> <p>Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of connectedness, engagement, and safety which can lead to increase behavior needs.</p> <p>Educational partners also recommend establishing systems of support and safe school communities to enhance the overall learning environment for low-income students. They identify the need for staff to receive training that supports restorative practices at our school sites, which will better equip our staff to address safety and behavior needs through a restorative approach, decreasing suspension and chronic absenteeism rates for low-income students.</p> <p>Based on our needs assessment, the following needs have been identified for our low-income student group: students need school environments that support restorative practices. Based on the need, we are providing materials, training, and coaching to support restorative systems for students.</p> <p>These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities, White, homeless, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.</p>	<p>All schools will receive training and coaching support to address equity for low-income students. Restorative practices and peer mediation will become an integral part of how the District supports students. Professional learning and implementation of these practices serve to create an emotionally and physically safe environment for all students. Research and data provide significant evidence of the positive impact of restorative justice practices (González, 2016) in improving school culture and climate and addressing racial disparities in discipline. Low-income students will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. We expect to also see reductions in suspension rates for low-income students as well. These actions are being provided on an LEA-wide basis to benefit all students, including students with disabilities, White, homeless, and Hispanic student groups at the lowest performance level on the CA Dashboard for the suspension rate indicator.</p>	<p>Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism *Expulsion Rate</p>
----------------------------	--	--	---

<p>Goal 5 Action 10</p>	<p>Suspension rates and chronic absenteeism rates indicate the need for improved school climates and a concern for safety. Current chronic absenteeism rates are high, with a rate of 23% for low-income students. These high rates negatively impact a student's sense of safety at school. These current rates represent a significant increase from the 2019 - 2020 baseline data, with chronic absenteeism increasing by 14% increase for low-income students.</p> <p>Suspension rates for low-income students are also high at 12.19%, a 7.19% increase from the previous year. A high suspension rate can also negatively impact a student's sense of safety. Additionally, low-income students often have limited resources to access safe afterschool care and programs due to limited financial resources.</p> <p>Educational partner's feedback highlights the concern of school safety for low-income students at various meeting venues and through survey opportunities. They identify the need for professional learning for staff centered around safety and resources to address this concern.</p> <p>These actions will create an opportunity to increase a students sense of safety for low-income students because they will have increased access to safe afterschool programs in which staff is trained to meet student needs. However, these actions are being provided on a LEA-wide basis to maximize their impact, increasing safety for all students.</p>	<p>Based on our needs assessment, we have identified the need to have safe school environments for our low-income student groups both during the school day and beyond the school day. Our low-income students have limited resources after school to ensure safety, especially in our city, which has a high crime index of 17. Therefore, our low-income students need to receive resources and instruction that will address safety and will show our low-income students how to respond appropriately in an unsafe setting. These factors, along with input from education partners, highlight the critical need to address school safety through professional learning opportunities for staff. These actions are being provided on an LEA-wide basis to maximize their impact, increasing safety for all students.</p>	<p>Metrics to monitor effectiveness include: *Suspension Rate *Chronic Absenteeism Rate</p>
-----------------------------	---	--	---

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>Goal 2 Action 1</p>	<p>Student performance data points to a district-wide need to increase the rigor and alignment of instruction to the demands of state standards for EL students. Our EL students achieve at rates far lower than other students.</p> <p>ELA CAASPP data shows that 8% of EL students score proficient or advanced on the SBAC assessment, which shows a performance gap when compared to the 37% proficiency rate for all students. Math shows similar results, with 7% of EL students proficient compared to the 22% proficiency rate for all students.</p> <p>Feedback from educational partners highlights the need for enhanced resources, professional development, and support to improve literacy, language development, and math skills for students, addressing existing achievement gaps. Families of our emerging multilingual students have expressed a need for increased engagement and connection in helping their students achieve.</p>	<p>The District examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for emerging bilingual students. It is found that when families and students are supported, academic achievement and language acquisition is improved. We will provide staff and support for targeted language assessment and support for families of emerging bilingual students as they engage in the education of their students resulting in increased academic growth and language acquisition outcomes along with improved parent/family engagement. It is expected that the implementation of this action will increase emerging multilingual students' academic achievement and reclassification rates and families' sense of connection and support.</p>	<p>Metric to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Rate of reclassification of EL students</p>
<p>Goal 2 Action 5</p>	<p>Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider:</p> <p>*ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points).</p>	<p>Castañeda v Pickard (1981) established that bilingual education programs must be based on sound educational theory, implemented effectively with resources for personnel and instructional materials, and be proven effective in helping students overcome language barriers. To close academic gaps and develop language proficiency, the English language development of emerging bilingual students requires ongoing monitoring of students (Olson, 2010). The annual state language assessment isn't sufficient to ensure progress for students. To address the need, an additional ELD/ELL assessment will be utilized to determine ongoing progress and identify advancement toward reclassification. The District expects to see emerging bilingual students' English language proficiency increase because the additional formative data will be used to adjust instruction and target students' specific language needs.</p>	<p>Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students</p>

