Local Control and Accountability Plan

2023-2024

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
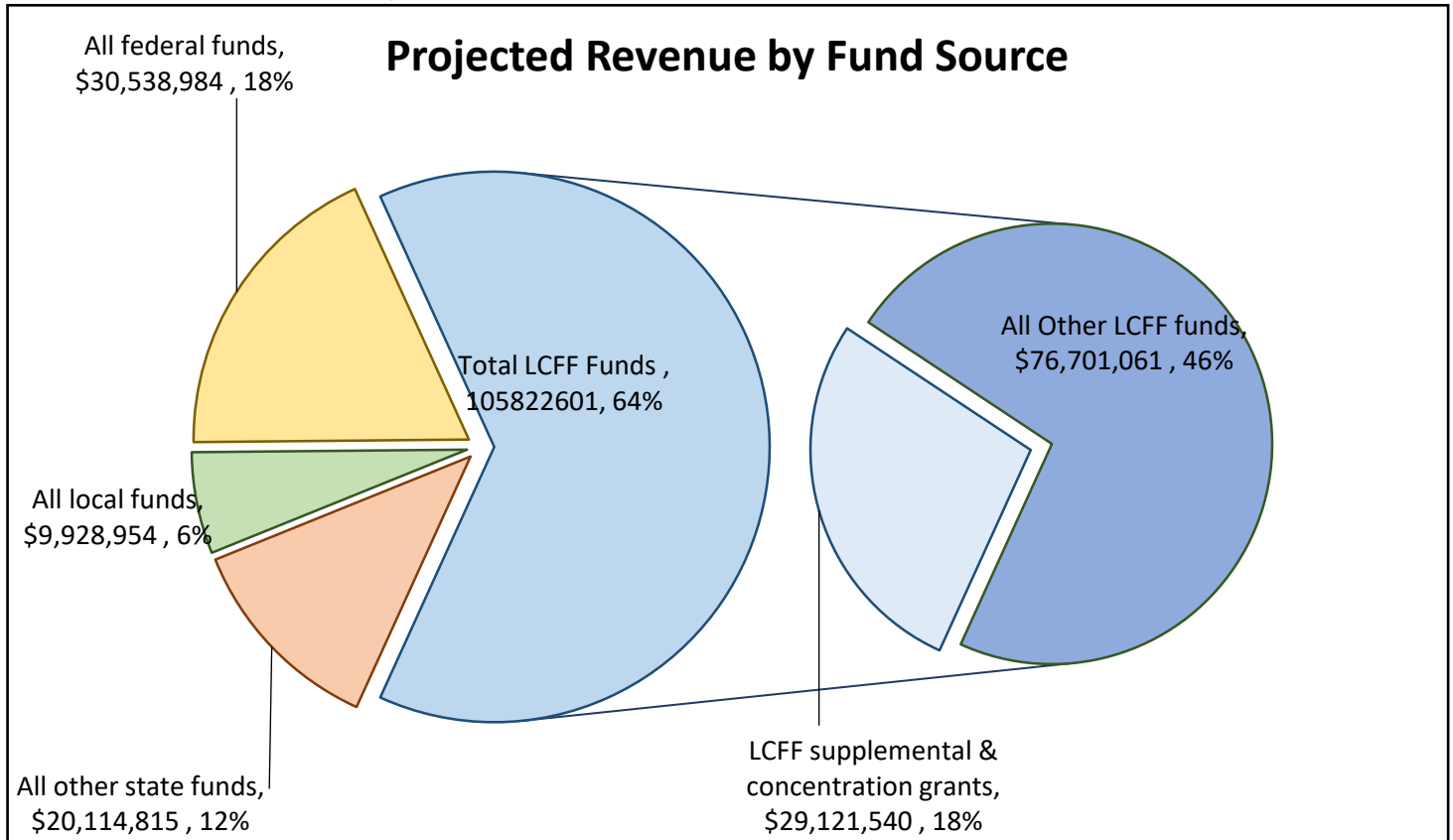
CDS Code: 19-62479

School Year: 2023-2024

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 2023-2024 School Year

Projected Revenue by Fund Source

All federal funds, $30,538,984 , 18%

Total LCFF Funds , 105822601, 64%

All local funds, $9,928,954 , 6%

All other state funds, $20,114,815 , 12%

All Other LCFF funds, $76,701,061 , 46%

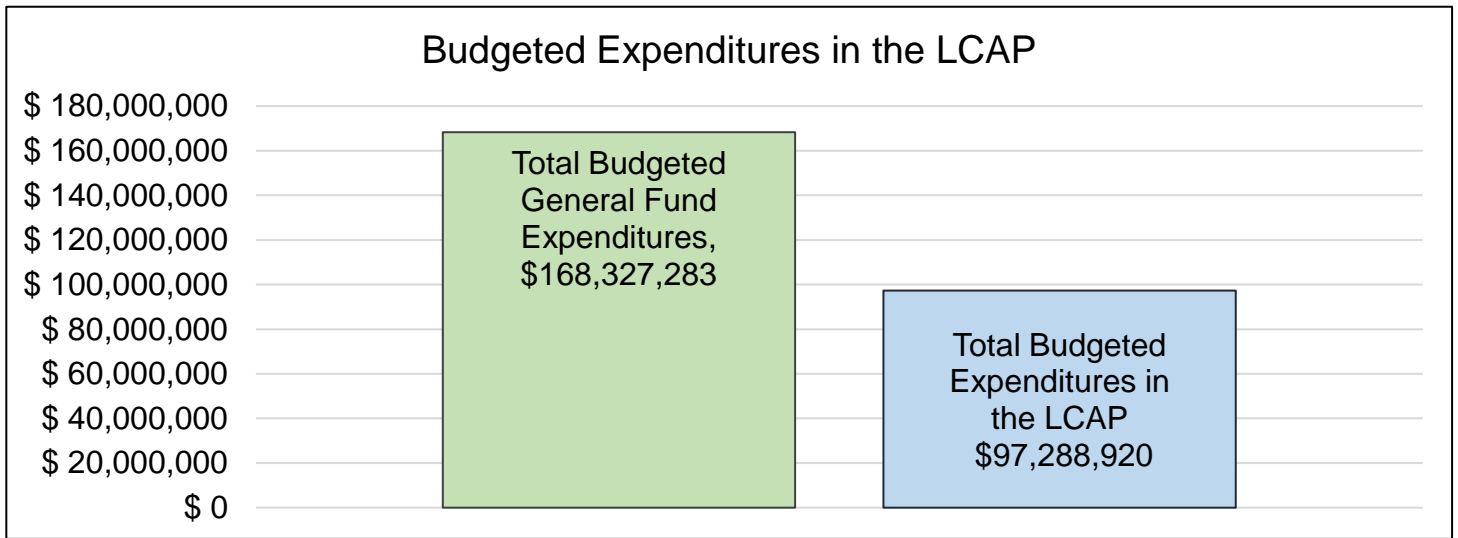LCFF supplemental & concentration grants, $29,121,540 , 18%

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 $166,405,354.00, of which $105,822,601.00 is Local Control Funding Formula (LCFF), $20,114,815.00 is other state funds, $9,928,954.00 is local funds, and $30,538,984.00 is federal funds. Of the $105,822,601.00 in LCFF Funds, $29,121,540.00 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.

Budgeted Expenditures in the LCAP

$ 180,000,000	
$ 160,000,000	
$ 140,000,000	Total Budgeted General Fund Expenditures, $168,327,283
$ 120,000,000	
$ 100,000,000	
$ 80,000,000	Total Budgeted Expenditures in the LCAP $97,288,920
$ 60,000,000	
$ 40,000,000	
$ 20,000,000	
$ 0	

This chart provides a quick summary of how much AZUSA UNIFIED SCHOOL DISTRICT plans to spend for 2023-2024. 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 $168,327,283.00 for the 2023-2024 school year. Of that amount, $97,288,920.00 is tied to actions/services in the LCAP and $71,038,363.00 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).
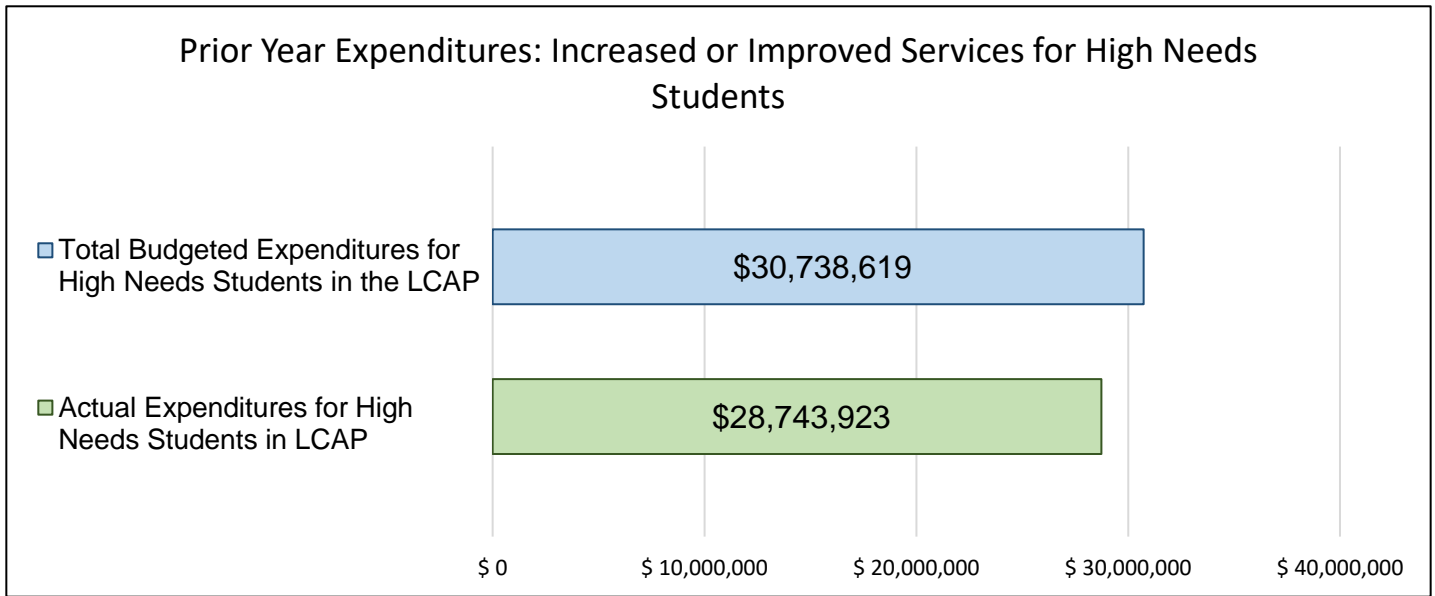
Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

LCFF Budget Overview for Parents

In 2023-2024, AZUSA UNIFIED SCHOOL DISTRICT is projecting it will receive $29,121,540.00 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 $34,534,930.00 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 2022-2023

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$30,738,619
Actual Expenditures for High Needs Students in LCAP	$28,743,923

Chart axis: $ 0 — $ 10,000,000 — $ 20,000,000 — $ 30,000,000 — $ 40,000,000

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 2022-2023, AZUSA UNIFIED SCHOOL DISTRICT's LCAP budgeted $30,738,619.00 for planned actions to increase or improve services for high needs students. AZUSA UNIFIED SCHOOL DISTRICT actually spent $28,743,923.00 for actions to increase or improve services for high needs students in 2022-2023. The difference between the budgeted and actual expenditures of $1,994,696.00 had the following impact on AZUSA UNIFIED SCHOOL DISTRICT's ability to increase or improve services for high needs students:

Six percent of funding budgeted to increase and improve services for high-need students was not expended in the 2022-2023 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.

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 2023-2024

General Information

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

Azusa Unified School District (AUSD) resides in the foothill community of Azusa and includes schools in unincorporated areas just south of the city. This historic community derives its name from the Native American word, Asuka-nga. In addition to the native peoples of the area, early inhabitants were owners of ranchos, miners, and businessmen. In 1898 the city was incorporated, and today the growing suburban community boasts a population of 48,676 people.

The first official school was constructed in 1868, and today AUSD is comprised of:
-8 elementary schools
-1 TK-8 school
-1 preschool
-3 middle schools
-3 high schools
-1 adult education center (servicing the communities of Azusa and Glendora)

In 2022-2023 AUSD had a student population of 6,754. The following list provides a demographic description of students:
-91.5% Hispanic/Latinx
-2.9% White
-1.5% Asian
-1.1% Filipino
-1.0% African American
-1.0% Other

Students who fall into the District's unduplicated pupil count include 88% (5,943) who are socio-economically disadvantaged. English learners/emerging bilingual students comprise 26% (1,747) of the student population. The majority of English learners in AUSD are Spanish speakers. In 2022-2023, the District had 55 students in the foster care system, which is less than 1% of the total student population.

AUSD and its community of parents, students, and staff value high academic expectations, and the District offers many programs that serve to increase student achievement and preparation for college and careers. For example, AUSD offers college preparatory courses through its International Baccalaureate (IB) Program at

Azusa High School, Advanced Placement courses at all three high schools, an Early College Program at Gladstone High School, and AVID at the middle and high schools. Additionally, students are offered multiple Career Technical Education (CTE) courses and can participate in one of the District's many career pathways, including the Engineering Pathway and the Medical Pathway. The District offers courses and extra-curricular opportunities in music and the arts at all grade levels, including the renowned Mariachi de Azusa, available to students in grades 4–12. Further, a growing Dual Language Immersion program in Spanish and English is available to families beginning at the preschool level and is extending to the middle school level next school year.

Rigorous standards-aligned instruction promotes student critical thinking, collaboration, productive discourse, and problem-solving. These practices and a growing District-wide focus on diversity, equity, and inclusion work to provide all students with an outstanding education. Classrooms are growing in their use of technology, creating equitable access for all and preparing students for life in the 21st century. AUSD's teachers and staff are committed to participating in collaborative communities of practice that support data-driven, student-centered instruction, and exemplify the idea of a continuous cycle of improvement. We seek to equip every student with the knowledge and skills for college and career readiness to fulfill their purpose and positively impact society. AUSD works with purpose and passion to ensure that each and every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community in Azusa and beyond.

Currently, our District is undergoing the process of reorganization due to the impacts of declining enrollment. This has been a collaborative process seeking input from all educational partners throughout the past three years. A committee was put together in the fall of 2020 to consider all aspects of the reorganization process. Reorganization models were presented at public meetings with explanations of the models, what the implementation would look like in the next five years, potential programmatic drawbacks and benefits, support staff implications, and economic implications as well. From these models, a recommendation was presented to the Board of Education. As decisions have been made by our Board of Education, we have considered ways to maximize program options for students as well as ways to maximize the capacity of our sites. As a result of this process, next school year, we will be closing two elementary school sites, three middle school sites, and one high school. Powell Elementary School and Ellington K-8 School elementary students will attend neighboring schools. Center, Slauson, and Foothill Middle School students will attend Gladstone High School, which will become Gladstone Middle School. All high school students at Gladstone High School will attend Azusa High School. Leaving the following schools open for the 2023-2024 school year:

-7 elementary schools (Henry Dalton Elementary, Victor Hodge Elementary, Charles Lee Elementary, Clifford Murray Elementary, Magnolia Elementary, Paramount Elementary, and Valleydale Elementary)
-1 preschool (Longfellow)
-1 middle school (Gladstone Middle School)
-2 high schools (Azusa High School, and Sierra High School)
-1 adult education center (Azusa Adult Education Center servicing the communities of Azusa and Glendora)

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

AUSD has identified several areas of success and progress this past year. The successes below contributed to decisions by education partners to continue the initiatives embedded in actions/services that have been having a positive impact. We will build upon these successes by growing the programs and services as well as improving our implementation over the next two years.

Increased academic achievement: Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only report the most current year of data, with status levels ranging from Very High, High, Medium, Low, and Very Low for state measures. The California School Dashboard was published in the Winter of 2022 and shows a medium rating for English Learner Progress, with 52% of students making progress toward English Proficiency based on the English Language Proficiency Assessment for California, ELPAC. Although our English Language Arts indicator shows a low rating, 37% of students were proficient, which is a 3% difference from the 2019 Dashboard results based on the Smarter Balanced Assessment Consortium, SBAC. Additionally, our 11th-grade students showed a 47% proficiency rate on the English Language Arts SBAC assessment, comparable to the last assessment in 2019. In Mathematics, our 11th-grade students maintained a 25% proficiency rate on the SBAC assessment.

Local measures were used in 2022-2023 to track student progress; reading proficiency for 3rd-grade students was at 53%, students of low income at 51%, emerging

multilingual students at 34%, and students with disabilities at 20%. All of these percentages were an increase from the previous school year. The rate of A-C grades for 9th grade increased 66% in 2021-2022 to 67% during the 2022-2023 school year. Our reclassification rate increased from 10% to 13% in the 2022-2023 school year, and although our long-term English Learner rate increased to 34%, it still shows a decrease of 4% from the baseline data. While gaps exist between our emerging bilingual student performance and all students, this group has made progress year over year on local indicators. Our reclassified students' academic performance exceeds that of all students, which indicates a positive outcome for our emerging bilingual students who become proficient in English through integrated and designated English language development (ELD). The 2023-2024 LCAP will continue to build on our successes in improving academic achievement, particularly in Goals 1, 4, and 5.

Increased college and career readiness: AUSD continues to offer increased opportunities for college and career for our students. Our CTE Pathways have grown in number and participation. Dual enrollment in community college courses has a 70% of students in our Early College Program exiting high school with 30 or more transferable units. In 2021, the Dashboard graduation rate was 87%, and while rates across our District, the state, and the nation declined in 2022 due to the impact of the COVID-19 pandemic, our graduation rate continues to be on par with state and county levels. Additionally, the rate of A-C grades for 9th-grade students increased to 67% for the 2022-2023 school year. To support efforts of college and career readiness, our high school counselors played a huge role in our success. Counselors met 1-on-1 with every student to go over a 4-year plan to talk about graduation, a-g, and postsecondary plans. Counselors created an "on track/off track" list to help students see if they are prepared with a-g requirements. Additionally, school site on-track teams will meet monthly to review student data in order to determine needs and next steps. AUSD has embedded in the 2023-2024 LCAP continued and growing programs that support college and career readiness for all students and in particular, for our high-need students.

Language acquisition: Emerging bilingual students had a 10% reclassification rate in 2022 and showed a 3% increase this school year. Additionally, we were able able to reduce the percentage of students who are long-term English learners, LTELs. Our successful work toward supporting emerging bilingual students is reflected in the improving rates of reclassification as well as academic achievement improvements despite the challenges of the COVID-19 pandemic and the effects of absences from required quarantines that are still occurring. Professional learning and improved instruction for students who are learning English have resulted in continued reclassification and strong achievement levels for our reclassified students. Actions/services in the 2023-2024 LCAP will continue to address the needs of emerging bilingual students and build upon AUSD's successes in improving outcomes for them through improved monitoring and targeted professional learning.

