

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Azusa Unified School District received \$3,013,521 in additional funding (Concentration Grant Add-On) as identified in the Budget Act of 2021. These funds would normally be a part of the LCAP, therefore, the use of the funds is aligned to the District’s LCAP goals. Because the use of the funds aligns with the LCAP, the process for engaging our educational partners in their use was included in the District’s robust LCAP community engagement process. Educational partners include students, parents/family members, teachers, classified staff, and management. They also include students and parents who represent the various student groups, including but not limited to students who are emerging multilingual (formerly termed English Learner), students with disabilities, foster youth, low-income students, and representatives from the ethnic groups who comprise the Azusa Unified School District community. All funds included and not included in Azusa Unified School District’s 2021-2022 LCAP were presented to educational partners in multiple forums over time beginning in the spring of 2021.

In the spring of 2021 and again in the following October, the Parent Advisory Committee Plus (PAC+) reviewed the proposed use of the Concentration Add-On funds and provided input and feedback on the plans. PAC+ meetings outlined the proposed increases in staff who provide direct services to students on our campuses. The District English Language Advisory Committee (DELAC) is also part of the regular engagement process the District uses for the LCAP. Members of DELAC were able to provide input and feedback on the proposed uses for the Concentration Add-On funding at their regularly scheduled meetings in September of 2021. In addition to the PAC+, District administrators met with teachers to gather input and feedback through the Academic Articulation and Advisory

team (AAA). The AAA met in May of 2021 and also monthly in the 2021-2022 academic year beginning in September. Each meeting contained information and opportunities to consult with teachers on the use of funds. Azusa Unified School District engaged administrators in providing feedback through monthly Instructional Leaders and Management Leaders meetings. Students were provided opportunities to provide input and feedback through the Student Advisory Council. The 2022 Student Advisory Council began its monthly meetings in November. These educational partner forums are a regular part of the Azusa Unified School District Community Engagement process and have been used for all funds provided in the Budget Act of 2021 and the 2021-2022 LCAP.

Opportunities to engage Educational Partners took place on the following dates:

PAC+ Virtual Meetings: October 5, 2020; January 22, 2021; April 22, 2021

PAC+ In person Meetings: October 15, 2021; January 21, 2022

Student Advisory Council Virtual Meetings: November 2, 2020, February 17, 2021, March 17, 2021

Student Advisory Council In Person Meetings: November 3, 2021; February 9, 2022

DELAC Virtual & Hybrid meetings: November 3, 2020; January 19, 2021; March 16, 2021; September 28, 2021; November 30, 2021; January 18, 2022

AAA Virtual Meetings: Monthly except summer; budget discussions took place more often at meetings held in Spring of 2021 and Fall 2021

Administrator Instructional/Management Virtual Meetings: Monthly except summer; budget discussions took place more often at meetings held in Spring of 2021 and Fall 2021

The Azusa Unified School District LCAP can be found at [www.azusa.org/lcap](http://www.azusa.org/lcap)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Azusa Unified School District is using the Concentration Grant Add-On funding to provide additional staff at all school sites in the District. All of Azusa Unified School District schools have student populations that contain 55% or more of students who are emerging multilingual (English learners), from low-income families, or are foster youth. The District will meet the requirement of providing additional staff who provide direct services to students by assigning two additional certificated teachers (long-term substitutes) to each school to support instruction in classrooms every day. This additional instructional staff can support student small group instruction, provide one-on-one instruction for students, and address learning needs specific to the students at each school. The Concentration Grant Add-On funds supported additional personnel to support student learning beyond that identified in the LCAP. The 2021-2022 LCAP includes funding for resource teachers that directly serve students at all elementary schools. It also

includes additional classified staff that provide direct services to students, these include instructional aides and other bilingual paraprofessionals.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Azusa Unified School District has an ongoing system for engaging its educational partners in decision-making. The process was noted and detailed in the response to prompt #1 above. The District utilized these ongoing groups to gather input and feedback on the use of one-time federal funds in addition to engaging education partners about our LCAP and the supplemental and concentration funding. It was a natural fit for the District to use these same representative groups to provide input and feedback on the use of the one-time funds including CARES Act funding such as the Coronavirus Relief Funds, Elementary and Secondary School Emergency Relief funds (I, II, & III), Governor's Emergency Education Relief funds. Areas of need were identified and brought before education partners for consultation and education partners were able to offer thoughts and feedback on other needs the funding might be able to address.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Center of Disease Control (CDC) recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. The first step towards the achievement of this approach is district-wide upgrades to mechanical heating, ventilation, and air conditioning (HVAC) units to improve the indoor air quality in school facilities. The upgrades to the HVAC units will help the district in its effort to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will include all District sites.