<p>Goal 2 Action 6</p>	<p>Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider:</p> <p>*ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points).</p>	<p>Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of English Language Development. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for ELs. School sites will utilize resource teachers/instructional aides to provide interventions for high-need students. We expect that these supports will increase academic achievement for EL students.</p>	<p>Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students</p>
<p>Goal 2 Action 8</p>	<p>Overall, AUSD students are performing below grade level in both English Language Arts (ELA) and Math. However, the achievement gap for EL students is much wider:</p> <p>*ELA: 37% of all students meet standards compared to only 8% of ELs (a gap of 29 percentage points). *Math: 22% of all students meet standards compared to only 7% of ELs (a gap of 15 percentage points).</p>	<p>We will provide differentiated levels of English Language Development (ELD) with an additional dedicated language support class for our newcomer students. The language support class plays a critical role in assisting newcomer students as they adapt to their new educational environment, enhance their language skills, and excel academically. Newcomer students often arrive with limited English proficiency. The language support class offers targeted instruction in English language skills, focusing on improving speaking, listening, reading, and writing abilities. In addition to language development, newcomer students may require assistance with academic content, especially if they have had limited or interrupted formal schooling. The language support class offers specialized instruction to help them grasp and engage with academic materials, ensuring they can keep up with their peers. Moreover, newcomer students may be navigating a new cultural and educational setting. The language support class provides a safe space for them to share experiences, ask questions, and receive guidance on understanding cultural norms and expectations. These classes typically comprise students from diverse linguistic and cultural backgrounds who are facing similar challenges. This inclusive environment fosters a sense of community and belonging, which is crucial for newcomer students who may feel isolated in their new school environment. As newcomer students gain proficiency in English and grow more comfortable with their academic and cultural surroundings, they can transition into mainstream classes with increased confidence and success. The language support class serves as a bridge, helping them integrate fully into the regular academic program. Given the diverse needs and learning styles of newcomer students, individualized support is essential. The language support class offers smaller class sizes and personalized instruction, allowing teachers to address each student's unique strengths and challenges effectively. We expect these supports to increase academic achievement of our EL students.</p>	<p>Metrics to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/ exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Percent of EL students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores *Rate of reclassification of EL students *Reduction of the percent of EL students who are LTELs (LTELs = categorized as EL for more than 6 years)</p>

<p>Goal 5 Action 9</p>	<p>The 2023 California State Dashboard demonstrates overall needs for foster youth. Foster youth scored a low-performance level (red indicator) in the indicators for ELA proficiency and suspensions.</p>	<p>In a recent study, Hass, Allen, & Amoah (2014) found having frequent interactions, social support, and positive relationship connections with our foster youth, families, and providers increases student success. AUSD will provide foster youth and parent services via frequent outreach meetings, periodic check-ins, and resources. Results of this District-wide service will improve social, emotional, and academic support for our students who are in foster care. By providing intentional supplies and services through partners, such as transportation, that allow foster youth students to return to their school of origin and positive continuity of school connections, foster youth will receive the support that is needed to succeed.</p>	<p>Metrics used to monitor effectiveness include: *CAASPP SBAC English Language Arts percent of students meeting/exceeding standard *CAASPP SBAC Mathematics percent of students meeting/exceeding standard *Suspension rate</p>
----------------------------	--	---	--

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

AUSD allocates the Concentration Grant Add-On funding to bolster the support system for students across all school sites within the District as all site are comprised of 55% or more of English learners, students from low-income families, or foster youth, it is imperative to provide tailored assistance to address their diverse needs effectively.

The District has assigned additional certified teachers at each elementary school and secondary sites. The supplemental certificated staff members are designated to reduce combination classes in elementary schools and offer instructional support to identified students within classrooms on a daily basis at secondary. This augmentation of instructional staff enables the implementation of differentiated instruction techniques to expedite the learning process for English learners, foster youth, and students from low-income backgrounds (Goal 1 Action 3). The inclusion of supplemental custodial staff at each school site will support intervention programs beyond the school day, a response to feedback garnered from the District annual survey conducted with input from parents and students (Goal 1 Action 3). We will continue to use the additional concentration grant add-on funding to increase arts education staff by increasing to 4 FTE Elementary Art Teachers (Goal 1 Action 11). These additional staff members will provide direct services to students at all elementary schools that have a high concentration of foster youth, English learners, and low-income students. Additional elementary art teachers will provide additional arts education with an emphasis on integrating social-emotional learning for all TK-5th grade students.

Moreover, the Concentration Grant Add-On funds facilitate the hiring of additional personnel to bolster student support services. The 2024-2027 LCAP earmarks funding for resource teachers (Goal 1 Action 3) and school social workers who will directly engage with students across all elementary and secondary schools to provide support outlined in a multi-tiered system of support to address the needs of the whole child at each of our school sites for a total of 10 FTE an increase of 2 FTE in this LCAP plan (Goal 5 Action 4). Additionally, there is a provision for recruiting additional classified staff members, such as custodial staff and bilingual paraprofessionals, who play crucial roles in delivering direct services to students (Goal 1 Action 3, Goal 2 Action 6).