AUSD has provided targeted professional learning opportunities to support low-income, emerging bilinguals and foster students' academic, social-emotional, and college/career readiness. The successful implementation of evidence-based professional learning and instruction will continue to be part of the goals and actions/services in the 2023-2024 LCAP. Feedback forms and survey data show that over 48% of teachers and administrators have found value in professional learning opportunities over the last year. Collaborative, job-embedded professional learning is a source of pride for our District. We will continue to expand the opportunities for teachers and staff to improve their practice over the next year by building on past successes and implementing new learning based on student needs. This will include targeted professional development across the District that addresses the needs of our high-needs students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While the District is proud of the gains in many areas mentioned in the previous section, there is a continued need to focus on the achievement of specific student groups, including those who are considered high need. A comprehensive needs analysis is part of AUSD's cycle of continuous improvement each year. It drives the decisions about what the District's LCAP will include in terms of new goals, actions/services, and metrics and the continuation of those that show evidence of positive impact.

The following 2022 Dashboard data reflect areas of need for AUSD. Indicators on the Dashboard only report the most current year of data, with status levels ranging from Very High, High, Medium, Low, and Very Low for state measures. The California School Dashboard was published in the Winter of 2022.

 Academic indicators: Academic indicators for all students were low for both ELA and math. And there were no significant performance gaps between student groups and all students (two or more performance level differences) in both ELA and Math. AUSD still must address the lower levels of achievement of emerging bilingual students and students with disabilities as indicated by English Language Arts Dashboard results: All Students, Low-income students, English Learners, and Homeless students

had the same performance level with 36 points below standard; however, African American students were 78.8 points below, foster youth were 97.9 points below, and students with disabilities were at 113.2 points below grade level with a very low-performance rating. Identifying the need to increase academic achievement for these subgroups. In the area of math, the performance level was low for all students and low-income students; however, African American students were 138.7 points below, English Learners were 101.7 points below, foster youth were 152.2 points below, homeless were 109.9 points below, and students with disabilities 153 points below standard with a very low-performance level. This demonstrates a deficit in the points below standard for these subgroups when compared to 79.1 points below standard for all students. Additionally, as with most Districts across the state of California, our Chronic Absenteeism indicator was very high. All subgroups show a 38.5% chronic absenteeism rate. Indicating a need to improve this indicator for all student subgroups.

As Dashboard data is released for the 2022-2023 school year a deep analysis of data will help prioritize the following steps to address low academic performance: a) increase professional learning for teacher and site administrators focused on effective instruction for emerging bilingual students, low-income students, b) provide additional courses to support language acquisition and academic achievement for low-income students, c) additional tracking, monitoring and use of data to drive instruction, data will be disaggregated and shared regularly so it can be used to drive instruction for students who are low performing, d) provide professional learning focused on the needs of students with disabilities as an integrated part of effective instruction for all students, e) professional learning community data analysis to focus of student group achievement and differentiated instruction for students who are not performing at grade level, in particular emerging bilingual students, foster youth, and low-income students, and African American students, f) professional learning and classroom implementation of strategies that positively impact achievement, such as trauma-informed practices and project-based learning.

College and Career Readiness (CCR) and Graduation Rate: For the CCR indicator, there was a significant difference between all students (yellow indicator) and emerging bilingual students (red indicator) and students with disabilities (red indicator). There was also a significant difference in 2019 graduation rate between all students (green indicator) and emerging bilingual (orange) and homeless (orange) students. However, the CCR indicator was not reported in 2022. For 2022, the Dashboard only calculated the graduation rate; there were no color-coded indicators, and the rate was 87% with a medium performance level.

Our overall rates decreased for all students and student groups from our 2020 baseline data by 4%. However, the overall rate increased by 1% from 2022. In 2022, emerging bilingual students' graduation rate was 19% lower than all students. Homeless students' graduation rate was 16% lower than all students, and students with disabilities had a rate that was 11% lower. These differences indicate a continuing need to address the graduation rates between student groups. AUSD will address the need to improve student college and career readiness through the following steps: a) improving access to and growing the opportunities for students, particularly emerging bilingual students and students with disabilities, to participate in career technical education pathways, b) increasing the number of students participating in the District's Early College Program, International Baccalaureate, AP, AVID, and CTE Pathways, c) creating courses and programs at District elementary and middle schools that build student interest and commitment to college and career programs prior to their enrollment in high school, d) provide additional support for students by hiring dedicated staff to focus specifically on academic and college and career support for low-income students, emerging bilingual students, and foster youth who are not on track, e) intensified focus on 9th-grade academic achievement and progress toward college and career readiness by creating a specialized professional learning community of high school teachers, counselors, and administrators.

-Student Engagement Measures: There was a significant difference in suspension rate indicators for African American students (very high) compared to all students (medium). AUSD has been able to decrease the suspension rates of students and build more inclusive school cultures, as evidenced by District survey data, but needs still exist. District survey data identified a continued need to address diversity, equity, and inclusion issues and stakeholder engagement forums. Furthermore, there is a desire to continue reducing suspensions and expulsions by using improved restorative practices and positive behavior intervention approaches, which are included in the 2023-2024 LCAP. Additionally, we have seen a decline in attendance rates and an increase in Chronic Absenteeism. The attendance rate for all students declined by 5% to 91%, emerging bilingual students declined 7% to 90%, low-income students declined 6% to 90%, foster youth dropped 6% to 91%, and students with disabilities declined 6% to 89% attendance rates. The COVID 19 pandemic continues to strongly impact these drops in attendance rates. AUSD will focus efforts on building a students' sense of connectedness and belonging, building positive and supportive school cultures, offering resources and outreach, and monitoring attendance to improve attendance rates. Professional development around Positive Behaviors and Supports and restorative practices will increase student engagement. Sites will develop attendance plans to monitor and address high-needs students to improve both attendance and chronic absenteeism rates.

AUSD will build upon the successful implementation of high-quality professional learning during the next LCAP cycle by focusing on newly identified needs from stakeholder surveys. These needs include topics around diversity, equity, and inclusion, cultural relevancy, and inquiry-based learning.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The following goals provide key features and highlights of the AUSD 2023-2024 LCAP, which contains five goals created collaboratively with all educational partners and the Board of Education. Each goal reflects AUSD's commitment to working in collaboration to meet the needs of and ensure equity for all students.

GOAL 1: Through a collaborative, improvement-driven approach, AUSD will provide students with 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.
-Local metrics addressing professional learning communities
-High-need students are provided added opportunities to meet college readiness standards through world languages, art, and Latinx studies
-Increased and improved job-embedded professional learning and instructional support through added time and access to instructional coaches to improve instruction in all content areas -Maintaining a successful partnership with a grant writer to support additional opportunities for funding and participation in statewide projects addressing the needs of low-income students, foster youth, and emerging bilingual students
-Increasing social-emotional and physical wellness of students by providing additional behaviorists, social workers, and nurses who service high-need students and make referrals to outside agencies as necessary
-Maintaining positive, safe, healthy, and equitable school learning environments
-Increase in the number of instructional coaches to provide instructional support to teachers as they address instructional rigor and lesson implementation for our high-need students.

GOAL 2: Through a collaborative, improvement-driven approach, AUSD will ensure engagement and leadership growth of parents/families and students. We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community.
-Metrics that reflect the implementation of equitable practices and reflect the progress of all student groups
-Metrics that include parent and student voices in surveys and focus groups as measures of success and indicators of need
-Increased opportunities for two-way communication and parent/family engagement and leadership, such as the Azusa Parent Learning Network, school community liaisons, and LCAP educational partners engagement committees
-Resources and materials will be available to support foster youth directly
-Added resources to engage families and the community in the LCAP process and beyond will serve to enhance AUSD's educational partner's engagement and collaborative decision-making

GOAL 3: Through a collaborative, improvement-driven approach, AUSD will address the unique needs and abilities of all students and provide high-quality instruction and course offerings to ensure students are prepared for college enrollment and career transitions.
-Locally developed metrics now include more college and career readiness measures and focused measures for 9th-grade A-C grades, which correlate to higher rates of academic success and college readiness
-Reinstitution of college entrance exam opportunities for students in grades 8-12, providing greater access for high-need students
-Continued availability of evidence-based college preparatory programs, such as AVID, International Baccalaureate, AP courses, and Early College Program. Increased opportunities for all students to access these courses
-Added focus on STEM opportunities at Dalton Elementary School and our middle schools, creating a pipeline of students interested in STEM-related Career Technical Education pathways and programs at the high school level
-Expanded Career Technical Education pathways in collaboration with ROP at all of our high schools, including growing the Engineering Pathway and the Medical Pathway
-Extended learning opportunities for high-need students during the summer
-Increased counseling and administrators who support student college and career readiness and social-emotional wellness at secondary schools.
-Multiyear, statewide partnership with California Ed Partners and other districts across the state to focus instructional efforts on emerging bilingual students and college readiness

GOAL 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.
-Metrics that reflect the implementation of equitable practices and reflect the progress of all student groups
-Provide high-quality supplementary instructional materials focused on supporting the learning of emerging bilingual students, low-income students, foster youth, and students with disabilities
-Maintain and enhance opportunities for students to access and be involved in visual and performing arts
-Specific instructional resources and personnel for students who may be struggling to meet grade-level standards, such as academic support specialists, resource teachers, instructional materials, and technology supports
-Improved opportunities for high-need students at our comprehensive high schools to access support, development of sustained intervention programs at all three schools
-Continued commitment and added funding to ensure that high-need students have access to reliable technology and internet access both at school and at home with further direct support for the 22% of our students who are learning English as another language
-Specific, targeted support for emerging bilingual students who may have disabilities, who are international students (newcomers), or are considered long-term English learners, including resources, additional monitoring, and intervention embedded in designated and integrated ELD and support outside the regular instructional day
-Added professional learning and instructional coaching that addresses language acquisition and reading for emerging bilingual students
-Expanded opportunities for low-income, emerging bilingual students and foster youth to access high-quality early education (preschool and transitional kindergarten), including a dual immersion (Spanish/English) preschool program
-Staff and resources will increase support for families of emerging bilingual students in the District Assessment, Language, Assistance & Support Center
-Added monitoring of emerging bilingual students as a way to identify student learning needs, to differentiate the needs of different language learners (e.g. international students, LTELs, RFEP), and assess the effectiveness of instruction and programs

GOAL 5: Through a collaborative, improvement-driven approach, AUSD will address diversity, equity, and inclusion for all students, including diminishing systemic barriers and racism in our community and elevating culturally relevant teaching/learning.
-Goal focused exclusively on diversity, equity, and inclusion (DEI), initiated by students and staff who identified and voiced the need for AUSD to focus even more attention on DEI issues
 -Metrics that measure the progress of DEI efforts and reflect equity in results, such as DEI focused survey questions and suspension rates reported for all student groups
-Further training in restorative practices and the development of peer mediation programs in schools to minimize racial disparities in discipline; ongoing professional learning for staff in trauma-informed practices
-Job-embedded professional learning resulting in increased cognitive rigor, student discourse, and collaboration with curriculum and strategies that are culturally relevant, project-based learning opportunities for students
-School sites will receive increased funding to purchase materials and resources that support improved diversity, equity, and inclusion on their campuses
-Schools will offer improved curriculum and content that focuses on culturally relevant, constructivist learning; particular focus will be at the high school level

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.

Both Magnolia Elementary and Sierra High School, who were previously identified as CSI, have exited CSI Status this school year.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

AUSD engages all stakeholders (parents/families, staff, and students) throughout the entire year, ensuring that input and feedback are used to develop the LCAP for future years and provide ongoing monitoring and communication of progress. We have worked to refine our stakeholder engagement process using three success drivers, transparency, collaborative practices, and capacity building/empowerment of participants. The LCAP consultation process is comprised of the following:

- Parent Advisory Committee Plus (PAC+) meetings
- LCAP Student Advisory Committee meetings
- An all-District annual survey (parents/families, students, staff)
- Pubic Board of Education mid-year LCAP updates with opportunities for public comment (February 21, 2023)
- School site presentations of the mid-year updates for parents, families, and staff
- District English Learner Advisory Committee (DELAC) engagement
- Consultation with SELPA, Executive Director
- Written responses to questions and comments from our Superintendent from all committees (PAC+, DELAC, Superintendent's Roundtable) and individuals were not required this year as there were no questions/comments posed by either committee

The PAC+, a representative committee of parents, classified staff, certificated staff, and administrators, 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) to 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 with a hybrid option for participants. In 2022-2023, the PAC+ met four times for up to five hours each meeting. Meeting dates for 2022-2023 were October 28, 2022, January 27, 2023, March 17, 2023, and April 28, 2023. PAC+ provided input and feedback on the development of the 2023-2024 LCAP and supported the effort to administer and use the District Annual Survey data. During the March 17th PAC+ meeting, educational partners were presented the mid-year LCAP update and on April 28, 2023 educational partners reviewed and gave input to the 2023-2024 LCAP. AUSD has developed a spreadsheet format for the LCAP, which is easier for stakeholders to access and is used as a working document during the planning phases. The spreadsheet allows for easier review of the goals, metrics, actions/services, and budgets, as well as 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, which are 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. While PAC+ has representatives from DELAC, the District also engages the entire DELAC group in reviewing and providing input in LCAP development throughout the year. Local bargaining units are part of the PAC+ and were consulted as a part of the PAC+ process on the dates listed previously. Additionally, bargaining units were able to provide feedback and input directly to the Director of Metrics and LCAP. DELAC selects members to represent DELAC on the PAC+. Additionally, the Director of Educational Services presented to DELAC on9/27/22, 11/18/22, and 2/28/23. On February 28, 2023, the LCAP mid-year update was presented to DELAC, and DELAC members were given opportunities to give input.

AUSD's LCAP Student Advisory Council met monthly four times this school year and were held in person on the following dates: 10/12/22, 12/6/22, 3/1/23, and 4/11/23. Similar to the PAC+, this group reviews progress and provides specific input for LCAP development and 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 all three 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 2023-2024 LCAP goals, metrics, actions/services, and budgets. LCAP Student Advisory Council meetings are four to five hours in length.

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 on April 11, 2023. The proposed LCAP was reviewed. Additionally, input and feedback were provided.

The District also gathered input and feedback during the school year through public Board of Education meetings. The Board of Education held an LCAP study session in February to review progress on goals, metrics, actions/services, and budgets. By the end of April, all educational partners' input and feedback had been synthesized to create a collaboratively developed 2023-2024 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 on June 2, 2023. Prior to the public hearing on June 13, 2023, 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 13, 2023. On June 20, 2023, the Local Indicators were presented at the same meeting in which the LCAP and the budget were adopted.

A summary of the feedback provided by specific educational partners.

Educational Partners provided feedback on the development of the District's 2023-2024 LCAP. In year one of the LCAP, five goals were collaboratively developed through a protocol that began with the Board of Education at a public study session and continued with the PAC+, LCAP Student Advisory Council, 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.

This year education partners desired to keep the five broad goals and the vast majority of actions and services. Education partners were concerned about student engagement and chronic absenteeism rates across the District. They suggested that the District increase Positive Behavior Interventions and Support, PBIS efforts to increase student engagement and thus improve chronic absenteeism. They also recommended PBIS training for staff across the District. Educational partners recommended the establishment of an attendance campaign that recognizes both good attendance and improved attendance. This campaign would share pertinent information with parents and the school community about the importance of attendance. Additionally, they recommended increasing hours for classified staff to support efforts with student engagement, chronic absenteeism, and academic achievement. Educational partners recommended that students receive additional supports to address barriers to learning, such as interventions and trauma-informed practices.   Although this year, due to staff shortages, we were unable to fill school social worker positions, Educational Partners recommended that we continue to seek these candidates in order to support students with mental health services and counseling. This

feedback was shared by parents and families, staff, and students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The District will continue with the five broad goals developed in 2021-2022. PAC+, Student Advisory Council, DELAC, and other education partner groups agreed that the goals did not need adjustments in year three of the LCAP. Most actions and services will remain the same. PAC+ provided input on supporting students through academic counseling. Although this year, the District was unable to fill the social worker positions, PAC+ reiterated the importance of having social workers at each school site so that counselors would be more available to focus on academic counseling. Based on the need to address chronic absenteeism and to increase student engagement, PAC+ recommended increasing budget amounts for Goal 1 Action 6, which supports the implementation of Positive Behavioral Interventions and Supports, PBIS at all schools. Another impact of PAC+ input was to increase budget amounts for Goal 5 Action 1, which allows for professional learning for restorative justice and related instructional materials for all school sites across the District. Additionally, educational partners recommended increasing interventions and the use of trauma-informed practices to remove barriers for students. As a result, a new action will be added to Goal 2 that allows for services with an outside agency to provide interventions for low-income, English learners, and foster youth. Due to reorganization and school closures, PAC+ recommended that for Goal 3 Action 1 and 4, the budget amounts remain the same for teacher extra hours and instructional materials that support college and career readiness. PAC+ noted that there is uncertainty about how the combining of both high schools will affect which course offerings students will select. Students expressed the desire to increase relevance and interest in their coursework; therefore, additional opportunities for art instruction were added to the 2023-2024 LCAP. Specifically, increasing the budget for Goal 4 Action 3, which provides instructional materials and supplies the support visual and performing arts.

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.

An explanation of why the LEA has developed this goal.

Through a collaborative effort with students, families, and staff, AUSD aims to improve our students' learning environments and associated outcomes. A high-quality instructional environment will support students being more engaged in learning. Relevant teaching and learning support students' preparation for life after high school, and the improved physical learning environments will contribute to maximizing student success. Academic achievement results from both state and local measures indicate a need to improve rigorous and innovative instruction: 2019 state assessments (SBAC ELA and Math) indicate a high need with students' average distance from standard being 28.1 points below in ELA and 58.8 points below in math. District academic measures reveal over two-thirds of students performing below grade level in math and ELA with emerging bilingual students' and students with disabilities rates being closer to 80% non-mastery. While state assessment results have shown improvement and exceed the state's growth, the District recognizes there is continued improvement needed in particular for our high need students.

Research reflects the positive impact of teacher collaboration and the use of data to drive instruction. AUSD will build upon our work with professional learning communities (PLCs) to impact rigorous and relevant instruction in classrooms at all grade levels.

AUSD District Annual Survey results demonstrate a need to create learning environments that continue to improve and impact student success. Close to 60% of parents/families, and more than 55% of students responded positively when asked about the quality of education received at schools. The remaining 40% of parents and 45% of students revealed a need to improve the learning environment based upon their responses. Student survey responses also point to a need to address relevancy, or a connectedness of the learning to students' lives, with 59% of students reporting what they learn relates to their lives and future goals.

Social-emotional learning results indicate a need to focus on culture and climate, with 60% of students responding favorably in this focus area. Further, results identify 77.7% of students responding favorably in the area of Growth Mindset, 67.9% in Self Management, 72.4% in Self Efficacy, 71.1% in Social Awareness. An all-encompassing focus on student learning environments will support student social-emotional learning.