The second step toward the achievement of a layered approach to reducing exposures to SARS-CoV-2, the virus that causes COVID-19, is district-wide school facility repair and improvements to increase outdoor airflow. Existing window framing and panes will be replaced with windows capable of opening which will allow the introduction of beneficial outdoor air. The District has also purchased fans which will help draw outdoor air into the room via other open windows and doors without generating strong room air currents.

The third step toward the achievement of a layered approach to reducing exposures to SARS-CoV-2, the virus that causes COVID-19, is the creation of outdoor learning spaces. Outdoor seating offers Ultra Violet (UV) protection and this seating can be used for learning and other student activities. The creation of the outdoor learning spaces will include all District sites.

The research-based Sobrato Early Academic Learning (SEAL) Model is designed to provide high-quality education to all Emerging multilingual (English learners) starting in preschool through elementary school and to prevent the development of Long-Term English Learners. Funding will provide an instructional coaching model to support the full implementation of SEAL that will support the acceleration of student learning. In the District's Expanded Learning Opportunity Grant Plan (ELOGP, document can be found at <https://azusa.ic-board.com/attachments/bc68b4da-033e-44af-9d5d-687877896bb5.pdf>) funds were directed to address the learning

needs of students as they returned from distance learning, in particular, to accelerate learning and address unfinished learning in reading and language arts. SEAL and the addition of a coaching model will supplement the work being carried out by Goal 4 in the District's 2021-2022 LCAP, specifically, action 12.

Azusa Unified School District aligned its ESSER III and ELOGP plans to provide targeted supports for struggling learners through high dosage tutoring implementation. The high dosage tutoring aligns with Goal 4 action 5 in the District's 2021-2022 LCAP. In LCAP Goal 4 action 5 Azusa Unified School District provides for intervention and added small group tutoring. The ESSER III plan supplements this academic support with high-dosage tutoring done at school sites during and after the school day.

The District has been successful in implementing the three steps described above that provide safer learning environments. Staff and contractors have been working toward the completion of the three steps. District instructional staff have started their training in SEAL and new positions for coaches have flown and potential candidates have been identified.

The District has faced challenges in obtaining materials and supplies for the safety upgrades to the District's facilities. The supply chain issues that have plagued the nation are also impacting the pace with which the work can be completed. Furthermore, the spread of COVID-19 and its variants have impacted the availability of staff. Other challenges include the slower process for hiring additional staff, including SEAL coaches because of the lack of candidates expressing interest.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Azusa Unified School District's LCAP serves as a strategic plan for the District. All applicable plans, such as the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan align with the LCAP. As decisions about any funding or programs are made, the District makes it a practice to examine how these decisions align to the five broad goals identified in the LCAP. Engagement of educational partners in the District's various plans also follows the LCAP engagement process. The 2021-2022 LCAP has identified District needs including those brought about by the COVID-19 pandemic. The resources available for the 2021-2022 year are aligned to the LCAP, they are associated with one or more of the LCAP goals and are useful in addressing the identified needs. For example, the District's first goal focuses on increasing and improving our school climate and the learning environments. The use of resources received for the 2021-2022 school year that address improved safety and learning environments, such as the layered approach to reducing exposure to the COVID-19 virus, the implementation of SEAL strategies, materials, and coaching all align with LCAP goal 1. LCAP Goal 3 is focused on increasing the opportunities for students to be ready for college and/or careers. One example of how Azusa Unified School District is using its fiscal resources in alignment with this goal is the additional instructional staff, particularly at the secondary level, who are providing direct services to students to increase learning and provide additional academic support for grades and graduation requirements. A final example that describes how the District is using its resources consistent with the LCAP is how both the SEAL implementation and the additional instructional staff at all schools align to and supplement LCAP goals 4 and 5. LCAP Goal 4 seeks to improve academic achievement for students, impact language acquisition for emerging multilingual students, and reduce achievement gaps. LCAP Goal 5 seeks to improve diversity, equity, and inclusion by providing culturally relevant teaching and inquiry-based learning opportunities for all students and

in particular for our students who are from low-income families, are learning English, who have disabilities, and who are in the foster system.

For each plan and the accompanying fiscal resources, the District ensures that actions and expenditures align to one of the five broad goals summarized below:

Goal 1: Azusa Unified School District 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.

Goal 2: Azusa Unified School District 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.

Goal 3: Azusa Unified School District 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.

Goal 4: , Azusa Unified School District will ensure all students achieve at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.

Goal 5: Azusa Unified School District will address diversity, equity, and inclusion for all students, including diminishing systemic barriers and racism in our community and elevating culturally relevant teaching/learning, inquiry-based learning, and trauma-informed practices.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.



In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal

Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
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