Furthermore, the employment of additional bilingual paraprofessionals aims to address the evolving demographic landscape, particularly in response to the growing newcomer population. These professionals will play a pivotal role in providing enhanced support in students' primary languages, thereby facilitating smoother transitions and fostering academic success for English learner students (Goal 2 Action 3).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	<p>2023-2024 Classified Staff:</p> <p>Elementary Charles H. Lee Elementary - 19 students to 1 classified staff Clifford D. Murray Elementary - 16 students to 1 classified staff Henry Dalton Elementary - 18 students to 1 classified staff Longfellow - 6 students to 1 classified staff Magnolia Elementary - 18 students to 1 classified staff Paramount Elementary - 21 students to 1 classified staff Valleydale Elementary - 16 students to 1 classified staff Victor F. Hodge Elementary - 16 students to 1 classified staff</p> <p>Middle School Gladstone Middle School - 20 students to 1 classified staff</p> <p>High School Azusa High School - 18 students to 1 classified staff Sierra High - 8 students to 1 classified staff</p>
Staff-to-student ratio of certificated staff providing direct services to students	N/A	<p>2023-2024 Certificated Staff:</p> <p>Elementary Charles H. Lee Elementary - 19 students to 1 certificated staff Clifford D. Murray Elementary - 17 students to 1 certificated staff Henry Dalton Elementary - 17 students to 1 certificated staff Longfellow - 8 students to 1 certificated staff Magnolia Elementary - 18 students to 1 certificated staff Paramount Elementary - 22 students to 1 certificated staff Valleydale Elementary - 17 students to 1 certificated staff Victor F. Hodge Elementary - 16 students to 1 certificated staff</p> <p>Middle School Gladstone Middle School - 22 students to 1 certificated staff</p> <p>High School Azusa High School - 18 students to 1 certificated staff Sierra High - 8 students to 1 certificated staff</p>

Action Tables

2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$67,473,146.00	\$28,464,089.00	42.19%	0.00%	42.19%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$29,054,359.00	\$590,259.00	\$0.00	\$64,879,560.00	\$94,524,178.00	\$78,527,929.00	\$15,996,249.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Supplemental standards-aligned instructional materials, technology and professional development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	On-going	\$0	\$575,360	\$575,360	\$0	\$0	\$0	\$575,360	0.00%
1	2	Provide all students standards-aligned instructional materials	All	No				On-going	\$0	\$1,285,446	\$0	\$0	\$0	\$1,285,446	\$1,285,446	0.00%
1	3	Provide comprehensive intervention for students at all sites	Long-term English learner, Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	On-going	\$3,653,758	\$15,000	\$2,586,558	\$0	\$0	\$1,082,200	\$3,668,758	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	On-going	\$0	\$80,000	\$80,000	\$0	\$0	\$0	\$80,000	0.00%

1	5	Increase instructional support for students and families	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	English learner (EL)	All Schools	On-going	\$422,680	\$64,000	\$486,680	\$0	\$0	\$0	\$486,680	0.00%
1	6	Early childhood education programs	All	No				On-going	\$1,533,716	\$0	\$0	\$0	\$0	\$1,533,716	\$1,533,716	0.00%
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Low Income, English learner (EL), Long-term English learner, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	\$1,595,500	\$190,000	\$1,474,500	\$0	\$0	\$311,000	\$1,785,500	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	English learner (EL), Foster Youth, Long-term English learner, Low Income	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	On-going	\$450,000	\$50,000	\$500,000	\$0	\$0	\$0	\$500,000	0.00%
1	9	Provide fully credentialed, appropriately assigned teachers	All	No				On-going	\$51,225,108	\$85,000	\$0	\$0	\$0	\$51,310,108	\$51,310,108	0.00%
1	10	Purchase grant writing services to increase grant funding	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	\$0	\$72,000	\$72,000	\$0	\$0	\$0	\$72,000	0.00%
1	11	Provide visual and performing arts curriculum and materials	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	On-going	\$522,050	\$261,410	\$783,460	\$0	\$0	\$0	\$783,460	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	English learner (EL), Low Income	Yes	LEA-wide	English learner (EL), Low Income	All Schools	On-going	\$1,076,880	\$250,000	\$1,326,880	\$0	\$0	\$0	\$1,326,880	0.00%
1	13	Increase technology access and support for technology districtwide	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	On-going	\$558,579	\$2,111,776	\$2,670,355	\$0	\$0	\$0	\$2,670,355	0.00%

1	14	Provide schools funding for expanded and enriched learning opportunities	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	\$0	\$354,731	\$354,731	\$0	\$0	\$0	\$354,731	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$0	\$275,000	\$275,000	\$0	\$0	\$0	\$275,000	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	\$358,350	\$6,000	\$364,350	\$0	\$0	\$0	\$364,350	0.00%
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	On-going	\$0	\$200,000	\$200,000	\$0	\$0	\$0	\$200,000	0.00%
2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Hodge, Valleydale, Gladstone Middle School	On-going	\$4,052,154	\$290,000	\$4,342,154	\$0	\$0	\$0	\$4,342,154	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	English learner (EL), Long-term English learner	Yes	LEA-wide	English learner (EL)	All Schools	On-going	\$80,000	\$300,000	\$380,000	\$0	\$0	\$0	\$380,000	0.00%
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	\$0	\$57,000	\$0	\$0	\$0	\$57,000	\$57,000	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	On-going	\$253,674	\$492,698	\$746,372	\$0	\$0	\$0	\$746,372	0.00%