Facilities in AUSD have been consistently improved over the last five years with more positive responses from all stakeholders. Facilities inspection ratings have also continued to improve. 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	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%		100%
Average of schools' facilities inspection results Source: Williams Report	2020-2021 96%	2021-2022 82%	2022-2023 79%		≥96%
Parent perceptions of safety on campuses (My child's school is a safe place to learn) Source: District Annual YouthTruth Survey	2020-2021 79%	2021-2022 Elementary 80% Middle 69% High 65% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)	2022-2023 Elementary 80% Middle 57% High 51% (Survey results have been broken down by grade level for deeper levels of analysis and understanding.)		≥80%
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.)		≥75%
The measure of students feeling challenged by coursework and teachers (Average rating) Source: District	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)		-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)

Annual YouthTruth Survey					

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%
					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%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Offer middle school Spanish and Art; offer high school Latinx Studies	Secondary schools will provide increased opportunities for our emerging bilingual students, foster youth, and low-income 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 1 FTE middle school Spanish teacher, 1 FTE middle school Art teacher, and 1 FTE Latinx Studies teacher to increase equity and access for our students to a broad course of study by providing zero and 7th periods. Access to academic rigor and support is important for our low-income students, foster students, and emerging bilingual students, many of whom will be first-generation college students (Hébert, 2017). Student survey data over the last several years reflects a need to offer additional, more rigorous college preparatory coursework for unduplicated pupils. Our low-income students, foster youth, and emerging bilingual students have lower rates of college and career readiness based upon state indicators and scheduling constraints prevent many low-income, foster students, and emerging bilingual students from participating in elective classes. By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for low-income students, emerging bilingual students, and foster youth. We will also see an increase in enrollment for these courses. Since 2018-2019 district a-g rates for our low-income students, foster youth, and emerging bilingual students have increased over 10% because of the added opportunity to take a-g electives.	$442,390.00	Yes

| 2 | Provide instructional coaches/TOSAs to support academic achievement | AUSD will provide 5 FTE instructional coaches (TOSAs) to support the increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum so that emerging bilingual students, low-income students, and foster youth receive improved instruction in the classroom directed toward their specific needs. TOSAs will provide content area and grade level professional learning, facilitation of professional learning communities, development and support for the use of assessment data, individualized coaching, lesson study opportunities, and book studies all of which will be focused on unduplicated pupils' needs. Teacher coaching has emerged as a promising alternative to traditional models of professional development. There is a need to provide additional opportunities for teachers to learn to address the unique needs of low-income students, emerging bilingual students, and foster youth. Since beginning the use of instructional coaches in the District several years ago, emerging bilingual, low-income students, and foster youth, have shown increased achievement and language acquisition. Staff survey data has also indicated high levels of value in our professional learning offered by District instructional coaches in supporting their instruction of low-income students, emerging bilingual students, and foster youth. While the data has improved, there is still a need to address the lower rates of progress among emerging bilingual students, foster youth, and low-income students, we still see gaps in their levels of progress when compared to all students. It is expected that the additional professional learning and instructional coaching focused on unduplicated pupils' needs will result in greater engagement and academic achievement of our emerging bilingual students, low-income students, and foster youth. | $612,706.00 | | Yes |
| 3 | Purchase grant writing services to increase grant funding | We will contract with a grant-writing consultant to develop grant proposals for increased services for our emerging bilingual, low-income, and foster students. We will utilize a grant writer consultant to assist us in securing additional funds to support the academic achievement of emerging bilingual students, low-income 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 emerging bilingual students, low-income students, and foster students. 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 cost money beyond that provided by state and federal funds. In the past three years, over two million dollars in grants have come to AUSD through this service; it is expected that AUSD will continue to be awarded grants and be able to provide additional resources for our low-income, emerging bilingual, and foster students. The additional funding acquired through grants submitted by the grant writer provides additional resources that improve the learning environment, classrooms, and relevant and rigorous instruction. As a result of this action and expenditure of the grants received, emerging bilingual students, low-income students, and foster students will have additional standards-aligned instructional resources and teachers who have improved their ability to design | $72,000.00 | | Yes |

		lessons and work collaboratively as measured by the district's PLC data collection and data analysis. Furthermore, because of initiatives implemented using grant funds, low-income, emerging bilingual, and foster students will have higher positive perception rates on the District's Annual YouthTruth survey when asked about their coursework challenging them and relevant to their lives and future plans.			
4	Increase the number of professional development days to improve content knowledge and teaching strategies	We will provide compensation for certificated and classified staff to receive added professional learning focused on meeting the needs of emerging bilingual students, low-income students, and foster students. Through this District-wide goal, we will increase and improve the content and pedagogical knowledge of teaching staff so they can deliver improved, research-based, high-leverage instruction that targets the needs of emerging bilingual students, low-income students, and foster students. The additional professional learning opportunities include additional full-day professional development and professional learning community opportunities beyond those that address all students' needs. Past implementation of additional professional learning has been effective as evidenced by learning walk data, local assessment results, and more authentic implementation of effective professional learning communities (professional learning feedback forms). Growth in local assessment and state assessment scores for emerging bilingual, low-income, and foster students was happening up until the COVID-19 pandemic. All three groups were disproportionately impacted by school physical closures, local assessment analysis showed their progress stalled during distance learning, and gaps between emerging bilingual students and all students grew. Over the 2020-2021 school year student achievement data on local academic measures and survey data showed emerging bilingual students suffered greater academic impact and disconnection from school. Gaps between emerging bilingual and all students exceeded a 20% difference on some local academic assessments. Low-income students also were not meeting/exceeding grade-level standards on District local assessments at the same rate over the last year. Foster youth academic achievement was also stalled during distance learning as these students felt less connected to school and motivation to engage in distance learning was a challenge (qualitative data collected through student listening circles). Teacher survey data also indicated they desire additional opportunities to learn strategies and practices that improve outcomes for emerging bilingual students, low-income students, and foster students. Over the last three years, the District has focused on the learning needs of all three groups (emerging bilingual students, low-income students, and foster students) by offering additional professional learning for teachers and administrators targeting the three groups. As the District enters into the 2023-2024 school year, the added professional learning will focus on culturally relevant, constructivist learning environments which promote academic achievement and engagement across all content areas for learners, especially emerging bilingual students, low-income students, and foster students (Hughes, et al., 2010; Gay, 2010; Armson & Laughter, 2016). This action/service is directed to meeting the needs of emerging bilingual students, low-income, and foster students and will result in increased achievement and reduction in achievement gaps between emerging bilingual	$695,099.00		Yes

		students and all students and higher rates of grade-level proficiency for low-income students and foster youth. Professional learning topics will support the implementation of the AUSD Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices); rigorous, inquiry-based instruction. Added topics will focus on respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Educational research confirms this approach as showing increases student motivation and interest; increases engagement in students' academic discourse; and, increases 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).		
5	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.	$51,309,108.00	No
6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support high-need 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 PBIS (Freeman, Simonsen, & McCoach, 2015) in improving school culture and climate. Emerging bilingual students, low-income students, and foster students, who have historically experienced inequity in discipline, will benefit from improved discipline outcomes and increased academic success.	$200,000.00	Yes
7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	When emerging bilingual students, low-income students, 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 emerging bilingual students, low-income students, and foster students. During the COVID-19 pandemic, emerging bilingual students, low-income students, and foster students indicated higher levels of sadness and less hope about their day-to-day educational experiences. We will provide staff focused on providing for the needs of these three groups beyond those of all students. Staff will provide support to at-promise 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.	$1,404,847.00	Yes
8	Provide additional nurses and increased support for student health	Additional health services for low-income students add to their academic improvement and well-being. Our low-income students do not have the same access to health care services as those who are from higher-wealth families. We will provide increased health supports for low-income students, including, health and vision screening, medical evaluations, case management for medically fragile students from low-income families, and guidance from medical health professionals. The District has provided this additional health support in the past and evidence from survey data has shown the increased access to health supports	$450,000.00	Yes

		contributes to better health and earlier access to needed care so that learning is not inhibited by health issues. It is expected that our survey data will continue to reflect the positive impact of providing these added services and that low-income students' academic achievement on state and local assessments will also reflect the positive impact.		
9	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
10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Low-income students will have additional opportunities to 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 low-income students. We will increase our school garden programs at District elementary schools. District-wide, students will have increased opportunities to access meals and meals with added fresh produce. The District will address the food needs of low-income students while also increasing their learning around healthy eating with this action/service. Research has shown students who are hunger-free are better able to learn. Our low-income students face issues of hunger and food security. The COVID-19 pandemic's impact on families has heightened this as seen by the increase in demand for meals. Our low-income students will experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. Past implementation resulted in an increased number of students/families participating in the meal programs as well as added positive perceptions about the district meal program. Low-income students showed positive engagement with and excitement about the school garden projects. It is expected that additional low-income students will participate in the District meal programs over the next three years and that on our internal measures of student wellness low-income students show higher rates of food security (health/wellness questions added to the District Annual Survey).	$30,000.00	Yes
11	Discontinue - Enhance facilities and LCAP support	DISCONTINUE THIS ACTION FOR 2022-2023 The District will continue to provide improved classroom environments that are safer, cleaner, and encourage low-income students to engage more deeply in learning. Our low-income students will have access to improved positive school climates which contribute to academic achievement and can improve outcomes for students from low socio-economic backgrounds (Berkowitz, Moore, Avi Astor, Benbenishti, Review of Educational Research, 2016). Our low-income students are only meeting state academic standards at a rate of 20-30% for both ELA and math, Noguera (2015) states that "disparities associated with socio-economic status include school facilities, which impact learning opportunities and contribute to the achievement gap" (Noguera, 2015). Examples of how the District will improve the learning environments include adding safety features, beautification and design of classrooms that allow for collaboration and flexible use of space. This District-wide goal will improve low-income students' access to high-quality learning environments beyond those non-socioeconomically disadvantaged students have access to. AUSD is aware of the continuing need to improve and enhance learning environments for our low-	$0.00	Yes

income students, our inspection results, as well as input from students, staff, and families, indicate our positive progress over the last three years but also identify areas still in need. A large body of research over the past century has consistently found that school facilities impact teaching and learning in profound ways. Thus, researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs (Evaluation and Education Policy Analysis, Penn State, 2015). In addition, absenteeism is associated with building condition problems among schools in the lowest-SES districts (American Journal of Public Health, 2010). Research confirms a link between the quality of school facilities and student achievement in English and mathematics. Findings from a study conducted by Uline and Tschannen-Moran (2008) found that quality facilities were significantly positively related to school climate variables, confirming that school climate plays a mediating role in the relationship between facility quality and student achievement. It is expected that the District's improved facility quality will have an impact in three ways. First, low-income student academic achievement will increase and gaps will be diminished. Second, low-income students will increase their engagement in school as measured by low-income students' attendance rates. And third, low-income students will report higher levels of having adequate learning environments and resources; their response rates will align more closely with those of all students.

Goal Analysis for 2022-2023

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 implemented in the 2022-2023 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.

Successes:
AUSD was successful in implementing all actions/services in Goal 1. Secondary schools provided improved and increased opportunities for our high-need students to meet a-g requirements as part of their college readiness, which contributed 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 provided with access to Spanish language and Latinx Studies electives under Goal 1 Action 1. Our middle school Spanish teacher travels to support sections of Spanish Literacy for our 7th and 8th-grade students and at each middle school. Our middle school art teacher also supports arts instruction at all three middle schools. Additionally, the Spanish teacher supports Latinx studies at each of our high schools. Through this action, students are afforded opportunities for additional electives, and teachers are allowed a planning period. For Action 1.2, our instructional coaches/TOSAs provided job-embedded instructional coaching addressing instructional rigor and lesson implementation for our high-need students. Professional learning was focused on supporting the development of oral language 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. Although there were two TOSA vacancies, the remaining TOSA members were able to provide the planned professional learning through collaboration and partnerships. Under Action 1.3, the District was still able to access and use consultants, such as California Consulting, who supported the efforts of AUSD by getting additional funds targeting student achievement improvements for emerging bilingual students, students from low-income families, and foster youth. Grants have been awarded to AUSD, including GENYOUth COVID-19 School Nutrition Funding, MTSS

Phase 3, CA Community Schools Partnership Program Implementation Grant, and the Arts Ed COLLECTIVE Advancement Grant. Grant awards total over $16,000,000 to date. For Action 1.6, our schools continued to implement Positive Behavioral Intervention and Supports (PBIS) to support high-need students. They included additional staffing for tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. Additionally, the District provided full-day professional development and professional learning community opportunities. This service is principally directed at meeting the needs of emerging bilingual students and low-income and foster students, resulting in increased achievement and a reduction in achievement gaps between student groups. 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:
Challenges faced in implementing Goal 1 actions/services came as a result of the continued COVID-19 pandemic and the COVID-19 required safety guidelines which caused lower levels of attendance and higher levels of chronic absenteeism. These issues affected our students' sense of belonging and culture within the school (Goal 1, Action 6). Additionally, this year our community experienced a significant increase in violence that caused concern in 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 (Goal 1, Action 4). Rapid shifts took place in how we were implementing some actions/services.

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 1 offers middle school Spanish and Art; offers high school Latinx Studies; increased expenditures due to an increase in salary and benefits.
-Action 2 provides instructional coaches/TOSAs to support academic achievement; expended less funding on professional development due to two TOSA vacancies that were unable to be filled this school year.
-Action 4 increases the number of professional development days to improve content knowledge and teaching strategies. Action was overbudgeted, and we spent less funding. Although professional development days were provided at the beginning of the school year, classified staff members were not required to attend, reducing the cost of salaries and benefits for this action.
-Action 8 provides additional nurses and increased support for student health; increased expenditures due to an increase in salary and benefits.
-Action 7 provides behaviorist/social workers and professional learning for social/emotional wellness; expended less funding due to staff shortages for the projected social worker positions. Positions remained unfilled for the entire school year.

An explanation of how effective the specific actions were in making progress toward the goal.

This year we maintained our percentage of students with standards-aligned instructional materials; however, our average of schools' facilities inspection results was 79%, lower than our baseline. Despite this decline, our District is working to improve our facilities through the reorganization process. A facilities improvement plan has been developed to maintain and improve all schools within the District and will be supported by savings from school closures. Based on our District annual survey, we did see a decline in the metric for parent and student sense of safety on campus. For the perception of safety on campus, parents of middle and high school students showed a decline of 10%; however, elementary parents' percent positives remained the same. Student perception of safety declined at all levels as well by 5% for the elementary level, 8% at the middle school level, and 11% at the high school level. 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 experienced a significant increase in violence throughout the school year that 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. Partnerships with local law enforcement and other city agencies allowed our educational partners to voice concerns and share ideas at town hall meetings. Our Professional Learning Community (PLC) outcomes proved to show strong baseline data that supports 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 3% increase in school sites using data during the PLC process and a 5% increase in PLCs leading to instructional shifts and strategy implementation. Additionally, measures for students being challenged by coursework remained the same.

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.
Changes that will be made to Goal 1 actions and services include an increase in the budget for Action 1.6; to increase and improve the implementation of Positive Behavioral Intervention and Supports, PBIS. Additional funding will be allocated to support PBIS interventions which include materials and supplies, additional teacher hours, and substitute release time for additional training and planning. An additional change to Action 1.7, which provides behaviorist/social workers and professional learning for social/emotional wellness, is to decrease 16 FTE to 11 FTE social workers salaries. This action will address the social-emotional needs of students at all school sites; however, due to school closures, we will only require 11 social workers. Although this year the District was unable to fill these positions, the District will continue to seek candidates to provide a school social worker to 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 system of support for our students. An additional change to Goal 1 Action 8 will be to increase the number of FTE from 2.75 to 3.75 for nurse salaries and benefits. This increase in FTE will result in an increase in the budget for an additional nurse.

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 comm

An explanation of why the LEA has developed this goal.

Azusa USD has a rich history of authentic community engagement which has led to improved outcomes for students. While our interview and meeting feedback data indicates more than 90% of engaged parents feel empowered to support decision-making, when measured across all families, including those who are not participating in parent forums or committees, there are still focus areas for improvement. Data from all parents show that just over 1/3 feel engaged in and empowered to influence decision-making. Student data also indicate a need to increase student voice. 47% of students felt their voices are heard when decisions are being made at their school.

Student engagement is also reflected in attendance, chronic absenteeism, and suspensions. These indicators are best addressed collaboratively and in support of our families. AUSD seeks to create opportunities to collaborate with parents/families and students in improving these engagement indicators. 2019 was our last full school year without the interruptions of the COVID-19 pandemic. When examining attendance data, AUSD had a 96% attendance rate. The pandemic interrupted traditional attendance therefore consideration and attention to attendance in the coming three years will be crucial to schools addressing any unfinished learning. Pre-pandemic, chronic absenteeism for AUSD was higher than average (9%) but was on the decline for all student groups. The prior success we were having in addressing chronic absenteeism will need to have continued attention to ensure students return to full in-person learning and have access to opportunities to accelerate their learning. Chronic absenteeism rates also reflect differences between student groups with higher rates among foster youth, students with disabilities, homeless, African American students, and White students. Furthermore, suspensions are also an indicator of student engagement and positive experiences at school. From 2018 to 2019, the AUSD suspension rate decreased .8% to 3% for all students. All student groups also declined, providing evidence that our efforts to improve engagement and positive behaviors were working. We seek to continue this positive trend and to bring more equity between student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate Source: AERIES, Student Information System	2019-2020 (to March) -All Students: 96% -Emerging bilingual students: 97% -Low-income students: 96% -Foster Youth: 94% -Homeless: 94% -Students with disabilities: 95%	2021-2022 -All Students: 90% -Emerging bilingual students: 90% -Low-income students: 90% -Foster Youth: 88% -Homeless: 87% -Students with disabilities: 88%	2022-23 -All Students: 91% -Emerging bilingual students: 91% -Low-income students: 91% -Foster Youth: 90% -Homeless: 86% -Students with disabilities: 89% -African American: 92% -Hispanic/Latinx: 91%		≥96% for all groups

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

	.01% -Foster Youth: 0% -Homeless: 0% -Students with disabilities: 0% -African American: 0% -Filipino: 0% -Hispanic/Latinx: .01% -Asian: 0% -White: 0%	0% -Foster Youth: 0% -Homeless: 0% -Students with disabilities: 0% -African American: 0% -Filipino: 0% -Hispanic/Latinx: 0% -Asian: 0% -White: 0%	-Homeless: 0% -Students with disabilities: 0% -African American: 0% -Filipino: 0% -Hispanic/Latinx: .01% -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		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		5% increase in the number (from baseline)
Perceptions parents, students, and staff of school safety on District Annual YouthTruth Survey; percent of positive responses	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%	2022-2023 My school is a safe place/Students are safe from violence PARENTS -Elementary: 80% -Middle: 57% -High: 54% STUDENTS		Increase ≥ 5% for all groups

Source: District Annual YouthTruth Survey		-High: 65% STUDENTS -Elementary: 64% -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.)	-Elementary: 59% -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.)		
The degree to which students are connected and have a sense of belonging to school Source: District Annual YouthTruth Survey	2020-2021 Elementary: 67% Middle: 46% High: 36%	2021-2022 Elementary: 59% Middle: 52% High: 41%	2022-2023 Elementary: 55% Middle: 56% High: 39%		Elementary: ≥ 75% Middle: ≥65% High: ≥55%
Percent of parents/families who would recommend AUSD schools (level of satisfaction) Source: District Annual YouthTruth Survey	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%		≥75%
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions. Source: District	2020-2021 47% positive responses	2021-2022 49% positive responses	2022-2023 46% positive responses		≥53%