2	7	Provide Expository Reading and Writing Course (ERWC) Sections	English learner (EL), Long-term English learner, Foster Youth, Low Income	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools, Azusa High School and Sierra High School	On-going	\$275,000	\$0	\$275,000	\$0	\$0	\$0	\$275,000	0.00%
2	8	Language support program for newcomer students	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	On-going	\$200,350	\$0	\$200,350	\$0	\$0	\$0	\$200,350	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	\$273,968	\$699,228	\$823,196	\$0	\$0	\$150,000	\$973,196	0.00%
3	1	Prepare AUSD students for College Readiness	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, All Secondary Schools	On-going	\$0	\$250,000	\$250,000	\$0	\$0	\$0	\$250,000	0.00%
3	2	Prepare AUSD students for Career Readiness	Low Income, English learner (EL), Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, All Secondary Schools	On-going	\$0	\$1,215,000	\$870,000	\$345,000	\$0	\$0	\$1,215,000	0.00%
3	3	Staff Support for College & Career Readiness	English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools, Secondary Sites	On-going	\$0	\$3,855,683	\$3,835,683	\$20,000	\$0	\$0	\$3,855,683	0.00%
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools, Secondary Sites	On-going	\$366,570	\$20,000	\$386,570	\$0	\$0	\$0	\$386,570	0.00%
4	1	Provide a bilingual community liaison at all schools	Foster Youth, Low Income, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$543,063	\$5,000	\$327,779	\$0	\$0	\$220,284	\$548,063	0.00%

4	2	Provide a director to oversee and improve the LCAP process and implementation	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$325,125	\$15,000	\$340,125	\$0	\$0	\$0	\$340,125	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	On-going	\$6,300	\$261,063	\$267,363	\$0	\$0	\$0	\$267,363	0.00%
4	4	Student Support Services staff to support family and pupil engagement	All	No				On-going	\$838,402	\$0	\$0	\$0	\$0	\$838,402	\$838,402	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$5,000	\$25,000	\$30,000	\$0	\$0	\$0	\$30,000	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$10,000	\$910,000	\$910,000	\$0	\$0	\$10,000	\$920,000	0.00%
5	2	Provide trauma informed professional learning opportunities	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$20,000	\$50,193	\$70,193	\$0	\$0	\$0	\$70,193	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$45,000	\$105,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$1,582,058	\$39,000	\$1,621,058	\$0	\$0	\$0	\$1,621,058	0.00%
5	5	Provide additional nurses and increased support for student health	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$475,068	\$0	\$475,068	\$0	\$0	\$0	\$475,068	0.00%

5	6	Base funding of facilities maintenance and improvements	All	No				On-going	\$7,088,002	\$0	\$0	\$0	\$0	\$7,088,002	\$7,088,002	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$0	\$15,000	\$15,000	\$0	\$0	\$0	\$15,000	0.00%
5	8	Increased support and professional learning for restorative justice	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	On-going	\$620,804	\$182,000	\$647,804	\$0	\$0	\$155,000	\$802,804	0.00%
5	9	Provide supplies, services and resources for Foster Youth	Foster Youth	Yes	Limited	Foster Youth	All Schools	On-going	\$70,770	\$55,000	\$125,770	\$0	\$0	\$0	\$125,770	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	\$0	\$215,000	\$215,000	\$0	\$0	\$0	\$215,000	0.00%
5	11	Provide personnel to support and improve student engagement	All	No				On-going	\$0	\$838,402	\$0	\$0	\$0	\$838,402	\$838,402	0.00%
6	1	Provide intervention and support for at-promise students	English learner (EL), Foster Youth, Low Income	No				On-going	\$0	\$115,000	\$0	\$115,000	\$0	\$0	\$115,000	0.00%
6	2	Provide professional development opportunities for teachers to enhance their capacity in culturally responsive teaching practices.	Low Income, Foster Youth, English learner (EL)	No				On-going	\$0	\$33,000	\$0	\$33,000	\$0	\$0	\$33,000	0.00%
6	3	Support Systems for at-promise Students	English learner (EL), Foster Youth, Low Income	No				On-going	\$0	\$52,000	\$0	\$52,000	\$0	\$0	\$52,000	0.00%
6	4	Alternative Discipline Approaches	Low Income, Foster Youth, English learner (EL)	No				On-going	\$0	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	0.00%

6	5	Family and Community Engagement	English learner (EL), Foster Youth, Low Income	No				On-going	\$0	\$10,259	\$0	\$10,259	\$0	\$0	\$10,259	0.00%
---	---	---------------------------------	--	----	--	--	--	----------	-----	----------	-----	----------	-----	-----	----------	-------

2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$67,473,146.00	\$28,464,089.00	42.19%	0.87%	43.06%	\$29,054,359.00	0.00%	43.06%	Total:	\$29,054,359.00
								LEA-wide Total:	\$17,658,110.00
								Limited Total:	\$1,436,842.00
								Schoolwide Total:	\$9,959,407.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Supplemental standards-aligned instructional materials, technology and professional development	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$575,360.00	0.00%
1	3	Provide comprehensive intervention for students at all sites	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$2,586,558.00	0.00%
1	4	Provide web based progress to support monitoring of student achievement and outcomes	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$80,000.00	0.00%
1	5	Increase instructional support for students and families	Yes	LEA-wide	English learner (EL)	All Schools	\$486,680.00	0.00%

1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,474,500.00	0.00%
1	8	Provide summer school to accelerate achievement towards meeting standards	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$500,000.00	0.00%
1	10	Purchase grant writing services to increase grant funding	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$72,000.00	0.00%
1	11	Provide visual and performing arts curriculum and materials	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$783,460.00	0.00%
1	12	Provide added opportunities for music instruction and instruments at all schools	Yes	LEA-wide	English learner (EL), Low Income	All Schools	\$1,326,880.00	0.00%
1	13	Increase technology access and support for technology districtwide	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$2,670,355.00	0.00%
1	14	Provide schools funding for expanded and enriched learning opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$354,731.00	0.00%
1	15	Provide culturally relevant materials and library resources for all students	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$275,000.00	0.00%
2	1	Provide Assessment, Language, Assistance, Support (ALAS) for families and students of newcomers and students learning an additional language	Yes	Limited	English learner (EL)	All Schools	\$364,350.00	0.00%
2	2	Provide supplemental instructional materials to address unique needs of newcomers, LTELs, and ELs	Yes	LEA-wide	English learner (EL)	All Schools	\$200,000.00	0.00%