Annual YouthTruth Survey					
High School Dropout Rate Source: CDE, Dataquest	2020 -All: 6.7% -Emerging bilingual students: 19% -Students with disabilities: 7.1% -Low-income students: 6.6%	2021 -All: 9.2% -Emerging bilingual students: 16% -Students with disabilities: 12.9% -Low-income students: 9.0%	2022 -All: 10% -Emerging bilingual students: 14% -Students with disabilities: 13% -Low-income students: 10%		Reduction ≥ 1% for all groups
Middle School Dropout Rate Source: AERIES, Student Information System	2020 0%	2021 0%	2022 0%		Maintain 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Discontinue - Provide enhanced communications to the community, including personnel, materials, and technology	Discontinue Action for 2022-2023 Effective and consistent communication with all stakeholders and the community is vital for a coherent well-informed system. The District will improve communication with our families of low-income, emerging bilingual, and foster students. Our low-income and emerging bilingual students and their families need added opportunities to communicate and understand the navigate the public education system especially those families where all adults are also managing unflexible, full-time work schedules as well as raising children. Foster students and their families are often navigating many different school systems and the unique needs of foster youth, such as transportation and completion of credits toward high school graduation. The District will hire staff and purchase communication materials and tools that will focus on improving communication with our low-income families, families of emerging bilingual students, and foster families. Enhanced websites and District communication procedures will also contribute to increased communication. This service is principally directed toward meeting the needs of emerging bilingual students, low-income students, and foster students, as these groups have historically been underserved and have expressed a desire for increased opportunities to communicate and connect with schools and the District. This District-wide action/service will support parents of low-income, emerging bilingual, and foster students as well as the broader Azusa community in collaborating to promote student achievement. According to the California Family	$0.00	Yes

		Engagement Framework (2014), when schools actively involve parents and engage community resources, they are able to respond more effectively to the needs of the most vulnerable students. Past improvements in this area have resulted in parents/families feeling more satisfied with the communication between schools/District and home. It is expected our low-income, emerging bilingual, and foster parents/families will continue to report high levels of connectedness and satisfaction with communication on the District's annual survey.		
2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	Goal 2 Action 2: AUSD will provide additional opportunities for parents of low-income, emerging bilingual, and foster students to engage with schools through an Azusa Parent Learning Network. The District-wide network will use a multi-session parent education model for parent learning workshops where both families and staff partner to focus on ways to improve results including both academic and social-emotional outcomes for low-income, emerging bilingual, and foster students. Survey data from parents shows strong progress in AUSD's community engagement, despite the growth, data also reflect the need to continue our efforts and increase opportunities for parents and families to be engaged in student success. Our engagement rates for low-income, emerging bilingual, and foster students are lower than those of all students, so additional opportunities for this group of parents to engage with schools will serve to increase low-income, emerging bilingual, and foster student success, in particular in academic areas. Evidence shows student achievement increases when parents, especially those of unduplicated 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. We expect to see positive academic outcomes and increased social/emotional learning for our low-income students, emerging bilingual students, and foster youth. Families of low-income, emerging bilingual, and foster students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. The increased engagement will be monitored through District surveys and network session feedback forms.	$312,363.00		Yes
3	Provide supplies 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 increase student success. Our foster youth have lower rates of academic achievement, college/career readiness, and social-emotional wellness. 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 and we expect to see higher rates of achievement, attendance, social-emotional wellness, college/career readiness, and lower rates of suspension.	$25,000.00		Yes
4	Improve school safety through professional	Increasing school safety is important for the community and staff, it adds to an effective learning environment for our low-income students. Our students report that they do not	$116,636.00		Yes

	learning and supplies purchases	always feel safe in their communities and feel unsafe due to the COVID pandemic. The 2021 survey results revealed students have less positive perceptions about school safety. We will continue to increase school safety professional learning for staff and enhance school safety supplies related to professional learning, such as vests, equipment, emergency food, and medical supplies beyond what is required. Engagement in school and learning increases for students from socio-economically disadvantaged families when they feel safe at school (Côté-Lussier & Fitzpatrick, 2016). Low-income students in our District will have a greater sense of safety on campuses and higher rates of engagement (attendance) and academic achievement. Measurable outcomes include a) low-income students' sense of safety which on safety survey questions, and b) improved engagement (higher rates of attendance). It is expected that low-income students' academic performance on state and local assessments will also increase. Past implementation of this action was effective. Student survey data four years ago revealed low-income students were concerned about safety, after offering professional learning and increasing safety preparation at schools, the survey data for low-income students showed increases in students' sense of safety on campuses. This year, a continuing need to address safety emerged from our survey results.			
5	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, emerging bilingual students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar for all three groups. We will continue to provide a bilingual Community Liaison for each school in the District so that families of low-income, emerging bilingual, and foster students will have increased access and connections to the schools. Community liaisons will provide referrals to resources for families, co-lead parent/family meetings, help parents/families to navigate district systems and processes for supporting students, and create a welcoming environment for families. Past implementation of this service has been effective as our low-income parents, parents of students learning English and foster families have higher rates of positive relationships and connection to schools when compared to similar schools and groups throughout the state and nation (District Annual YouthTruth survey comparison data). 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. The data from families will also be cross-referenced with student academic achievement results which should also show positive growth on District assessments, diagnostics, and statewide standardized tests.	$343,391.00		Yes
6	Provide director and classified staff to oversee and improve the LCAP process and implementation	Having access to accurate, frequent, and appropriate data to monitor the progress of our emerging bilingual students, 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 along with 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	$344,764.00		Yes

who are not from low-income families. In designing District 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 their LCAP. Hiring staff to focus on LCAP implementation has improved the implementation in AUSD and increased the District's ability to use the LCAP as a living document that provides for the needs of low-income students, emerging bilingual students, and foster youth. Further evidence has shown that District monitoring of metrics, actions, and services outlined in the LCAP improves our transparency, effectiveness, and provides data to improve decision-making and instruction. Therefore, we will continue to 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. 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 students (CA Dashboard academic indicators), and increased transparency and collaboration among all stakeholders (District annual survey data, engagement feedback surveys). It is expected that parents will continue to maintain or increase their sense of involvement and value in District decision-making and additional parents/families will be part of that process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions resulting in improved academic outcomes for low-income, emerging bilingual, and foster students. A final expected outcome is that our LCAP process will evolve so that the implementation of the goals, actions, and services will continue to be seen as an effective and authentic means to implement initiatives servicing our students who have the greatest needs.

| 7 | 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 links to community agencies that support students, advocate for foster youth, and provide outreach and support for families and students. | $838,402.00 | | No |
| 8 | Pathway to restorative community | Build resiliency of school community to address trauma and support restorative practices and positive behavior for low-income students, English learners, and foster youth. Through this action students will experience trauma-informed healing circles, push-in support, positive behavior assemblies, and staff will receive training to ensure safe learning environments for students. Through this action, we expect to see a reduction in suspension rates and in chronic absenteeism for low-income students, English learners, and foster youth, therefore reducing barriers to learning. | $600,000.00 | | Yes |

Goal Analysis for 2022-2023

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 implemented in the 2022-2023 school year. Through a collaborative, improvement-driven approach, our District focused on the engagement and leadership growth of parents/families and students. Although COVID-19 continued to be a challenge in the number of participating families, opportunities for engagement and leadership through the Azusa Parent Learning Network (Goal 2, Action 2) were still offered. We continued to offer parent engagement opportunities both in person and virtually to accommodate parents' schedules. School sites increased on-campus opportunities for engagement that were common pre-pandemic. An example of parent engagement this school year was offering our parents opportunities to learn and partner with schools in the education of students. In the fall of 2022, the District launched the Ed100 parent engagement program to increase parent leadership (Goal 2, Action 2). Ed100 is an online series of courses that prepares educational partners to make a difference in our schools and District. Ed100 helps participants learn what they need to know to be informed and to improve engagement. Additionally, we continued our partnership with Project 2 INSPIRE, a parent leadership program in collaboration with the California Association for Bilingual Education (CABE). Parents from all schools are invited to participate in order to 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 to increase parent engagement and leadership. Under Goal 2, Action 2, we used Thought Exchange, which is a two-way communication platform that brings educational partners together on important topics. Participants are asked to share their ideas on open-ended questions. This platform allows parents, students, and staff to give valuable feedback on decisions that are being made in our Districts. Topics that were shared with education partners this year included aspects surrounding the reorganization of our District, the District's Vision, Mission, and Core Values, among others. Through Thought Exchange, parents have the ability to participate in multiple languages, which supports the participation and leadership of our Spanish-speaking English-learner parents. In order to increase school safety and to address concerns around safety from our educational partners, this year, we partnered with local law enforcement to provide safety training for all District staff (Goal 2, Action 4). Our District continues to provide a Community Liaison for each school in the District so that families of high-need students can have access and connections to the schools (Goal 2, Action 5). 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 and maintain 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 are able to communicate in a second language. Additional evening hours were provided at school sites to provide 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. Additionally, under Goal 2, Action 6, the Director of Educational Services supports site-level analysis of attendance rates and chronic absenteeism rates through Professional Learning Communities. This helps school sites routinely monitor attendance data, develop interventions, and establish a collaborative effort between parents and the school staff. The process of data analysis will closely monitor all students. It will include an emphasis on monitoring data for subgroups with higher chronic absenteeism rates, such as foster youth, homeless, students with disabilities, and African American students.

Successes:
Our District continued to navigate the aftermath of challenges caused by the COVID-19 pandemic. We 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 to be 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 (Goal 2, Action2). Additionally, our PAC+ committee met as planned and served as one of the input committees in developing the District's LCAP Plan. Parent and family forums, such as school site coffees, 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 emerging bilingual students. Foster youth were provided resources and materials under Goal 2, Action 3. Our District's Student Support Services staff helped supports students and families by overseeing student attendance and student enrollment (Goal 2, Action 7). As well as serving as a liaison to families with 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 provided a strong communication link for families of high-need students as well (Goal 2, Action 5). In Spring, all school sites welcomed parents back to an in-person Open House school-wide event, and our music department provided concerts and performances that existed pre-pandemic throughout the school year. 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.

Challenges:
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. Although we surpassed last year's participation numbers by 59 additional surveys, we have not reached the baseline number of surveys by approximately 400 surveys. Although we implemented Goal 2, Action 2, it also presented to be a challenge as a result of increased community violence that affected educational partners' perception of safety. This perception led to lower rates on our District's annual survey. Goal 2 Action 7, calls for

increased support for student engagement; however, students had difficulty accessing support due to having lower attendance rates and higher chronic absenteeism rates. Although we increased our attendance rate by 1% from last year to 91%, our attendance rate continues to be below the desired 96%. 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 4%, but we continue to have a high rate of absenteeism at 31%. This level of absenteeism is affecting our students in having access to instruction, programs, and lowering their sense of connectedness and belonging, as evidenced by District annual survey results. Through our Professional Learning Communities (PLCs) we are analyzing attendance and chronic absenteeism data, developing next steps to reengage students, and communicating with parents 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 supports and interventions that they need.

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 for Goal 2 include the following:

-Action 2.2 growing the Azusa Parent Learning Network through parent leadership development and facilitation; showed an increase in expenditures due to the addition of the Thought Exchange two-way communication platform. This platform increased parents, students, and staff's ability to give input on important decision-making topics.

-Action 2.5 provides a bilingual community liaison at all schools; expenditures were less than allocated due to unfilled positions that remained for most of the school year and the use of Title 1 Funds for part of these personnel costs. Staff shortages continue to affect many positions across the District.
-Action 2.6 provides a director to oversee and improve the LCAP process and implementation; this was higher than projected due to an increase in the cost of personnel resulting from a District-wide salary increase and in the addition of classified salary cost for clerical support of the LCAP process.

An explanation of how effective the specific actions were in making progress toward the goal.

Parent engagement factors help measure our progress toward Goal 2; engagement and leadership growth of parents/families and students. Goal 2, Action 2, provided parents with opportunities to build leadership and increase engagement. As a result, we had a slight increase in the number of parents participating in the District's annual YouthTruth survey by 59 additional surveys. Survey results show that over 50% of parents feel they have input in decision-making at their schools and in the District. Elementary parents showed a 4% increase in the results associated with the sense of feeling engaged and influencing decision-making, while Middle School parents maintained the same percentage rate. High School parents did show an 8% decline in this area, but the overall percentage remains at 59%. Additionally, approximately 2/3 of parents in the District would recommend AUSD schools, the highest recommendation rates are 76% and come from Elementary School parents; the lowest rate at 54% is seen at the high school level. Students' sense of connectedness and belonging was an area of focus for our District; however, survey results do show a decline for elementary by 4% and high school student responses by 2%. When asked whether they feel their voices are heard, 46% of students felt they were. Goal 2, Action 5, which provides a community liaison at each school, was key in increasing and supporting parent leadership and engagement. Through their outreach to parents of high-needs students, liaisons offered connections and programs that support student achievement and connectedness. Goal 2, Action 6, which provides a director to oversee and improve the LCAP process and implementation, was effective in sharing LCAP updates, progress toward metrics, and in gathering input from educational partners. This opportunity increased engagement for parents both at the site and District level. Goal 2, Action 3, effectively supported engagement for students. Resources and materials were provided for foster youth to shore up gaps in materials and access. Additionally, District staff provided links to community agencies and provided outreach to families (Goal 2, Action 7).

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.

Changes that will be made to Goal 2 actions and services include the increase in budget for Goal 2, Action 5, in order to provide added materials and supplies to community liaisons to facilitate parent engagement opportunities. Additionally, the use of Thought Exchange, two-way communication platform to Goal 2, Action 2, will allow educational partners to provide valuable feedback to District staff when making decisions regarding the implementation of programs and services. This will increase the budget for Action 2. Additionally, Goal 2, Action 2, will provide additional parent engagement opportunities for parents. Goal 2, Action 6, the addition of a classified staff to this action will support the Director of Educational Services in overseeing the implementation of the LCAP process by providing additional outreach to parents and PAC+ committee members, organizing meeting opportunities, and supporting the process of materials and supplies expenditures. Based on educational partner input, a

new action was added Goal 2, Action 8, which is to increase interventions and access to trauma-informed practices that would reduce barriers for low-income, English learners, and foster youth. By adding this action we expect that low-income, English learners, and foster youth will show a decrease in suspension rates and in chronic absenteeism rates.

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.

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 and/or careers after high school is an outcome all stakeholders felt strongly about as the LCAP was developed. Goal 3, focuses on ensuring our students are prepared for post-high school success.

The California School Dashboard reports a College and Career Indicator, AUSD has been showing improvements in preparing students for college and careers according to this indicator. In 2019, 36% of students graduating from AUSD schools were considered prepared, by 2020, the number had increased 7% to 43%. Not all student groups have been improving at the same rate and in particular, students with disabilities and emerging bilingual students have lower readiness rates. These differences between the groups reveal a need to focus on equity by providing additional support and opportunities to be college and career-ready. While celebrating our success in this area, the District seeks to continue to focus and address differences between student groups. We desire to increase college/career readiness for all students and in particular to focus on the readiness of our high need students.

Graduation rates for our students have been increasing over the last three years and continue to exceed those of the state and county. AUSD seeks to maintain the focus on supporting students in meeting graduation requirements in particular as we face any unrealized student learning brought about by the COVID-19 pandemic. The District also prioritizes the goal of ensuring all student groups are reaching the same high graduation rate. AUSD has identified three groups who, in particular, need additional support: our emerging bilingual students (74%), homeless students (77%), and students with disabilities (80%).

Academic achievement also contributes to preparing our students for college and careers. Rigorous coursework will better prepare students for the opportunities that await them in the 21st-century work world. During the pandemic, student Lexile levels (reading levels) and class grades indicated a need to focus on student achievement in order to prepare them for post-high school life. Over half of AUSD students were reading below grade level during distance learning. Data on course grades also show high rates of D and F grades, with over 40% of students having one or more D or F. The District aims to increase the percent of students who are earning a 3.00 grade point average or higher by focusing on improved college and career readiness initiatives and increasing opportunities for academic achievement support. We plan to examine what has been effective in supporting high need students and increase the opportunities for them to participate in these initiatives.