2	3	Support a Dual Language Immersion (DLI) program to increase achievement of ELs	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Hodge, Valleydale, Gladstone Middle School	\$4,342,154.00	0.00%
2	4	Professional learning opportunities will be provided to staff to target the specific needs of LTELs, newcomers, and ELs	Yes	LEA-wide	English learner (EL)	All Schools	\$380,000.00	0.00%
2	5	Monitor academic and language progress to overcome content academic barriers of ELs	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
2	6	Provide instructional support for EL students to accelerate achievement	Yes	Limited	English learner (EL)	All Schools	\$746,372.00	0.00%
2	7	Provide Expository Reading and Writing Course (ERWC) Sections	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools,Azusa High School and Sierra High School	\$275,000.00	0.00%
2	8	Language support program for newcomer students	Yes	Limited	English learner (EL)	All Schools	\$200,350.00	0.00%
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$823,196.00	0.00%
3	1	Prepare AUSD students for College Readiness	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,All Secondary Schools	\$250,000.00	0.00%
3	2	Prepare AUSD students for Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,All Secondary Schools	\$870,000.00	0.00%
3	3	Staff Support for College & Career Readiness	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Secondary Sites	\$3,835,683.00	0.00%
3	4	Offer middle school World Language and Art; offer high school LatinX Studies	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Secondary Sites	\$386,570.00	0.00%

4	1	Provide a bilingual community liaison at all schools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$327,779.00	0.00%
4	2	Provide a director to oversee and improve the LCAP process and implementation	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$340,125.00	0.00%
4	3	Grow the Azusa Parent Learning Network through parent leadership opportunities and facilitation	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$267,363.00	0.00%
4	5	Translation to support low incidence languages below 15% within the school's population	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$30,000.00	0.00%
5	1	Provide pathways for restorative, resilient, and supportive school communities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$910,000.00	0.00%
5	2	Provide trauma informed professional learning opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$70,193.00	0.00%
5	3	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$150,000.00	0.00%
5	4	Provide behaviorist/school social workers and professional learning for social/emotional wellness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,621,058.00	0.00%
5	5	Provide additional nurses and increased support for student health	Yes	LEA-wide	Low Income	All Schools	\$475,068.00	0.00%
5	7	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students.	Yes	LEA-wide	Low Income	All Schools	\$15,000.00	0.00%

5	8	Increased support and professional learning for restorative justice	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$647,804.00	0.00%
5	9	Provide supplies, services and resources for Foster Youth	Yes	Limited	Foster Youth	All Schools	\$125,770.00	0.00%
5	10	Improve school safety through professional learning and supplies purchases	Yes	LEA-wide	Low Income	All Schools	\$215,000.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$97,288,920.00	\$95,979,487.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Offer middle school Spanish and Art; offer high school Latinx Studies	Yes	\$442,390.00	\$442,390.00
1	2	Provide instructional coaches/TOSAs to support academic achievement	Yes	\$612,706.00	\$670,803.00
1	3	Purchase grant writing services to increase grant funding	Yes	\$72,000.00	\$72,000.00
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	Yes	\$695,099.00	\$695,099.00
1	5	Provide fully credentialed, appropriately assigned teachers	No	\$51,309,108.00	\$51,309,108.00
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	\$200,000.00	\$200,000.00
1	7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	Yes	\$1,404,847.00	\$688,339.00
1	8	Provide additional nurses and increased support for student health	Yes	\$450,000.00	\$450,000.00
1	9	Base funding of facilities maintenance and improvements	No	\$7,088,002.00	\$7,088,002.00

1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Yes	\$30,000.00	\$30,000.00
1	11	Discontinue - Enhance facilities and LCAP support	Yes	\$0.00	\$0.00
2	1	Discontinue - Provide enhanced communications to the community, including personnel, materials, and technology	Yes	\$0.00	\$0.00
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	Yes	\$312,363.00	\$312,363.00
2	3	Provide supplies and resources for Foster Youth	Yes	\$25,000.00	\$42,000.00
2	4	Improve school safety through professional learning and supplies purchases	Yes	\$116,636.00	\$112,621.00
2	5	Provide a bilingual community liaison at all schools	Yes	\$343,391.00	\$350,953.00
2	6	Provide director and classified staff to oversee and improve the LCAP process and implementation	Yes	\$344,764.00	\$344,764.00
2	7	Provide personnel to support and improve student engagement	No	\$838,402.00	\$838,402.00
2	8	Pathway to restorative community	Yes	\$600,000.00	\$500,000.00
3	1	Professional learning and materials to increase student college preparedness	Yes	\$97,746.00	\$88,896.00
3	2	Provide SAT/PSAT day and AP testing for high need students	No	\$84,000.00	\$82,000.00
3	3	Provide the AVID program at middle and high schools	Yes	\$403,647.00	\$403,647.00
3	4	Provide STEM programs at Dalton and Middle School feeding to High School pathways	Yes	\$309,000.00	\$465,101.00
3	5	Offer, support, expand	Yes	\$688,000.00	\$884,300.00