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	2019 EAP/CAASPP ELA 11th grade	EAP/CAASPP ELA data not available, assessment not	2022 EAP/CAASPP ELA 11th grade -11th Grade: 47%		Increase for all groups ≥ 5% points Reduction in the difference

Arts percent of students meeting/exceeding standard Local Assessments for 2020-2021 only- 11th grade Source: California Dashboard and Illuminate, Student Assessment Data System	-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: 15%	given 2022 Local Assessment Grade 11 ELA meeting/exceeding standard -All students: 41% -Emerging bilingual students: 17% -Students with disabilities: 9%	-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: 13%		between student groups ≥ 10%
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%		Increase for all groups ≥ 5% points Reduction in the difference between student groups ≥ 10%
Graduation Rate	2020	2021	2022		Rates for all groups ≥ 95%

(CA Dashboard District Rate)	-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%	-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%	-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%		
Percent of Early College Program Seniors earning 2 semesters of transferable units Source: AERIES, Student Information System (Transcripts)	2020 82%	2021 94%	2022 70%		100%
College and career readiness measures Source: Dataquest and California Dashboard	2020 -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	2021 -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	2022 -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		-Percent of 12th graders meeting UC/CSU (A-G) course completion requirements ≥ 50% -Percent of AP students scoring a 3 or higher on AP exams ≥ 60% -Percent of IB students averaging a score of 4 or higher on IB exams ≥ 55% -Percent of students completing a CTE pathway by the end of 12th grade ≥ 25% -Percent of high school seniors earning a Seal of Biliteracy ≥ 20% -Percent of high school seniors earning a Seal of Civic Engagement ≥ 20% -Percent of graduates meeting

	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%	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%	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%		College/Career Preparation Indicator as prepared on CA Dashboard ≥ 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%		≥ 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%		≥ 30%
Percent of 12th-graders who complete the FAFSA Source: Naviance	New metric	2021-2022 44%	2022-2023 69%		≥ 70%
Percent of all students with access to a broad course of	2022 100%	New metric	2023 100%		100%

study as defined by CA Ed Code 51210 and 51220 (a) - (i). Source: California School Dashboard Local Indicators				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional learning and materials to increase student college preparedness	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. 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. Past implementation has been effective, resulting in higher graduation rates, increased college and career readiness rates, and higher rates of college acceptance. AUSD expects to continue to see increases in college and career readiness levels in low-income students, emerging bilingual students, and foster youth.	$97,746.00	Yes
2	Provide SAT/PSAT day and AP testing for high need students	Many of our low-income students will be first-generation college students and have limited home resources to advance their academic preparation. Through this district-wide goal, we will provide increased opportunities for our low-income students to develop an academic mindset and gain exposure to college-level entrance and AP exams. We will provide college entrance exams, AP Exams, test information, instruction, and preparation for low-income students to support increased college readiness and college enrollment.	$84,000.00	No
3	Provide the AVID program and middle and high schools	Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited support in terms of study skills and mentors familiar with the demands of college preparatory classes. Through this district-wide goal, we will provide increased opportunities for our students to develop strong study skills and gain the academic preparation necessary to access 4-year college admission. Through implementation of the Advancement Via Individual Determination (AVID) program we will support high need students in overcoming barriers faced in pursuit of higher education. AVID programs have shown to increase student success in accessing college upon graduation (Bernhardt, 2013).	$403,647.00	Yes

4	Provide STEM programs at Dalton and Middle School feeding to High School pathways	A longitudinal study on career preparation by Vuolo, Mortimer, and Staff (2013) clearly indicates the benefits of early identification of career goals on student long-term career decisions. We will provide added career exploration opportunities for Career Technical Education (CTE) at feeder schools, such as STEM and Project Lead the Way, in order to expand our CTE programs and pathways at district high schools. High need students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers.	$309,000.00		Yes
5	Offer, support, expand Career Tech Education at District High School	Research by Fouad & Santana (2016) focusing on the under-representation of low-income, English Language Learners, and foster students in science, technology, engineering, and math (STEM) related careers indicates an acute need to increase their numbers in these high paying career fields, particularly in the area of medicine and engineering, and other high demand areas. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, emerging bilingual, and foster students in our district are able to 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. Participating 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.	$688,000.00		Yes
6	Offer the International Baccalaureate Program to students at Azusa High School	Goal 3 Action 6: Our low-income and emerging bilingual students require additional support and rigorous coursework to prepare them for successful participation in a global economy. To better prepare students for college and high-paying global careers, we will offer increased and improved opportunities through the International Baccalaureate Program at Azusa High School. A large-scale study of public schools in an urban US district indicated that enrollment in IB programs increases the probability that students will graduate from high school and enroll in college (Saavedra, 2014). The Azusa IB program has resulted in low-income and emerging bilingual student participants being accepted to some of the top colleges/universities in the nation, AUSD will see additional low-income and emerging bilingual students participating in IB and transitioning successfully to college/university.	$447,154.00		Yes
7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all High Schools	The premise of dual enrollment is that low-income, emerging bilingual, and foster youth high school students can enhance their chances for college success if they better understand what it takes to succeed in college: they do this by actually experiencing real college coursework, often earning "dual credit" for both high school and college. Research, conducted in Texas by Jobs for the Future (Struhl & Vargas, 2012), points to the effectiveness of dual enrollment as a strategy for improving post-secondary success. AUSD dual enrollment opportunities, including our Early College Program, have resulted in	$120,000.00		Yes

increased participation and an increased number of students completing 30+ units prior to high school graduation. Further, dual enrollment will contribute to financial benefits and build a sense of efficacy in low-income, emerging bilingual, and foster students who may be first in their families to attend college. We will coordinate with Citrus College to increase dual enrollment opportunities for our low-income, emerging bilingual, and foster students, including Career Technical Education programs, resulting in increased college and career readiness for all three student groups.

8	Contract with ROP to offer Career Technology Education Programs	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. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, emerging bilingual and foster 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, emerging bilingual, and foster students will result.	$978,266.00	Yes
9	Offer summer school to high need students	Our low-income students, emerging bilingual students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. Multiple studies indicate the positive impact of summer programs for students, especially those from historically underserved populations (Somers, Welbeck, Grossman, & Gooden, 2015; Zvoch & Stevens, 2013). We will increase summer school sections to offer credit recovery, grade improvement, and original credit with a focus on enrolling emerging bilingual students, low-income students, and foster youth and increasing the graduation rate for all three student groups. Implementation of the action in the past as successfully enrolled students, increased graduation rates, and allowed for added instruction and course completion, in particular over the last two years. It is expected that due to the pandemic the need for additional learning opportunities will be greater for our low-income, foster youth, and emerging bilingual students who were disproportionately negatively impacted by school physical closures.	$514,737.00	Yes
10	Increase School Counseling and Services to prepare students for College and Careers	Evidence has shown when our low-income, emerging bilingual, and foster 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. While this action has been effective in improving college and career readiness in the past, the three student groups still exit our schools with rates that need attention (low-income students only 41%, foster youth 50%, and emerging bilingual students 13%). We will provide sufficient staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, emerging bilingual, and foster students at all sites, including four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and	$1,493,844.00	Yes

		college admissions support, and high school transition sessions. Past implementation of this action has led to improved college and career readiness outcomes on state indicators. Implementation of this action will lead to continued growth for low-income, emerging bilingual, and foster students in college and career readiness. AUSD students who are low-income, who are learning English, and in foster care will leave our district after 12th grade with improved knowledge and resources supporting college and career transitions.		
11	Provide a College and Career Programs director, support staff, and professional learning	Research indicates that a well-planned and coordinated College and Career Readiness program prepares all students, including those historically underserved, to be prepared for education and employment post–high school (Malin, Bragg, & Hackmann, 2017). AUSD low-income, emerging bilingual, and foster students report an increased desire to be prepared for college and careers in the District Annual Survey. Further needs exist to continue to improve college and career readiness results on the CA School Dashboard (low-income students only 41%, foster youth 50%, and emerging bilingual students 13%). We will provide 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, emerging bilingual students, and foster students. Low-income, emerging bilingual, and foster students' college and career readiness rates have improved but are not yet at our target levels for all three groups. This action is also expected to result in higher participation of low-income students, emerging bilingual students, and foster students in college and career readiness programs.	$608,733.00	Yes
12	Participate in California Ed Partners project to improve 9th grade GPA	As a strategy aimed at increasing the a-g completion rate of 9th graders, the District will participate in a multi-year statewide collaborative focused on deep learning and systems improvement leading to changes in classroom instruction, culture, best practices, and student academic outcomes. Past participation in collaborative improvement networks has led to district growth in the areas of emerging bilingual achievement and community engagement. Furthermore, research shows that 9th-grade students with a grade point average above 3.0 have a 70% chance of maintaining or improving that number by high school graduation, which makes them significantly more likely to progress and persist in higher education.	$10,000.00	No

Goal Analysis for 2022-2023

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.

Through a collaborative, improvement-driven approach, all actions and services in Goal 3, were fully implemented. These actions and services addressed the unique needs and abilities of all students 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 many outcomes for graduates have improved over the years, such as increases in the a-g and participation in college readiness and career technical programs, the COVID-19 pandemic has continued to impact 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. As students returned to in-person learning that

was closer to pre-pandemic norms in the fall of 2023, 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 (Goal 3, Action 1). Despite reorganization and the looming school closures, our District is committed to continuing to offer college preparatory programs at the remaining secondary sites for the upcoming school year. These programs include offering high-quality curriculum and instruction aligned with the California CTE Model Curriculum Standards, including providing a coherent sequence of CTE courses that enable students to transition to postsecondary education programs that lead to a career pathway or attain employment; 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, San Gabriel Valley ROP, local businesses; and, increasing participation of underserved and underrepresented student populations, particularly English Language Learners and Students with Disabilities. There were no planned actions that differed substantively in this year's implementation.

Successes:
Supported by Goal 3, Action 1, our high school counselors met students to update them on grades, courses, and calendar events, and support social-emotional issues, to give guidance on FAFSA/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. During these meetings, a-g requirements were reviewed, 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. Goal 3, Action 1, provided instructional supplies and materials for secondary STEM classes and after-school Femineers club, PLTW participation, and to establish the Paxton Patterson Lab at Gladstone High School. Another success was in Goal 3, Action 3, where AVID students at Foothill 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. Slauson 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 Slauson 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, lessons and units have been created by STEM teachers (Goal 3, Action 4). 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 end 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:
There was a challenge in the implementation of Goal 3, Action 6, which supports the International Baccalaureate Program (IB). The challenges of the pandemic, along with declining enrollment, have significantly lowered numbers in most, if not all, AP, honors, and IB courses. reduced enrollment in these courses posed to be a challenge in providing opportunities to collaborate for both staff and students. We also had significant staffing shortages as a result of the COVID-19 pandemic, which made staffing smaller classes more difficult. Challenges for the AVID program (Goal 3, Action 3) have been low enrollment and inconsistent tutor attendance. Furthermore, school reorganization and upcoming school closures have caused shifting of staff as early as this year and 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 (Goal 3, Action 1,3, 6). 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.

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 reflected in the actions of Goal 3:
-Action 3.1, allows for professional learning and materials to increase student college preparedness; required additional expenditures to provide additional professional development for staff members.
-Action 3.2, provides SAT/PSAT Day and AP testing for all high-need students; expenditures were less than budgeted due to using an a-g improvement grant to fund all testing fees for SAT/PSAT and AP testing.
-Action 3.3, provides the AVID program in both high school and middle school; did not expend all the funds that were budgeted. This was a result of lower enrollment for the AVID program and inconsistent tutor attendance, causing fewer sections and less cost in salaries and benefits.
-Action 3.4, provides STEM programs at Dalton and middle schools feeding to high school pathways; called for additional expenditures to provide the Paxton Patterson

Lab materials and to cover the cost of Project Lead the Way, PLTW fees for training additional staff.
-Action 3.5, Offer, Support, Expand Career Tech Education at District high schools; expenditures were higher than budgeted as a result of additional costs of salary and benefits due to a raise in salaries.
-Action 3.6, offers the International Baccalaureate Program to students at Azusa HS; expenditures exceeded the budgeted amount due to salary and benefit costs and the need to send staff to training.
-Action 3.8, contracts with ROP to offer career technical education programs and Action 3.8, which offers summer school to high-need students; both expenditures exceed the budgeted amounts. This was a result of an increased cost of ROP fees and an increase in the cost of offering summer programming to a larger number of students than originally budgeted for.
-Action 3.9, offers summer school to high-need students; expenditures were higher than budgeted. Additional teaching staff was required for the summer program based on enrollment.
-Action 3.10, increases school counseling and services to prepare students for college and careers; expenditures were higher than budgeted due to an increase in salary and benefits cost due to a District-wide raise.
-Action 3.11, provides a College and Career Programs director and professional learning; expenditures were higher than budgeted due to adding an FTE that covers the cost of classified salary and benefits. Funding for the College and Career Program classified secretary will allow the support of various college and career programs through serving as a liaison between site and District-level staff, organizing logistical needs of the program, and supporting the oversight of expenditures of various programs.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3, calls for a collaborative, improvement-driven approach, where AUSD will address the unique needs and abilities of all students and provide high-quality instruction and course offerings to ensure students are prepared for college enrollment and career transitions. In order to be prepared for a college or career transition, academically, students must be prepared. Goal 3, Action 1, was effective in supporting college preparedness for our students by providing materials and opportunities for students to grow academically, as shown by assessment results. The California Smarter Balanced Assessment Consortium, SBAC assessments show that 47% of 11th graders are proficient or advanced in English Language Arts (ELA) and 25% of 11th graders are proficient or advanced in mathematics. Local assessments show that 42% of 11th graders are proficient or advanced in ELA, and 45% of 11th graders are proficient or advanced in math. These percentages are consistent with results from 2019 in ELA and math for 11th-grade students. However, there is a lower percentage of proficient students for ELA and math when looking at students with disabilities and English Language Learners. Local assessments yield similar results where students with disabilities and English Language Learners have lower levels of proficiency than the all-student average. The SBAC results are a new baseline following the COVID-19 pandemic, which caused the pause of the statewide assessment system. Nonetheless, the 2022 results were similar to the scores from previous assessments.

Goal 3, Action 10, was effective in supporting students to be prepared for college and careers by connecting students to interventions and supports. Also, by monitoring student progress and preparation for high school graduation. The work that counselors and school staff do to monitor students who are on track to graduate needs to continue to focus on these student high-need subgroups. Efforts under Goal 3 Action 7 included a 4-Year Intersegmental General Education Transfer Curriculum (IGETC), and Associate Degree for Transfer (ADT) ECP Presentation made to rising 8th-grade parents at Foothill Middle School; the event was well attended. Also, at Gladstone High School, ECP students promoted ECP in the World History classes, and they promoted ECP to AHS World History classes. An ECP Parent Information Meeting was held at Azusa High School library, which included testimonials and Q & A, with a panel of Alumni and current ECP students. Through these recruitment efforts, parents were better informed of opportunities to support their students. These offerings were facilitated by teachers and counselors under Goal 3 Action 7.

Goal 3, Action 8, was effective in providing our students with career technical education programs. College and career readiness measures demonstrated favorable outcomes. Students prepared with a-g requirements increased by 6% to 38%. The percentage of students passing AP exams with a score of 3 or higher increased by 3% to 39%, and the percentage of students earning a SEAL of biliteracy increased by 5% to 20%. There was a decline in the number of students who averaged a score of 4 or higher on IB exams which declined by 15% to 64%. Despite this decline, the percentage of students who averaged a score of 4 or higher remains higher than the baseline of 43%. These positive gains are evidence of providing students with high-quality instruction and course offerings.

Goal 3, Action 9, was effective in providing students with opportunities for credit recovery, grade improvement, and receiving original credit. School staff and counselors worked to enroll and identify high-needs students.

Through the reorganization of schools, focused recruitment of students for college-preparatory programs and courses will be an emphasis as we move forward into the 2023-2024 school year. A positive gain that resulted from the implementation of actions and services in Goal 3, is the increase in the percentage of 9th-grade students

with a 3.0 or higher to 33% and the increase in the percentage of students who completed the FAFSA to 69%, which shows the intent of attending college. Goal 3, Action 10, supported Azusa High School in offering a total of 10 FAFSA nights beginning in December and continuing into January 2023. Currently, we have a total of 352 FAFSA completers. Azusa High School also hosted On the Spot Admission Days for Azusa Pacific University and the University of La Verne. All middle school students completed their first activity on Naviance (Goal 3 Action 10), and 8th-grade students attended a Majors Fair at Azusa Pacific University to promote college and career readiness. Action 10, also allowed counselors to speak to the 8th-grade classes about the Early College Program at Azusa High School to motivate students to start taking college-readiness courses. In addition, counselors continue to meet with students to review grades and discuss the impact of failing classes. By the end of the 2nd semester, all students would have completed the second activity on Naviance. All middle school counselors reviewed high electives prior to the high school counselors coming for registration. In addition, middle school counselors took all Cougar pals students on a tour of Azusa Pacific University in which they were able to see a school dorm, dining hall, and several places throughout the campus to see college life. Middle school counselors presented to all 5th and 6th graders electives for middle school and the importance of being successful in middle school. In addition, throughout the school year, counselors met with parents and students in the development of a 6-year high school plan. Also, counselors will periodically meet with students who are at risk of failing 2 or more classes in the semester. Some counselors present at Parent workshops. These mentioned supports from Goal 3 were effective in providing additional supports to students.

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.

Needs were identified throughout the year, resulting in some adjustments to Goal 3, in the 2023-2024 LCAP. the Goals, metrics, desired outcomes, and actions will remain the same; however, there will be adjustments to some of the budgeted amounts. Changes that will be made to Goal 3, include increasing the budget for Action 1, which supports supplemental instructional materials for college and career preparedness. For Action 3, the budget will be reduced since enrollment in AVID courses has declined, reducing the need in the number of courses required and the number of tutors needed. Action 4 and 5 will require an increase in budget for the required staffing to support STEM and CTE courses. For Action 6, the budget will increase due to the number of FTE needed to provide the sections needed for IB courses. The budget for Action 8, will increase due to a higher cost of ROP contracted services. For Action 11, there will be an increase in the cost of staff due to adding the salary and benefits for a classified secretary who supports College and Career programs.

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.

An explanation of why the LEA has developed this goal.

AUSD is committed to ongoing efforts of improvement to ensure that all students are achieving 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 California School Dashboard (2019) demonstrated that while AUSD has made positive progress for students, including those who are high need, there is still work to be done. AUSD students increased mathematics achievement by 5 points (average distance from standard), shifting the indicator to orange. In ELA, students improved their average distance from standard by 3 points. AUSD is encouraged by the 2019 growth, which is part of a 10% increase in students meeting standards in both ELA and Math over the last 6 years. The District seeks to capitalize on that momentum. While the 2020 SBAC was suspended, 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 emerging bilingual students. Upwards of 60% of all students struggled to master grade-level standards in both ELA and math in 2020-2021. For emerging bilingual students and students with disabilities, the rate of mastery was even lower, 10% or fewer students in these groups were at standard on local assessments.

AUSD also tracked and monitored grades and during the 20-21 school year. The rate of D and F grades for secondary students increased during the pandemic. 38% of secondary students had one or more D or F on their report card. Students with disabilities had a rate of 59%, low-income students 40%, and emerging bilingual students had a D/F rate of 56%. These data explain why AUSD will continue to address student academic achievement for all student groups and also focus on the grade progress for emerging bilingual students and students with disabilities.