		Career Tech Education at District High School			
3	6	Offer the International Baccalaureate Program to students at Azusa High School	Yes	\$447,154.00	\$399,258.00
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at all High Schools	Yes	\$120,000.00	\$119,898.00
3	8	Contract with ROP to offer Career Technology Education Programs	Yes	\$978,266.00	\$978,266.00
3	9	Offer summer school to high need students	Yes	\$514,737.00	\$282,537.00
3	10	Increase School Counseling and Services to prepare students for College and Careers	Yes	\$1,493,844.00	\$1,762,080.00
3	11	Provide a College and Career Programs director, support staff, and professional learning	Yes	\$608,733.00	\$608,733.00
3	12	Participate in California Ed Partners project to improve 9th grade GPA	No	\$10,000.00	\$10,000.00
4	1	Supplemental standards-aligned instructional materials and technology	Yes	\$5,107,505.00	\$5,107,505.00
4	2	Provide all students standards-aligned instructional materials	No	\$1,285,446.00	\$1,134,937.00
4	3	Provide visual and performing arts curriculum and materials, and support elementary art	Yes	\$1,391,235.00	\$1,391,235.00
4	4	Provide added opportunities for music instruction and instruments at all schools	Yes	\$1,370,413.00	\$1,370,413.00
4	5	Provide comprehensive intervention for high need students at all sites	Yes	\$3,266,309.00	\$2,324,479.00
4	6	Provide web-based programs to support monitoring of student	Yes	\$76,553.00	\$73,619.00

		achievement and outcomes			
4	7	Increase technology access and support for technology District-wide	Yes	\$3,292,804.00	\$3,421,762.00
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Yes	\$613,935.00	\$540,828.00
4	9	Provide early childhood programs	Yes	\$917,413.00	\$917,413.00
4	10	Improve tracking and monitoring of emerging bilingual students' language acquisition	No	\$22,000.00	\$22,000.00
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	Yes	\$394,393.00	\$360,045.00
4	12	Provide added intervention and instructional support for emerging bilingual students	Yes	\$544,698.00	\$407,049.00
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Yes	\$408,655.00	\$408,655.00
4	14	Increase monitoring of emerging bilingual students' language acquisition	Yes	\$35,000.00	\$35,000.00
4	15	Support a dual language immersion program	Yes	\$3,488,328.00	\$3,311,908.00
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	Yes	\$1,050,000.00	\$1,653,290.00
5	1	Instructional materials and professional learning for restorative justice	Yes	\$441,202.00	\$441,202.00
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	\$1,633,196.00	\$1,533,196.00
5	3	Provide schools funding to	Yes	\$500,000.00	\$497,360.00

		purchase supplemental materials and supplies that address diversity, equity, and inclusion			
5	4	Provide trauma informed professional learning opportunities	Yes	\$110,000.00	\$110,000.00
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Yes	\$200,000.00	\$186,031.00
5	6	Provide culturally relevant language arts curriculum for high school students	Yes	\$500,000.00	\$500,000.00

2023-2024 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$29,409,486.00	\$34,534,930.00	\$34,006,085.00	\$528,845.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	Offer middle school Spanish and Art; offer high school Latinx Studies	Yes	\$442,390.00	\$442,390.00	0.00%	0.00%
1	2	Provide instructional coaches/TOSAs to support academic achievement	Yes	\$464,539.00	\$670,803.00	0.00%	0.00%
1	3	Purchase grant writing services to increase grant funding	Yes	\$72,000.00	\$72,000.00	0.00%	0.00%

1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	Yes	\$695,099.00	\$695,099.00	0.00%	0.00%
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	\$200,000.00	\$200,000.00	0.00%	0.00%
1	7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	Yes	\$1,404,847.00	\$688,339.00	0.00%	0.00%
1	8	Provide additional nurses and increased support for student health	Yes	\$450,000.00	\$450,000.00	0.00%	0.00%
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Yes	\$30,000.00	\$30,000.00	0.00%	0.00%
1	11	Discontinue - Enhance facilities and LCAP support	Yes	\$0.00	\$0.00	0.00%	0.00%
2	1	Discontinue - Provide enhanced communications to the community, including personnel, materials, and technology	Yes	\$0.00	\$0.00	0.00%	0.00%
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	Yes	\$312,363.00	\$312,363.00	0.00%	0.00%
2	3	Provide supplies and resources for Foster Youth	Yes	\$25,000.00	\$42,000.00	0.00%	0.00%
2	4	Improve school safety through professional learning and supplies purchases	Yes	\$116,636.00	\$112,621.00	0.00%	0.00%
2	5	Provide a bilingual community liaison at all schools	Yes	\$211,000.00	\$240,953.00	0.00%	0.00%
2	6	Provide director and classified staff to oversee and improve the LCAP process and implementation	Yes	\$344,764.00	\$344,764.00	0.00%	0.00%
2	8	Pathway to restorative community	Yes	\$600,000.00	\$500,000.00	0.00%	0.00%