While survey data from our emerging bilingual students and their families show high rates of satisfaction with AUSD schools (70% at the elementary level), achievement monitoring reflects a need to continue to target professional learning, resources, and instruction toward increasing the language acquisition and academic achievement of emerging bilingual students. The suspension of the 2019 summative ELPAC led to AUSD creating additional local measures of progress for emerging bilingual students. These measures revealed 30% of TK-2nd-graders, 44% of 3rd-5th graders, 56% of 6th-8th graders, and 48% of 9th-12th graders were struggling to master English Language Development standards. In particular, many of the students in grades 7-12 are long-term English learners (LTELs) who have unique needs in meeting reclassification requirements. Focused monitoring and support for reclassification for our emerging bilingual students will be critical as scores from the 2021 ELPAC begin to arrive. Our international students (sometimes referred to as newcomers), also have specific needs and ongoing monitoring of all emerging bilingual students' language progress and achievement is embedded in Goal 4. Academic outcomes for students who have been reclassified are very positive, the District seeks to ensure all emerging bilingual students become proficient in English and have the same successful trajectory.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CAASPP SBAC English	2019 CAASPP ELA	CAASPP Data is not	2022 CAASPP ELA		Increase for all groups ≥ 5%

Language Arts percent of students meeting/exceeding standard) Source: California Dashboard and Illuminate, Student Assessment Data System	-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% 2021 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard -All students: 32% -Emerging bilingual students: 11% -Students with disabilities: 12%	available, assessment not given 2022 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard -All students: 40% -Emerging bilingual students: 15% -Students with disabilities: 13%	-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% 2023 Local Assessment Grade 3-8 & 11 ELA meeting/exceeding standard -All students: 43% -Emerging bilingual students: 25% -Students with disabilities: 14%		points Reduction in the difference between student groups ≥ 10%
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%	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%		Increase for all groups ≥ 5% points Reduction in the difference between student groups ≥ 10%

	-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%		2023 Local Assessment Grade 3-8 & 11 Math meeting/exceeding standard -All students: 34% -Emerging bilingual students: 20% -Students with disabilities: 17%		
Percent of fully credentialed/authorized teachers Source: Williams Report and Human Resources Report	2020-2021 100%	2021-2022 100%	2022-2023 100%		100%
Percent of appropriately assigned teachers Source: Williams Report and Human Resources Report	2020-2021 100%	2021-2022 100%	2022-2023 100%		100%
Percent of students with standards-aligned instructional materials Source: Williams Report	2020-2021 100%	2021-2022 100%	2022-2023 100%		100%
Third-grade reading proficiency rate (Lexile measure) Source: Illuminate Education, Assessment Management System	2020-2021 39%	2021-2022 27%	2022-2023 53%		≥ 65%

Rate of A-C grades for 9th-grade students Source: AERIES. Student Information System	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%		≥ 75% for all groups
Rate of reclassification of emerging bilingual students Source: AERIES, Student Information System & Ellevation EL Program Management	2020-2021 10.8%	2021-2022 10%	2022-2023 13%		≥ 12%
Percent of emerging bilingual students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores. (Outcome not available Year 1) Source: California Dashboard	2019 45%	2021 Not Available (Dashboard Measure Suspended)	2022 52%		≥ 55%
Reduction of the percent of emerging bilingual students who are Long Term English Learners (LTELs = categorized as EL for more than 6 years)	2020-2021 LTEL rate 38% (new metric)	2021-2022 LTEL rate 29%	2022-2023 LTEL rate 34%		Reduction of rate ≥ 5%

Source: AERIES, Student Information System & Ellevation EL Program Management					
Test of English Language Learning (TELL) Results Source: Pearson CAP Assessment Platform	No baseline, new metric	Not Available	2022-2023 35%		Proficiency growth ≥ 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		All areas increase to or maintain 5

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental standards-aligned instructional materials and technology	AUSD will purchase standards-aligned, instructional materials and technology supporting a culturally relevant, constructivist learning environment in order to improve low-income, emerging bilingual, and foster students' academic achievement on local and state assessments. Student performance data on these assessments reflect the need. In ELA, fewer than 40% of low-income students, 25% of foster youth, and 6% of emerging bilingual students are at grade level. Math achievement also reflect the need, fewer than 29% of low-income students, 21% of foster youth, and 7% of emerging bilingual students are meeting grade-level standards. In 20-21 local assessment data for all three groups was even lower. The data point to a District-wide need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students, and foster	$5,107,505.00	Yes

		students. It is expected that a culturally relevant, constructivist learning environment will promote academic achievement and engagement across all content areas for low-income students, foster students, and emerging bilingual students. Rates of standards mastery by all three groups will improve and gaps between groups will diminish. 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 emerging bilingual students have limited access to technology at home. In the past, increased availability to technology has improved access to learning for low-income, emerging bilingual, and foster students, especially during distance learning. AUSD seeks to continue to provide high levels of technology resources for unduplicated students. The increased access to technology and instructional materials will support instruction for low-income, emerging bilingual students, and foster students.		
2	Provide all students standards-aligned instructional materials	AUSD will provide all students standards-aligned instructional materials.	$1,285,446.00	No
3	Provide visual and performing arts curriculum and materials, and support elementary art	Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas students from low-income backgrounds and emerging bilingual students benefit (Caterall, 2012). We will provide supplemental materials for the secondary art program, the performing arts elementary school, and other visual and performing arts programs so that low-income and emerging bilingual students can garner the benefits of a rich arts program in AUSD. In the past, this action has been effective as low-income and emerging bilingual students have had additional access to arts education and the indirect positive impact on their academic achievement levels. Students from low-income families and emerging bilingual students need additional access to art resources, materials, and explicit art instruction because family financial resources are not always enough to provide art education and activities outside of school-based programs. By offering additional arts education, low-income and emerging bilingual students' participation in District arts programs will increase. Participation will also have a positive impact on the academic achievement of these groups as reflected in state and local assessment data.	$1,391,235.00	Yes
4	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, our low-income students do not have access to added music instruction compared to students who are not low-income. In 2012, the U.S. Department of Education found an alarming disparity between the availability of music	$1,370,413.00	Yes

		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 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 5th and 6th 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. Further, access to music instruction should reflect positively by contributing to increases in low-income student's academic achievement of state and local academic measures, currently, low-income students are achieving at a rate less than 50% in all content areas.			
5	Provide comprehensive intervention for high need 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, emerging bilingual, and foster students. Our low-income, emerging bilingual, and foster students are performing significantly below grade level on state and local measures, with very large gaps (25% or more) when compared to students who are not in these three student groups. All three groups need access to added tier 1 and tier 2 interventions to support increased mastery of grade-level standards. Through this District-wide goal, intervention staff will increase and improve instructional support for low-income, emerging bilingual students, and foster students. By providing individual and small group instruction, intervention staff will support emerging bilingual 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. AUSD expects to see an increase in high need student achievement reflected by growth on our District diagnostics measuring math and reading skills. Further, we expect to see a reduction in the performance gap between low-income students, emerging bilingual students, and foster students and those who are not in these groups. At the middle school level, student grades will also increase reflecting the impact of the additional academic support.	$3,266,309.00		Yes

| 6 | Provide web-based programs to support monitoring of student achievement and outcomes | Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, emerging bilingual, and foster students' achievement, and use data to inform instructional practice. We will renew contracts for the District's enhanced student information system and the data and assessment system which provide added ability for assessing and monitoring our low-income students, emerging bilingual students, and foster students. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement. Our low-income students faced added barriers to learning during the COVID-19 pandemic, lack of instructional resources and the pandemic's impact on their families created circumstances where they will come to school with unfinished learning in the Fall. Our emerging bilingual students had less English language exposure during distance learning, their progress toward fluency was slowed during distance learning. Our Foster youth experienced more upheaval during the pandemic and had higher levels of disengagement in distance learning when compared to all students. These circumstances and conditions indicate a need to closely measure the three groups' levels of learning and to monitor their progress intently to offset the impact of distance learning and the pandemic. In the past, our use of information and assessment systems has led to increased use of data in decision-making as seen in added PLC data use and administrator data use. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, emerging bilingual students, and foster youth. This will be evidenced by a reduction in the gaps between student groups on state and local assessments and diagnostics. It is expected that low-income and emerging bilingual students will have increased percentages of students meeting or exceeding grade-level standards. Additionally, emerging bilingual students' language acquisition will increase throughout the year as measured by our TELL. 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. | $76,553.00 | Yes |
| 7 | Increase technology access and support for technology District-wide | AUSD will provide technical staff, equipment, infrastructure, and programs to be utilized by our low-income, emerging bilingual, and foster students. Many of our low-income students, foster students, and emerging bilingual students do not have access to reliable technology at home. In the past we have implemented actions to increase technology for these groups, we have improved our infrastructure and access to devices and connectivity; 90% of our students reported having access to a device and the internet after our previous implementation. This metric shows the District's previous actions had a positive impact. The pandemic highlighted the need to ensure that low-income, emerging bilingual, and foster students have equitable access to technology. Technology is constantly improving and needs ongoing upkeep and replacement, we must maintain and continue to improve access so our students can learn with the most up-to-date devices and accessibility equipment. AUSD Management Information Systems department will maintain and increase student access to technology so that the District continues to see 90% or more of our low-income, | $3,292,804.00 | Yes |

		emerging bilingual, and foster students reporting access to reliable devices and connectivity both at home and at school. These groups will be provided the technology and internet access they need to learn. The increased technology will support intervention instructional materials and instruction for emerging bilingual students, and academically at-risk, low-income students, and foster youth.			
8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Through this districtwide action/service, AUSD will provide staff such as translators and instructional aides to support families and students who are low-income and emerging bilingual students in accessing instruction and information. A teacher on special assignment will provide low-income and emerging bilingual students with access to increased learning opportunities and improved instruction through teacher professional learning and coaching. Low-income 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. 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 (up to 20% difference for some grade levels). Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. 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. Emerging bilingual students' mastery of standards on local academic assessments is 21% lower than all students. As a result of this action, teachers will report higher levels of being prepared to teach students who are low-income and emerging bilingual. Further, 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 on state assessments.	$613,935.00		Yes
9	Provide early childhood programs	85% of our families qualify for free/reduced lunch and they continue to have a need to access early childhood programs so that students have added opportunities for academic achievement beginning early in their lives. A marked difference in achievement has been observed in those students who have participated in district preschool programs (Duncan & Magnuson, 2013). We see this reflected in Azusa, we've offered an early learning program for low-income students, foster youth, and emerging bilingual students in the past which has increased in enrollment over the years and resulted in students better prepared for elementary school. Our local assessment data for low-income, emerging bilingual, and foster youth, teacher feedback, and DRDP results reflect that students who participated in early learning programs were better prepared and were reading at higher rates than those who had not participated which was our expectation when the program was first developed. Azusa will continue to invest in added educational opportunities for our youngest learners who are low-income students, emerging bilingual students, and foster youth. The district will maintain an Early Childhood Director who will oversee preschools and increased early education services. A PK-TK-K curriculum-aligned program will continue to be implemented to support student learning. Additionally, transitional kindergarten will	$917,413.00		Yes

		be offered at all sites for all 4-year-olds to increase early literacy and early social and emotional development. To further support AUSD's Early Childhood Programming, AUSD is engaged in the Pre-K to 3 Coherence Collaboration (P3CC), a professional learning network of 10 California school districts that collaborate to develop a coherent, aligned mathematics instructional program from preschool to third grade. Our program will grow in size and high need student achievement as measured by preschool through third-grade academic assessments will reflect increases in student achievement.		
10	Improve tracking and monitoring of emerging bilingual students' language acquisition	The differences in performance levels of emergent bilingual students in the four domains of listening, speaking, reading, and writing require that teachers monitor growth in the individual domains beyond a single overall performance score. In particular, AUSD staff must monitor and address the unique needs of our international students (Newcomers), and Long Term English Learners, and those students who have been reclassified as English proficient. We will renew performance monitoring software for emerging bilingual students to assist teachers in the implementation of effective integrated and designated ELD lessons. Emerging bilingual students will show language acquisition growth and improved academic achievement.	$22,000.00	No
11	Increase and improve professional learning targeting the needs of emerging bilingual students	Effective professional learning requires sustained follow-up and coaching throughout the year (Hargreaves & Fullan, 2012). Increased and improved professional learning focused on improving emerging bilingual student achievement and aligned to the California English Learner Roadmap will continue to be provided through consultants and through the assistance of Teachers on Special Assignment, who have expertise in serving the needs of emerging bilingual students. Emerging bilingual students continue to achieve at rates lower than those of all students. Emerging bilingual students' state and local assessments in math and ELA reveal a 20% or larger gap when compared to all students. 55% of secondary emerging bilingual students have at least one D or F on their 2022-2023 report card. As a result of this action, emerging bilingual students will have improved academic achievement and language acquisition growth. Prior to the pandemic, AUSD was making progress with emerging bilingual achievement as reflected on District monitoring assessments, the pandemic amplified the need to focus specifically on emerging bilingual student achievement and growth.	$394,393.00	Yes
12	Provide added intervention and instructional support for emerging bilingual students	Our school sites have different needs with regard to the services they can provide emerging bilingual students. Some schools may have very high percentages of emerging bilingual students (up to 65%). Emerging bilingual academic achievement on local assessments showed decreases in levels of mastery in both ELA and Math. Preliminary 2022 ELPAC scores are showing our emerging bilingual students are not advancing in their language acquisition as expected. 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 emerging bilingual	$544,698.00	Yes

students. School sites will utilize resource teachers/instructional aides to provide interventions for emerging bilingual students. AUSD has seen an improvement in interventions, for example, all K-8 schools have been offering afterschool interventions and support to emerging bilingual students. The district expects to see additional growth in emerging bilingual students' language acquisition on both the ELPAC and our local assessment, the TELL. Additionally, this action should result in increased reclassification and a reduction in the number of long-term English learners.

13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Researchers Niehaus and Adelson (2014) examined the relationship between school support, parental engagement, and academic and social/emotional outcomes for emerging bilingual 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 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.	$408,655.00	Yes
14	Increase monitoring of emerging bilingual students' language acquisition	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.	$35,000.00	Yes
15	Support a dual language immersion program	Research studies are clear regarding the long-term advantages of bilingualism and dual language immersion programs on the achievement and reclassification of emerging bilingual students (Umansky & Reardon, 2014). By increasing the Dual Language Immersion (DLI) program at our schools, our students, particularly those who are identified as high need, will have the opportunity to develop balanced bilingualism and increased academic achievement. AUSD has had a successful and growing DLI program that has resulted in higher levels of student achievement for participants in particular our emerging bilingual students.	$3,488,328.00	Yes
16	Provide supplemental instructional materials and technology for emerging bilingual students	In AUSD, many emerging bilingual students lack adequate access to technology in their homes. 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. In the past, the District has been able to provide	$1,050,000.00	Yes

many more resources for our emerging bilingual students, which has resulted in improved ELD instruction and up until the pandemic, growth in our reclassification rate. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve emerging bilingual students' achievement across content areas. Specific technology to support ELD might include devices and plug-ins like microphones and earphones as well as programs and applications specifically designed to improve emerging bilingual students' academic achievement and language acquisition. In addition, the expanded technology implementation will require reliable wireless access and infrastructure. Emerging bilingual students will increase their language proficiency as indicated by the TELL and state (SBAC and ELPAC) and local assessments (ELA, ELD, Math). They will report higher rates of access to technology and internet access when surveyed about technology access and use.

Goal Analysis for 2022-2023

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 aimed to increase student achievement for all students and to narrow gaps that may exist between student groups. Actions and services in Goal 4 also focused on increasing language acquisition and academic progress for our students who are learning English. We call them emerging multilingual students to show that there is value in the multiple languages they know and that becoming fluent in English adds to that value. Through our actions and services, the District seeks to increase the number of Reclassified Fluent English Proficient (RFEP) students and decrease Long Term English Learners (LTEL). Student performance on the Smarter Balanced Assessment Consortium (SBAC) tests and local diagnostic assessments identify an ongoing need to address student academic achievement. Actions 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 emerging bilingual students, provide our high-need students with standards-aligned instructional materials to supplement and improve instruction. Additionally, technology was purchased to support classroom instruction that included 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 that provide a digital platform for added access to interventions and curriculum. Students demonstrated growth in technology skills and in engagement with their learning. Through Goal 4 Action 1, a researched-based developmental supplemental curriculum was purchased to support phonics, vocabulary, and spelling instruction for students in kindergarten through high school. 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 centered around differentiation and small-group instruction for emerging bilingual students, as noted in Action 4.11; Increase and improve professional learning targeting the needs of emerging bilingual students. ELA/ ELD TOSAs have supported professional learning for administrators, co-administrators, and support staff to increase the achievement of Emerging bilinguals. ELA/ELD TOSA has partnered with the Science TOSA in supporting the development of integrated units of study with the strategic use of language function and other strategies to support language acquisition. Title III funding has been used to provide training with the TELL assessment. The TELL is a supplemental monitoring tool used to measure language proficiency found in Action 4.14. Other actions that support the monitoring of emerging bilingual students include Action 4.10 and 4.13. ELLevation is a very effective English learner management tool that is used as the main English Learner software in District. We are currently using ELLevation to determine who meets the criteria for reclassifications. Additionally, schools and teachers are in the process of monitoring RFEP students to ensure that all reclassified students are progressing and receiving the support needed. This management system is key to identifying and monitoring emerging bilingual 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 aimed at improving instruction for emerging multilingual students. Teachers learned high-leverage practices that address the language demands of rigorous grade-level standards. These opportunities addressed the use of 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. To increase equity and

access for our high-need students, intervention and academic acceleration courses were offered. These opportunities were offered both after school and during the school day. 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 levels; elementary, middle, and high school, which supported student engagement and achievement. Action 4.3, which provides visual and performing arts funds, continues to support secondary and elementary school arts. Additionally, this action supports the Meet the Master's Program at all elementary schools. 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, in particular, our emerging bilingual students. This year, both Hodge and Valleydale have DLI students enrolled in Pre-K through 6th grade. The transition to middle school has begun, and one hundred current DLI students have committed to continuing to middle school in this program. 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. There were no planned actions that differed substantively in this year's implementation.

Successes:
An area of success for Goal 4 was Action 4.11, which increases and improves professional learning targeting the needs of emerging bilingual students, and 4.12, which provides added intervention and instructional support for emerging bilingual students. Our teacher on special assignment (TOSA) supported professional learning and supported the development of integrated units of study with the strategic use of language function and other strategies to support language acquisition. The TOSA also provided intensive curriculum support and instructional support service ins 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 visual and performing arts curriculum and materials to students. Sites were able to augment their materials and supplies to support art instruction at all levels. 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 emerging bilingual 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 returned to District-wide Band and Art shows at all levels, highlighting our students' visual and performing arts skills. Concerts included an All-District Concert, Elementary Band Concert, Middle School Choir Festival, and a District Mariachi Concert. Another area of success has been the collaboration and coordination of our preschool program supported through Action 4.9, which provides early childhood programs. The District continues to collaborate with California Education Partners in the Preschool through Third Grade Coherence Collaboration (P3CC) to continue to develop an alignment in math instruction and assessment from preschool through third grade. Preschool and ETK teachers are provided professional development and coaching support in the implementation of Counting Collections. Material and supplies that support Counting Collections have been purchased to support the implementation of the program in preschool and ETK classrooms. This year we expanded these efforts to reach PK through second grade. We have also incorporated trimester Professional Learning Communities (PLCs) to analyze data from counting collections assessments and 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. This year we returned to the CA Dashboard release of CAASPP data since the pause during the pandemic. This data will be analyzed and monitored as it serves as our new baseline moving forward. 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 3% growth for all students and 10% growth for emerging multilingual students. In Math, there was a growth of 2% for all students, a slight decline for emerging multilingual students, and students with disabilities maintained the same average. Further, we showed gains in the percentage of third-grade students showing proficiency on their reading Lexile scores. We have shown growth each year since our baseline data of 39%, and this year we are currently at 53% reading proficiency for our third-grade students. Another area of success is our increase in reclassification rate which increased by 3% to 13% this school year. We attribute these improvements to the actions and services in Goal 4 centered around interventions, professional learning, increased materials, and technology access.

Challenges:
Upon the release of the Smarter Balanced Assessment (SBAC) results from this school year, we have seen a decline in student performance for both English Language Arts (ELA) and Math. SBAC ELA results show all students at a proficiency level of 37%, with significant gaps for our English Learners, students with disabilities, and foster youth. Our English learners have a proficiency rate of 8%, our students with disabilities have a proficiency rate of 11%, and foster youth have a proficiency rate of 8% for ELA. However, local assessments show small gains in proficiency rates in both ELA and Math. A challenge was in the implementation of Goal 4 Action 5, which provides intervention for high-needs students since there were still shortages in staffing. It was challenging to provide extended opportunities for interventions for students, especially in the area of math. Math scores show a significant need to provide interventions for all students. The math proficiency rate for all students is 23%, while English Learners have a proficiency rate of 7%, students with disabilities show a proficiency rate of 7%, foster students show a proficiency rate of 8%, homeless students show a proficiency rate of 11%, and African American students show a proficiency rate of 6%. Although professional development supports the learning of our

staff and should directly affect instructional practice, substitute availability made professional learning implementation a challenge (Goal 4 Action 11). Analysis of District attendance data shows that chronic absenteeism is higher in PK - first grade, where students are building the foundation of their education. Being chronically absent during these critical years will create gaps in learning for our students. Additionally, gaps in mathematical concepts were perpetuated by the COVID-19 pandemic and distance learning. 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. Some school sites did not have intervention teachers and other support staff in place for part of the school year, which hindered the school sites' ability to reach all students. Another challenge was presented in Goal 4 Action 3, where we were unable to fill all elementary art teacher positions. With only one elementary art teacher, it was difficult to provide art lessons at all sites with frequency. Despite the challenge, students received additional art instruction and showed increased engagement.