3	1	Professional learning and materials to increase student college preparedness	Yes	\$97,746.00	\$88,896.00	0.00%	0.00%
3	3	Provide the AVID program at middle and high schools	Yes	\$365,647.00	\$365,647.00	0.00%	0.00%
3	4	Provide STEM programs at Dalton and Middle School feeding to High School pathways	Yes	\$309,000.00	\$425,101.00	0.00%	0.00%
3	5	Offer, support, expand Career Tech Education at District High School	Yes	\$650,000.00	\$627,929.00	0.00%	0.00%
3	6	Offer the International Baccalaureate Program to students at Azusa High School	Yes	\$447,154.00	\$399,258.00	0.00%	0.00%
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at all High Schools	Yes	\$100,000.00	\$119,898.00	0.00%	0.00%
3	8	Contract with ROP to offer Career Technology Education Programs	Yes	\$978,266.00	\$978,266.00	0.00%	0.00%
3	9	Offer summer school to high need students	Yes	\$514,737.00	\$282,537.00	0.00%	0.00%
3	10	Increase School Counseling and Services to prepare students for College and Careers	Yes	\$1,493,844.00	\$1,762,080.00	0.00%	0.00%
3	11	Provide a College and Career Programs director, support staff, and professional learning	Yes	\$608,733.00	\$608,733.00	0.00%	0.00%
4	1	Supplemental standards-aligned instructional materials and technology	Yes	\$5,107,505.00	\$5,107,505.00	0.00%	0.00%
4	3	Provide visual and performing arts curriculum and materials, and support elementary art	Yes	\$1,391,235.00	\$1,391,235.00	0.00%	0.00%
4	4	Provide added opportunities for music instruction and instruments at all schools	Yes	\$1,370,413.00	\$1,370,413.00	0.00%	0.00%
4	5	Provide comprehensive intervention for high need students at all sites	Yes	\$2,015,227.00	\$1,325,397.00	0.00%	0.00%

4	6	Provide web-based programs to support monitoring of student achievement and outcomes	Yes	\$76,553.00	\$73,619.00	0.00%	0.00%
4	7	Increase technology access and support for technology District-wide	Yes	\$3,292,804.00	\$3,421,762.00	0.00%	0.00%
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Yes	\$613,935.00	\$540,828.00	0.00%	0.00%
4	9	Provide early childhood programs	Yes	\$710,770.00	\$917,413.00	0.00%	0.00%
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	Yes	\$320,393.00	\$360,045.00	0.00%	0.00%
4	12	Provide added intervention and instructional support for emerging bilingual students	Yes	\$507,698.00	\$407,049.00	0.00%	0.00%
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Yes	\$408,655.00	\$408,655.00	0.00%	0.00%
4	14	Increase monitoring of emerging bilingual students' language acquisition	Yes	\$0.00	\$0.00	0.00%	0.00%
4	15	Support a dual language immersion program	Yes	\$3,437,079.00	\$3,311,908.00	0.00%	0.00%
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	Yes	\$1,050,000.00	\$1,653,290.00	0.00%	0.00%
5	1	Instructional materials and professional learning for restorative justice	Yes	\$430,702.00	\$430,702.00	0.00%	0.00%
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	\$1,558,196.00	\$1,533,196.00	0.00%	0.00%

5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	Yes	\$500,000.00	\$497,360.00	0.00%	0.00%
5	4	Provide trauma informed professional learning opportunities	Yes	\$110,000.00	\$110,000.00	0.00%	0.00%
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Yes	\$200,000.00	\$186,031.00	0.00%	0.00%
5	6	Provide culturally relevant language arts curriculum for high school students	Yes	\$500,000.00	\$500,000.00	0.00%	0.00%

2023-2024 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
\$72,304,367.00	\$29,409,486.00	7.23%	47.90%	\$34,006,085.00	0.00%	47.03%	\$629,047.99	0.87%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$1,302,484.00	\$391,000.00	\$212,000.00	\$10,000.00		\$62,964,076.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Provide all students standards-aligned instructional materials						\$1,285,446.00	\$1,285,446.00
1	3	Provide comprehensive intervention for students at all sites	\$1,082,200.00						\$3,668,758.00
1	6	Early childhood education programs						\$1,533,716.00	\$1,533,716.00
1	7	Instructional coaches/TOSAs to support academic achievement to provide professional development		\$156,000.00	\$155,000.00				\$1,785,500.00
1	9	Provide fully		\$85,000.00				\$51,225,108.00	\$51,310,108.00

		credentialed, appropriately assigned teachers							
2	5	Monitor academic and language progress to overcome content academic barriers of ELs			\$57,000.00				\$57,000.00
2	9	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs		\$150,000.00					\$973,196.00
4	1	Provide a bilingual community liaison at all schools	\$220,284.00						\$548,063.00
4	4	Student Support Services staff to support family and pupil engagement						\$838,402.00	\$838,402.00
5	1	Provide pathways for restorative, resilient, and supportive school communities				\$10,000.00			\$920,000.00
5	6	Base funding of facilities maintenance and improvements						\$7,088,002.00	\$7,088,002.00
5	8	Increased support and professional learning for restorative justice						\$155,000.00	\$802,804.00
5	11	Provide personnel to support and improve student engagement						\$838,402.00	\$838,402.00