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 reflected in the actions of Goal 4:
-Action 4.1 provides supplemental standards-aligned instructional materials and technology; expenditures including renewed subscriptions to online resources, science lab materials, and intervention materials. Expenditures exceeded the proposed budget due to a large technology purchase that was a delayed delivery from the 2021-2022 school year and was charged to the 2022-2023 budget since the delivery occurred this fall.
- Action 4.3 provides visual and performing arts curriculum and materials and supports elementary arts; expenditures were less than projected due to staff shortages. Only one of the four Elementary art teachers was hired late in the school year resulting in 3 vacancies for the entire school year.
-Action 4.4 provides added opportunities for music instruction and instruments at all schools; exceeded planned expenditures due to the shifting of funds to this action to support the replacement of musical instruments.
-Action 4.5 provides comprehensive intervention for high-need students at all sites; expenditures were less than planned due to staffing shortages. Positions for site intervention teachers remained vacant for the majority of the school year, and only three positions were filled late in the school year.
-Action 4.6 provides web-based programs to support the monitoring of student achievement and outcomes; the cost of the program exceeded the planned budget thus, expenditures were higher than planned.
-Action 4.9 provides early childhood education programs; expenditures were lower than projected due to unfilled positions and late hires during the school year.
-Action 4.11 increases and improves professional learning by targeting the needs of emerging bilingual students; expenditures were less than allocated due to the continued shifting of our professional learning implementation. This occurred due to continued substitute shortages.
-Action 4.13 provides Assessment, Language, Assistance, and Support (ALAS) for families and students who are language learners; expenditures were less than projected due to staffing shortages and vacant positions.
-Action 4.14 increases the monitoring of emerging bilingual students' language acquisition; the cost of TELL assessment was lower than budgeted. Therefore, the expenditures were less.
-Action 4.15 supports a Dual Language Immersion program; increased expenditures due to an increased cost in salary and benefits. The Dual Language Immersion program expanded to sixth grade, thus creating a need for additional personnel.
-Action 4.16 provides supplemental instructional materials and technology for emerging bilingual students; expenditures were higher than budgeted due to the replacement of outdated Chromebooks.

An explanation of how effective the specific actions were in making progress toward the goal.

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. Due to the COVID-19 pandemic, SBAC results were paused until the 2022 school year. The results from 2022 will serve as a baseline to measure student achievement in English language arts and mathematics. ELA proficiency rates for all students are at 37%; however, English Learners, students with disabilities, and foster youth are performing lower than the all-students proficiency rate. In math, proficiency rates are considerably lower than in ELA. Math proficiency on SBAC for all students is at 23%, while English Learners have a proficiency rate of 7%, students with disabilities show a proficiency rate of 7%, foster students show a proficiency rate of 8%, homeless students show a proficiency rate of 11%, and African American students show a proficiency rate of 6%. 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. However, these actions were effective in providing added intervention in ELA and math instruction.

Action 11, 12, 14, 15, and 16 were effective in supporting intervention, providing professional learning for staff, and in monitoring of emerging bilingual students. Action 11 allowed for professional learning around the needs of our emerging bilingual students, specifically around the use of language functions to support student language development. Action 12 increased interventions for emerging bilingual students through paraprofessionals, small group instruction, and supplemental materials. Actions 13 and 14 increased monitoring of emerging bilingual students and provided teaching staff with tools to inform instruction based on student data. Action 15 supported our Dual Language Immersion program with increased student engagement, achievement, and academic achievement. Action 16 was effective in providing supplemental instructional materials to support small-group instruction and differentiation. 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. When reflecting on local assessments, our students have made small gains in both ELA and math. Additionally, increased our reclassification rate for 2022-2023 by 3% to 13%. Our percentage of students becoming long-term English Learners, LTELs increased by 5% in the 2022-2023 school year to 34%; however, that is still 4% lower than our 2020-2021 baseline data. The percentage of A, B, and C grades being earned by our 9th graders declined by 9%; however, it is still 1% higher than our baseline data from 2020-2021. Continued work in the analysis of both state and local assessments through the Professional Learning Community (PLC) process will help our District and school make informed decisions on interventions for students. Access to technology, programs, and interventions through Goal 4 offers additional support and opportunities for learning. The effects of the pandemic continue to create barriers for students. Therefore, the 2023-2024 LCAP plan will continue to support, monitor, and intervene on behalf of students through actions and services in Goal 4.

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.

Needs were identified throughout the year, resulting in some adjustments to Goal 4 in the 2022-2024 LCAP. Changes that will be made to Goal 4 actions and services include increasing the budget for Action 4.1, which provides supplemental standards-aligned instructional materials and technology. In order to increase student engagement, an adjustment will be made to Action 4.3. There will be an increase in instructional materials and supplies that support art instruction in anticipation of filling the remaining three elementary art teacher positions. These positions will create a need for additional art curricula and materials for all elementary classrooms. In Action 4.5, which provides comprehensive intervention for high-need students at all sites, funding for resource teachers will be reduced. These Resource Teacher positions will decrease due to the closing of two elementary sites and other Title funding sources that support these positions. In Action 4.7, the personnel costs for network staff will be supported by this action. Our network staff are assigned to school sites and directly support students and school staff with technology needs. The availability of a network staff at all school sites will support student access to technology and enhance students' access to online curriculum and supplemental programs. For Action 15, the action will remain the same, but there will be an increase in salary costs for Dual Language Immersion teachers as the program expands to the middle school. These changes will be reflected in Goal 4 for the 2023-2024 school year.

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.

An explanation of why the LEA has developed this goal.

In light of events in the US and across the globe highlighting the need for our communities to address ongoing issues of diversity, equity, and inclusion, AUSD in collaboration with stakeholders has embarked on a deep analysis and our equity work to date. During the first half of the 2020-2021 school year, a group of students organized and approached the Board of Education with their concerns and desires for the District to examine and address DEI issues. More specially, this group of high school students formed a Diversify Our Narrative chapter in Azusa. In response to this initial presentation by the students, the Board of Education initiated work to hear more from the group. District staff also engaged in ongoing dialogue with students and parents around DEI topics. A District-wide Diversity, Equity, and Inclusion Committee was established and began work on gathering both qualitative and quantitative data on DEI topics. From these initial steps was born the mutually developed goal for our LCAP which is focused on DEI areas.

Baseline data serves to highlight our areas of strength and areas of growth. Ongoing data collection will serve as a way to measure our progress on DEI work in AUSD as well as illuminate specific areas of focus through actions and services in this goal. The data collected through a DEI survey of students, parents/families, and staff revealed mid-levels (in the 50% range) of positive responses from students. When asked whether students and staff in AUSD value diverse groups, student responses ranged between 45%-50% for students in middle schools and high schools. When asked if AUSD encourages students to speak out against racism, student responses were similar, at the mid-level range. Students reported slightly lower rates of positive responses (35%-40%) when reporting whether or not they see people of diverse backgrounds being represented in schools. In total, the DEI survey data indicate a need to address diversity in our curriculum and staff as well as explicitly address issues of addressing racism and the valuing of diverse groups in our classrooms and schools.

Similar to students, parents/families reported mid-level positive responses when asked about being encouraged to speak out against racism (56%-60%) and schools valuing people of diverse groups (50-60%). Parent/family responses were grouped into elementary, middle, and high school parents with elementary parents/families consistently reporting higher levels of positive responses. There were fairly consistent responses between parents/families and students with slightly lower positive responses from students. Staff responses were consistently higher which indicates a need to address the differences in perceptions between the groups. 62% to 69% of staff reported they are encouraged to speak out against racism with similar levels indicating students value people of diverse backgrounds. Just over half of staff indicate they receive professional learning that addresses DEI topics and 70% to 80% of staff indicate they are comfortable using culturally relevant teaching strategies. Data indicate a need for the District to offer professional learning that engages staff in DEI topics and teaching strategies that enhance equity. The actions/services in Goal 5 provide for professional learning, instructional materials, and opportunities for staff and students to improve diversity, equity, and inclusion in our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Parent/family responses to	2020-2021 Valuing diversity (average	2021-2022 Valuing diversity (average	2022-2023 Valuing diversity (average positive response): 68%		increase ≥ 10% for both questions

	2020-2021	2021-2022	2022-2023		

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
	positive response): 58%
	Encouragement to speak out against racism: 60%
		positive response): 61%
		Encouragement to speak out against racism: 61%
			Encouragement to speak out against racism: 60%		

Student 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
    -Student comfort level speaking about diverse groups
 	
Source: District Annual YouthTruth Survey
	2020-2021
	Valuing diversity (average positive response): 53%
	Encouragement to speak out against racism: 53%
	
	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%
		2021-2022
		Valuing diversity (average positive response): 54%
		Encouragement to speak out against racism: 49%
		
		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%
			2022-2023
			Valuing diversity (average positive response): 33%
			Encouragement to speak out against racism: 46%
			
			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%
					Increase ≥ 10% for all questions

Staff responses to diversity, equity, and inclusion survey questions -District/schools	2020-2021 Valuing diversity (average positive response): 84% Encouragement to speak out against racism: 63%	2021-2022 Valuing diversity (average positive response): 83% Encouragement to speak out against racism: 70%	2022-2023 Valuing diversity (average positive response): 77% Encouragement to speak out against racism: 58%		Response rate ≥ 85% for all questions

valuing different backgrounds, percent positive responses -District/schools encouragement of families to speak out against racism percent positively responding Source: District Annual Youthtruth Survey				
Suspension Rate Source: AERIES, Student Information System	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% -African American: 9.7% -Filipino: 0% -Hispanic/Latinx: 2.9% -Asian: 1.8% -White: 3.5%	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% -Filipino: 0% -Hispanic/Latinx: 3% -Asian: 0% -White: 4%	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% -Filipino: 2% -Hispanic/Latinx: 5% -Asian: 1% -White: 5%		≤ 2.5% for all groups
Staff comfort level speaking about diversity (average response on 1-5 Likert scale) Staff opportunities to learn about culturally relevant teaching strategies (average response on 1-5 Likert scale)	2020-2021 Comfort level speaking about diversity -Elementary: 3.91 -Middle: 4.00 -High: 3.72 Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.70 -Middle: 3.74	2021-2022 Comfort level speaking about diversity -Elementary: 3.95 -Middle: 4.00 -High: 3.89 Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.68 -Middle: 3.50	2022 - 2023 Comfort level speaking about diversity -Elementary: 3.72 -Middle: 3.52 -High: 3.5 Opportunities to learn about culturally relevant teaching strategies -Elementary: 3.34 -Middle: 3.20 -High: 3.20		increase ≥ .50 for all groups and both topics

	-High: 3.43	-High: 3.46				
Source: District Annual Youthtruth Survey						

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional materials and professional learning for restorative justice	All schools will receive training and coaching support to address equity for low-income, emerging bilingual, and foster students. These three student groups have had higher rates of suspension, expulsion, and punitive discipline when compared to all students. Students in these three groups face added trauma that can manifest itself in negative behavior. Low-income students can face food and housing insecurity that creates stress and anxiety. Emerging bilingual students may face barriers to adjusting to a new culture and country if they have immigrated recently from another country. Foster youth not only experience the trauma of being removed from their homes but also suffer added stress and anxiety from frequent moves. Many of our secondary foster youth have been involved with the justice system. Helping our staff better manage student trauma and create more equitable discipline practices is needed. Traditional discipline has not been effective in reducing rates of suspension and expulsion. Restorative practices and peer mediation will become an integral part of how the District supports low-income, emerging bilingual, and foster 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, climate, and addressing racial disparities in discipline. Low-income students, emerging bilingual students, and foster youth will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. Survey data, one indicator of the need for improvements in school climate, will reflect increased positive responses on school climate questions for our emerging bilingual, low-income, and foster students. We expect to also see reductions in suspension rates for all three groups.	$441,202.00	Yes
2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Although research indicates that schools with high populations of economically disadvantaged students are more likely to underperform, research also suggests that maintaining high academic expectations for these students is critical to their academic success (Gehrke, Kappa Delta Pi, 2005). We will increase and improve professional learning for AUSD staff in support of the AUSD Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Student performance data points to a need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students, and foster students. Local evidence and research show that a culturally relevant, constructivist learning environment promotes academic	$1,633,196.00	Yes

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). By offering professional learning in support of this approach, 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 one that increases student motivation and interest; increases engagement in students' academic discourse; and, increases 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). Funding will also support professional learning in support of Innovation Labs at elementary sites whereby high need students will gain added exposure to STEM career possibilities (Fouad and Santana, 2016). Also included will be professional learning for curriculum development and implementation of state standards and frameworks. Through this districtwide goal, we will offer continued professional learning for teachers to increase and improve rigor resulting in greater academic achievement for low-income students, emerging bilingual students, and foster youth. State and local assessment data will show increased percentages of low-income, emerging bilingual, and foster students meeting standards. 21-22 ELPAC scores will reflect higher numbers of emerging bilingual student students meeting ELD standards, and we will have higher reclassification rates. Our professional learning plan will support teachers in implementing instruction that supports high academic expectations and rigorous standards-aligned instruction designed to support emerging bilingual students, foster students, and low-income students.

| 3 | Provide schools funding to purchase supplemental materials and supplies that address 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 emerging bilinguals, 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. Low-income students in the District have also provided feedback and formal communication to the Board about desiring curriculum and instruction that centers on DEI and are more rigorous. District staff will purchase materials and/or services for low-income students, emerging bilingual 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- | $500,000.00 | | Yes |

		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 emerging bilingual students, low-income students, and foster youth based upon attendance, chronic absenteeism. We expect to also see student positive responses to engagement and DEI questions on the District survey increase. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income, emerging bilingual, and foster students when compared to students who are not in these three groups. Finally, it is expected that emerging bilingual, low-income, and foster students will report more rigor in their classes and more focus on curriculum and instruction on DEI topics.		
4	Provide trauma informed professional learning opportunities	AUSD will provide low-income students, emerging bilingual students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early examination of student trauma points to the higher levels of trauma often experienced by our low-income, emerging bilingual, and foster students. 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. It is expected the increased and improved professional learning will result in the improved implementation of trauma-informed practices in classrooms, evidence will include classroom observations and staff and student responses to classroom climate and culture questions on the District survey. We will also see our low-income students, emerging bilingual students, and foster youth report more positive responses when asked about diversity, equity, and inclusion in their schools.	$110,000.00		Yes
5	Provide added library resources focused on diversity, equity, and inclusion topics	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 low-income 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 low-income 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	$200,000.00		Yes

		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 students. Low-income students will report higher exposure to diverse authors and topics in their curriculum and libraries on the district DEI survey.		
6	Provide culturally relevant language arts curriculum for high school students	Our low-income students, emerging bilingual students, and foster students have all indicated a need for more rigorous coursework connected to their lives, backgrounds, and experiences. District survey results have measured not only classroom instruction and climate but also diversity, equity, and inclusion progress. All three student groups identified needs in these areas. Coupled with the explicit feedback in the survey, students in these three groups achieve at lower rates on ELA and Math assessments when compared to students who are not low-income, emerging bilingual, or foster students (based upon local and state assessment data). Students who are low-income, emerging bilingual, and foster youth also have higher D/F rates at the secondary level in the 2020-2021 school year. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular focuses on language arts at the high school level. When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of low-income, emerging bilingual, 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 emerging bilingual 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. It is expected that student survey results will show increased positive responses for questions aligned to course rigor, school climate, and diversity, equity and inclusion. Low-income, emerging bilingual, and foster students will also be more engaged in classroom learning (attendance, teacher reports of participation and engagement) and have higher levels of academic achievement as measured by local assessments, SBAC, CAST, and ELPAC results.	$500,000.00		Yes

Goal Analysis for 2022-2023

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 for AUSD involves focusing on our District's diversity, equity, and inclusion implementation. This means working to address needs in these areas and continuing to build our work 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 so that

everyone has access to 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. All actions and services in Goal 5 were implemented in the 2022-2023 school year.

Successes:
In order to create an emotionally and physically safe environment for all students, our District participated in workshops and training in collaboration with the Western Justice Center focused on restorative practices as outlined in Action 5.1, Instructional materials and professional learning for restorative justice, and in Action 5.4, Provide trauma-informed professional learning opportunities. These professional learning opportunities gave our staff the tools to improve diversity, equity, and inclusion in our schools. The Western Justice worked closely with District and site-level staff to identify Conflict Resolution Education (CRE) leadership teams. CRE training was provided to selected sites and included the following topics: the ABCs of Conflict, Mediation Bootcamp, Community Building Circles, and Storytelling. Additionally, teams were trained in data collection, participated in the Peer Mediation Invitational, and received coaching opportunities. All middle schools, high schools, and half of our elementary schools participated in this opportunity. The school staff was able to implement strategies learned during professional learning. Students participated in Restorative Circles that created a sense of community in classrooms and provided a safe space to address social-emotional needs. Additional professional learning for teachers and staff that was focused on increasing culturally relevant teaching strategies and relevant, rigorous lessons was supported through Action 5.2. Due to continuous shortages in substitute availability, our professional learning plan shifted toward job-embedded coaching and training facilitated by TOSAs, consultants, and statewide entities such as California Education Partners. Afterschool and weekend extra hours were also part of the year's professional learning implementation. Teachers participated in professional learning initiatives focused on student literacy for early elementary students, science and innovation, improving reading for older students, math practices and student math acceleration, and high school engagement and grading practices. All professional learning continues to focus on the District's three success drivers and is embedded with culturally relevant and constructivist approaches. Action 5.3, Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion, and Action 5.5, Provides added library resources focused on diversity, equity, and inclusion topics. Both of these actions have been instrumental in augmenting materials and supplies that support these topics. Schools are using these materials to support class discussions, shared readings, and literature circles. 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 5.3 supported the Link Crew Program, which is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, the high school transition program trains mentors from your junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. Link Crew provides the structure for freshmen to receive support and guidance from juniors and seniors who have been through the challenges and understand that the transition to a larger school can sometimes be overwhelming. District and state assessment results point to a need to focus instruction on meeting the needs of students who are emerging bilinguals, foster students, and from low-income families, as these students often have lower test scores and lower levels of engagement. Link Crew supports an inclusive learning environment and allows sites to provide services that improve learning outcomes for emerging bilinguals, foster students, and students from low-income families. Through this experience, students feel a sense of connectedness and increase engagement within their school sites which leads to improved academic gains.