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
D	Azusa Unified					suspension rate	AA	1	5 4	1,2,3,8,11 3
D	Azusa Unified					suspension rate	ALL	1	5 4	1,2,3,8,11 3
D	Azusa Unified	Yes				math	EL	1	2 4	4,5,6,9 5
D	Azusa Unified	Yes				ela	EL	1	2 4	4,5,6,8,9 5
D	Azusa Unified	Yes				college career	EL	1	3	1,2,3,4
D	Azusa Unified	Yes				ela	FOS	1	5	9
D	Azusa Unified	Yes				math	FOS	2	5	9
D	Azusa Unified	Yes				suspension rate	FOS	1	4 5	3 1,2,3,8,9,11
D	Azusa Unified					suspension rate	HI	1	4 5	3 1,2,3,8,11
D	Azusa Unified	Yes				math	HOM	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				ela	HOM	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				suspension rate	HOM	1	4 5	3 1,2,3,8,11
D	Azusa Unified					suspension rate	SED	1	4 5	3 1,2,3,8,11
D	Azusa Unified	Yes				ela	SWD	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				math	SWD	1	1	1,3,4,7,11,12,13,14,15
D	Azusa Unified	Yes				graduation rate	SWD	1	3 1	1,2,3,4 8
D	Azusa Unified	Yes				college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Alice M. Ellington K-8 School			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	graduation rate	ALL	1	3 1	1,2 8
S	Azusa Unified		Azusa High		Yes	suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	EL	1	4 2	5 4,5,6,9
S	Azusa Unified		Azusa High		Yes	ela	EL	1	4 2	5 4,5,6,7,9
S	Azusa Unified		Azusa High		Yes	graduation rate	EL	1	3 2 1	1,2 7,8 8

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Azusa High		Yes	suspension rate	EL	1	4 5	3 1,2,2,8,11
S	Azusa Unified		Azusa High		Yes	college career	EL	1	3 4	1,2 5
S	Azusa Unified		Azusa High		Yes	math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	suspension rate	HOM	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Azusa High		Yes	suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	graduation rate	SWD	1	3 1	1,2,3,4 8
S	Azusa Unified		Azusa High		Yes	suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Azusa High		Yes	college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Azusa High		Yes	suspension rate	WH	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	ALL	1	1	1,3
S	Azusa Unified		Center Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	EL	1	2 4	4,5,6,9 5
S	Azusa Unified		Center Middle			ela	EL	1	2 4	4,5,6,8,9 5
S	Azusa Unified		Center Middle			suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Center Middle			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Center Middle			chronic absenteeism	SWD	1	5	4,5
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	ALL	1	5	4,5
S	Azusa Unified		Charles H. Lee Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	HI	1	5	4,5

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Charles H. Lee Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Charles H. Lee Elementary			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Charles H. Lee Elementary			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Clifford D. Murray Elementary			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Clifford D. Murray Elementary			suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Foothill Middle			math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	ALL	1	4 5	1,6 4,5
S	Azusa Unified		Foothill Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Foothill Middle			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Foothill Middle			math	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Foothill Middle			chronic absenteeism	EL	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	EL	1	4 5	3 1,2,3,8,9,11
S	Azusa Unified		Foothill Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	HI	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	HI	1	4 5	3 1,2,3,8,9,11
S	Azusa Unified		Foothill Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	SED	1	4 5	1 4,5
S	Azusa Unified		Foothill Middle			suspension rate	SED	1	4 5	3 1,2,3,8,11

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Foothill Middle			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Foothill Middle			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Gladstone Middle			math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			math	EL	1	2 4	4,5,6,9 5
S	Azusa Unified		Gladstone Middle			graduation rate	EL	1	1 3	8 1,2
S	Azusa Unified		Gladstone Middle			college career	EL	1	4 3	5 1,2
S	Azusa Unified		Gladstone Middle			math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			suspension rate	HOM	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Gladstone Middle			math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Gladstone Middle			college career	SWD	1	3	1,2,3,4
S	Azusa Unified		Henry Dalton Elementary			ela	EL	1	2	4,5,6,8,9
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	ALL	1	4 5	1 4,5
S	Azusa Unified		Magnolia Elementary			ela	EL	1	2	4,5,6,8,9
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	HI	1	4 5	1 4,5
S	Azusa Unified		Magnolia Elementary			chronic absenteeism	SED	1	4 5	1 4,5
S	Azusa Unified		Paramount Elementary			ela	EL	1	2	4,5,8,6,9
S	Azusa Unified		Paramount Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	math	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	ALL	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	ALL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	ALL	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	EL	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	math	HI	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	HI	1	1	1,3,4,7,11,12,13,14,15

School or District	District Name	DA Eligibility	School Name	EM	CSI	Category	Student Group	Status	Goal	Action
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	HI	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	HI	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	math	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	ela	SED	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	SED	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Sierra High	Yes	Yes	college career	SED	1	3	1,2,3,4
S	Azusa Unified		Sierra High	Yes	Yes	suspension rate	SWD	1	4 5	3 1,2,3,8,11
S	Azusa Unified		Slauson Intermediate			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		Slauson Intermediate			math	EL	1	4 2	5 4,5,6,9
S	Azusa Unified		Slauson Intermediate			chronic absenteeism	EL	1	4 5	1 4,5
S	Azusa Unified		Slauson Intermediate			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Slauson Intermediate			math	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Slauson Intermediate			chronic absenteeism	SWD	1	4 5	1 4,5
S	Azusa Unified		Valleydale Elementary			ela	EL	1	4 2	5 3,4,5,6,8,9
S	Azusa Unified		Valleydale Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		Victor F. Hodge Elementary			ela	SWD	1	1	1,3,4,7,11,12,13,14,15
S	Azusa Unified		W. R. Powell Elementary			ela	EL	1	4 2	5 4,5,6,8,9
S	Azusa Unified		W. R. Powell Elementary			math	EL	1	4 2	5 4,5,6,9

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).