Challenges:
Actions and Services in Goal 5 support diversity, equity, and inclusion implementation. However, shortages in substitute availability made it difficult to train team members during the school day, which created the need to provide additional hours to train staff outside of work hours which made the implementation of Actions 5.1, 5.2, and 5.4 challenging since these actions all included professional learning. This created a competing interest in attending literacy and math-based training or diversity, equity, and inclusion training for school staff. Administrators expressed the difficulty in finding the right balance for staff. Furthermore, students and site staff were grappling with District reorganization and school closures, creating some uneasiness about transitioning to a new school site. Site leadership teams were collaborating on ways to ensure equity and inclusion for incoming new students and staff members. Additionally, this year our community experienced a significant increase in violence. This created a need for social and emotional learning. However, providing staff with professional learning around this topic was difficult due to substitute shortages, creating a challenge in implementing Action 5.4. As a result, surveys completed following the social unrest experienced by the community had reduced positive response rates.

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 5.1 provides instructional materials and professional learning for restorative justice; expenditures were not fully expended. Title IV funding was used to support this action.
-Action 5.2 provides professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs; expenditures were less than budgeted due to the use of other grant funding sources.
-Action 5.3 provides schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion; expenditures exceeded the budgeted amount. All schools received additional materials to support diversity, equity, and inclusion. Sites provided services such as one-on-one tutoring to students to assist in equity and access to be college and career ready such as the Link Crew Leadership Program.

An explanation of how effective the specific actions were in making progress toward the goal.

In order to measure the effectiveness of Goal 5, we asked educational partners to participate in the District Annual YouthTruth Survey. This DEI survey asks participants to respond to a wide range of questions about their experience in our District. The data collected revealed mid-level positive responses in most DEI-related questions. When asked whether students and staff in AUSD value diverse groups, parents had 68% percent positive responses, staff had 77% positive responses, and students showed a decline in positive responses to 33%. When asked whether parents are encouraged to speak out against racism, parents reported a 60% positive response, staff reported a 58% positive response, and students reported a 46% positive response. Student responses were considerably lower than parents and staff. When students were asked about their comfort level speaking about diversity-related topics, the lowest-rated responses were in the abilities and income categories. For both of these categories, students reported a 31% positive response rate. The other diversity-related categories of religion, sexual orientation, gender, race and ethnicity, and country of origin were all between 45 and 59%. Demonstrating mid-level positive responses by students in the comfort level speaking out about these topics. The lower student responses indicate a need for the District to continue to offer opportunities for staff to receive professional learning opportunities centered on DEI topics and teaching strategies that enhance diversity, equity, and inclusion. Action 5.3 and 5.4 have resulted in data reflecting that students are being exposed to diversity, equity, and inclusion topics. Action 5.1 and 5.4 were effective through the work with the Western Justice Center and the application of restorative practices at our school sites. Action 5.2 was effective in supporting extended learning opportunities for students as well as professional learning for teachers and staff. The actions/services in Goal 5 provide professional learning, instructional materials, and opportunities for staff and students to improve diversity, equity, and inclusion in our schools.

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.

Changes that will be made to Goal 5 actions and services include increasing the budget for Action 5.1, which provides instructional materials and professional learning for restorative justice. Increases will be made to teachers extra hours and to substitute salaries in order to increase the opportunity to train additional teachers on restorative practices. A continued focus on applying learned strategies and reviewing and analyzing survey results will support a more inclusive school community.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$29,121,540.00	$3,687,670.00

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
38.95%	7.23%	$5,309,718.15	46.18%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Goal 1 Action 1: Secondary schools will provide increased opportunities for our emerging bilingual students, foster youth, and low-income 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 1 FTE middle school Spanish teacher, 1 FTE middle school Art teacher, and 1 FTE Latinx Studies teacher 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 low-income students, foster students, and emerging bilingual students, many of whom will be first-generation college students (Hébert, 2017). 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 low-income students, foster youth, and emerging bilingual students have lower rates of college and career readiness based on state indicators, and scheduling constraints prevent many low-income, foster students, and emerging bilingual students from participating in elective classes. By offering these additional courses, it is expected that this action/service will continue to improve our college/career readiness results for low-income students, emerging bilingual students, and foster youth. We will also see an increase in enrollment for these courses. Prior to the pandemic, district a-g rates for our low-income students, foster youth, and emerging bilingual students increased by over 10% because of the added opportunity to take a-g electives.

Goal 1 Action 2: AUSD will provide 5 FTE instructional coaches (TOSAs) to support the increased and improved implementation of ELA/ELD, Math, History-Social Studies, and Science instructional strategies and curriculum so that emerging bilingual students, low-income students, and foster youth receive improved instruction in the classroom directed toward their specific needs. TOSAs will provide content area and grade level professional learning, facilitation of professional learning communities, development, and support for the use of assessment data, individualized side-by-side coaching, lesson study opportunities, and book studies, all of which will be focused on unduplicated pupils' needs. Teacher coaching has emerged as a promising alternative to traditional models of professional development. There is a need to provide additional opportunities for teachers to learn to address the unique needs of low-income students, emerging bilingual students, and foster youth. Our

low income, emerging bilingual, and foster students are not achieving at the same levels as all students. Since beginning the use of instructional coaches in the district several years ago, low-income students, foster youth, and emerging bilingual students have shown increased achievement and language acquisition. Staff survey data have also indicated high levels of value in our professional learning offered by District instructional coaches in supporting their instruction of low-income students, emerging bilingual students, and foster youth. While the data have improved, there is still a need to address the lower rates of progress among emerging bilingual students, foster youth, and low income students, and we still see gaps in their levels of progress when compared to all students. It is expected that the additional professional learning and instructional coaching focused on unduplicated pupils' needs will result in greater engagement and academic achievement of our low-income students, foster youth, and emerging bilingual students.

Goal 1 Action 3: Through this district-wide action, we will contract with a grant-writing consultant to develop grant proposals for increased services for our low-income, emerging bilingual, and foster students. Low income, emerging multi-lingual students and foster youth 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. Our District survey data from students and parents show a need for additional programs and initiatives that support student growth, achievement, and instructional relevance. 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, emerging bilingual 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, emerging bilingual, and foster students. 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. Barriers we have identified include the need for additional academic support through improved teaching and learning strategies. AUSD has identified needs that cost money beyond that provided by state and federal funds. In the past three years, over three million dollars in grants have come to AUSD through this service. Last year the grant writing consultant assisted our district's application and subsequent award for a multi-year MTSS grant, as well as a multi-year Community Schools grant, GENYOUth COVID-19 School Nutrition Funding, and the Arts Ed COLLECTIVE Advancement Grant. It is expected AUSD will continue to be awarded grants that exceed the cost of the consultant and be able to provide additional resources for our low-income, emerging bilingual, and foster students beyond those provided to all students. It is further expected that students and parents will report higher levels of relevance and rigor in classrooms.

Goal 1 Action 4: We will provide compensation for certificated and classified staff to receive added professional learning focused on meeting the needs of low-income students, emerging bilingual students, and foster youth. Through this district-wide goal, we will increase and improve the content and pedagogical knowledge of teaching staff so they can deliver improved, research-based, high-leverage instruction that targets the needs of emerging bilingual students, low-income students, and foster students. The additional professional learning opportunities include additional full-day professional development and professional learning community opportunities beyond those that address all students' needs. Past implementation of additional professional learning has been effective, as evidenced by learning walk data, local assessment results, and more authentic implementation of effective professional learning communities (professional learning feedback forms). Growth in local assessment and state assessment scores for emerging bilingual, low-income, and foster students was happening up until the COVID-19 pandemic. The needs, conditions, and circumstances of our emerging multilingual learners, foster youth, and low-income students are as follows, a.) all three groups have been disproportionately impacted by the effects of the COVID-19 pandemic, b.) local assessment analysis shows achievement gaps between emerging bilingual, low-income, and foster youth when compared to other students, c.) teacher survey data also indicated they desire additional opportunities to learn strategies and practices that improve outcomes for low-income, emerging bilingual students. Over the last three years, the district has focused on the learning needs of all three groups (low-income, foster youth, and emerging bilingual students) by offering additional professional learning for teachers and administrators targeting the three groups. As the district enters into the 2023-2024 school year, the added professional learning will focus on culturally relevant, constructivist learning environments which promote academic achievement and engagement across all content areas for learners, especially low-income students, foster students, and emerging bilingual students. This action/service is directed to meeting the needs of emerging bilingual students, low-income, and foster students and will result in increased achievement and reduction in achievement gaps between emerging bilingual students and all students and higher rates of grade-level proficiency for low-income students and foster youth. Further, professional learning and professional learning community feedback will show improved opportunities for teachers to address the needs of their students. Professional learning topics will support the implementation of the AUSD Student Success Drivers (Academic Discourse, Cognitive Rigor, Collaborative Practices); rigorous, inquiry-based instruction. Added topics will focus on respectful and inclusive learning environments that address issues of social justice and racial inequity in the classroom. Also in professional learning will be social-emotional learning, student literacy, math achievement, and student engagement and grading practices with an emphasis on low-income students, foster students, and emerging bilingual students. Educational research confirms this approach as showing increases student motivation and interest, increases engagement in students' academic discourse, and increases positive student perception and confidence.

Goal 1 Action 6: All schools will implement and use Positive Behavioral Intervention and Support (PBIS) to support low-income, emerging bilingual, and foster students and provide an effective learning environment. Professional learning and implementation of PBIS serve to create an emotionally and physically safe environment for low-income, emerging bilingual, and foster students. Past implementation in AUSD, research, and data provide significant evidence of the positive impact of PBIS (Freeman, Simonsen, & McCoach, 2015) in improving school culture and climate. Low-income students, emerging bilingual students, and foster youth, who have

historically experienced inequity in discipline, will benefit from improved discipline outcomes and increased academic success. We continue to see increased attendance and engagement for our low-income, emerging bilingual, and foster students.

Goal 1 Action 7: When low-income, emerging bilingual, and foster students receive targeted support for social and emotional wellness, their academic outcomes are enhanced as our previous Social and Emotional Check Point data and student focus group data revealed. Current research and our own student social and emotional wellness tracking reflect a continuing need for added support for our foster youth, emerging bilingual students, and low-income students. We will provide staff focused on providing for the needs of low-income, emerging bilingual, and foster youth beyond those of all students. Staff will oversee tiered behavior supports, including counseling, behavior intervention, research-based training for staff, and assessments. It is expected our low-income, emerging bilingual, and foster students will report a higher level of social and emotional wellness during focus groups and on the student district annual survey leading to improved academic outcomes as well.

Goal 1 Action 8: Additional health services for low-income students add to their academic improvement and well-being. Our low-income students do not have the same access to health care services as those who are from higher-wealth families. We will provide increased health supports for low-income students, including, health and vision screening, medical evaluations, case management for medically fragile students from low-income families, and guidance from medical health professionals. The district has provided this additional health support in the past and evidence from survey data has shown the increased access to health supports contributes to better health and earlier access to needed care so that learning is not inhibited by health issues. It is expected that our survey data will continue to reflect the positive impact of providing these added services and that low-income students' academic achievement on state and local assessments will also reflect the positive impact. Additionally, it is expected our low-income, emerging bilingual, and foster students will show increased rates of attendance which will lead to a positive impact on student achievement.

Goal 1 Action 10: Low-income students will have additional opportunities to 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 low-income students. We will increase our school garden programs at District elementary schools. District-wide, low-income students will have increased opportunities to access meals and meals with added fresh produce. The District will address the food needs of low-income students while also increasing their learning around healthy eating with this action/service. Research has shown students who are hunger-free are better able to learn. Our low-income students face issues of hunger and food security. Our low-income students will experience less food insecurity through an enhanced food services program so that hunger does not become a barrier to learning. Past implementation resulted in an increased number of students/families participating in the meal programs as well as added positive perceptions about the District meal program. Low-income students showed positive engagement with and excitement about the school garden projects. It is expected that additional low-income students will participate in the district meal programs over the next three years and that on our internal measures of student wellness, low-income students show higher rates of food security. This will be measured by the use of District surveys and it is expected that student positive responses will increase.

Goal 2 Action 2: AUSD will provide additional opportunities for parents of low-income, emerging bilingual, and foster students to engage with schools through an Azusa Parent Learning Network. The district-wide network will use a multi-session parent education model where both families and staff partner to focus on ways to improve results, including both academic and social-emotional outcomes for low-income, emerging bilingual, and foster students. Survey data from parents shows strong progress in AUSD's community engagement. Despite the growth, data also reflect the need to continue our efforts and increase opportunities for parents and families to be engaged in student success. Our engagement rates for low-income, emerging bilingual, and foster students are lower than those of all students, so additional opportunities for this group of parents to engage with schools will serve to increase low-income, emerging bilingual, and foster student success, in particular in academic areas. Evidence shows student achievement increases when parents, especially those of unduplicated 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. We expect to see positive academic outcomes and increased social/emotional learning for our low-income students, emerging bilingual students, and foster youth. Families of low income, emerging bilingual, and foster students will have increased engagement as they take on leadership roles and attend the professional learning opportunities offered. The increased engagement will be monitored through district surveys.

Goal 2 Action 4:
Increasing school safety is important for the community and staff; it adds to an effective learning environment for our low-income students. Our low-income students show lower positive responses about safety perception when compared to all students, as shown on our 2023 District Annual Survey. This demonstrates a continued need to increase positive perceptions about school safety by improving and communicating the Districts' safety policies and measures. We will continue to increase school safety professional learning for staff and enhance school safety supplies related to professional learning, such as vests, equipment, emergency food, and medical supplies beyond what is required. Engagement in school and learning increases for students from socio-economically disadvantaged families when they feel safe at school (Côté-Lussier & Fitzpatrick, 2016). Low-income students in our district will have a greater sense of safety on campuses and higher rates of engagement (attendance) and academic achievement. Measurable outcomes include a) low-income students' sense of safety which on safety survey questions, and b) improved

engagement (higher rates of attendance). It is expected that low-income students' academic performance on state and local assessments will also increase. Past implementation of this action was effective. This year, a continuing need to address safety emerged from our survey results.

Goal 2 Action 5: An analysis of parental engagement found that having a direct link to the school for the families of our low-income students, emerging bilingual students, and foster youth is important for their student's academic success; AUSD's internal survey data was similar for all three groups, therefore, there is a need to create improved connections and engagement opportunities for parents and families. We will continue to provide a bilingual Community Liaison for each school in the district so that families of low-income, emerging bilingual, and foster students will have increased access and connections to the schools. Community liaisons will provide referrals to resources for families, co-lead parent/family meetings, help parents/families to navigate District systems and processes for supporting students, and create a welcoming environment for families. Past implementation of this service has been effective as our low-income parents, parents of students learning English and foster families have higher rates of positive relationships and connection to schools when compared to similar schools and groups throughout the state and nation (District Annual YouthTruth survey comparison data). 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. We expect to see an increase in positive responses on our District Annual Survey that measures the degree in which parents/families are engaged in their schools. The data from families will also be cross-referenced with student academic achievement results which should also show positive growth on District assessments, diagnostics, and statewide standardized tests. Additionally, this data will be cross-referenced with student responses to school connectedness which we expect will lead to higher positive survey results.

Goal 2 Action 6: Having access to accurate, frequent, and appropriate data to monitor the progress of our emerging bilingual students, 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 along with 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 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. Hiring staff to focus on LCAP implementation has improved the implementation in AUSD and increased the districts ability to use the LCAP as a living document that provides for the needs of low-income students, emerging bilingual students, and foster youth. Further evidence has shown that District monitoring of metrics, actions, and services outlined in the LCAP improves our transparency, effectiveness, and provides data to improve decision-making and instruction. Therefore, we will continue to 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. 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 students (CA Dashboard academic indicators), and increased transparency and collaboration among all stakeholders (District annual survey data, engagement feedback surveys). It is expected that parents will continue to maintain or increase their sense of involvement and value in District decision-making, and additional parents/families will be part of that process. It is expected that additional data, metrics, and their disaggregation will increase data-driven decisions resulting in improved academic outcomes for low-income, emerging bilingual, and foster students. A final expected outcome is that our LCAP process will evolve so that the implementation of the goals, actions, and services will continue to be seen as an effective and authentic means to implement initiatives servicing our students who have the greatest needs.

Goal 2 Action 8: Low-income, English learners, and foster youth students have higher rates of suspension, expulsion, and punitive discipline when compared to students who are not in these subgroups. Students in these three groups face added trauma that can manifest itself in negative behavior. This action will provide an outside agency in order to build resiliency of the school community to address trauma and support restorative practices and positive behavior for low-income students, English learners, and foster youth. Through this action students will experience trauma-informed healing circles, push-in support, positive behavior assemblies, and staff will receive training to ensure safe learning environments for students. Through this action, we expect to see a reduction in suspension rates, expulsion rates, and in chronic absenteeism for low-income students, English learners, and foster youth, therefore reducing barriers to learning. Additionally, an we expect to see an increase in attendance rates for low-income, English learners, and foster students.

Goal 3 Action 1: 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. 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 academic achievement and post-secondary trajectory of learners of varying ability and socioeconomic levels. Through this districtwide 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. Past implementation has been effective, resulting in higher graduation rates, increased college and career readiness rates, and higher rates of college acceptance. AUSD expects to continue to see increases in college and career readiness levels in low income students, emerging bilingual students, and foster youth.

Goal 3 Action 3: Many of our low-income students, foster students, and emerging bilingual students will be first-generation college students and have limited support in terms of study skills and mentors familiar with the demands of college preparatory classes. Through this district-wide goal, we will provide increased opportunities for our students to develop strong study skills and gain the academic preparation necessary to access 4-year college admission. Through the implementation of The Advancement Via Individual Determination (AVID) program, we will support low-income, emerging bilingual, and foster students in overcoming barriers faced in pursuit of higher education. AVID programs have been shown to increase student success in accessing college upon graduation (Bernhardt, 2013). Past implementation of AVID has led to increases in participation and college readiness for low-income, emerging bilingual, and foster students. AUSD expects to see increased college acceptance and preparedness in low-income students, emerging bilingual students, and foster youth as we continue to implement AVID.

Goal 3 Action 4: A longitudinal study on career preparation by Vuolo, Mortimer, and Staff (2013) clearly indicates the benefits of early identification of career goals on students' long-term career decisions. 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, emerging bilingual, and foster students will access increased STEM and science learning leading to greater participation in CTE pathways and interest in STEM careers. Our low-income, emerging bilingual, and foster 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. Our students will show increased positive responses on the District's annual YouthTruth survey when asked how well the district prepares them for life after high school.

Goal 3 Action 5: Research by Fouad & Santana (2016) focusing on the under-representation of low-income, English language learners and foster students in science, technology, engineering, and math (STEM) related careers indicates an acute need to increase their numbers in these high paying career fields, particularly in the area of medicine and engineering, and other high demand areas. Our low-income, emerging multilingual, and foster youth are underrepresented in the STEM-related career fields, and they have limited exposure to professionals and opportunities to learn about the field beyond what is offered in schools. We will improve access to and enrollment in our Career Technical Education (CTE) programs at all high schools so that low-income, emerging bilingual, and foster 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 with higher levels of enrollment of unduplicated students over the last three years. Participating 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.

Goal 3 Action 6: Our low-income and emerging bilingual students require additional support and rigorous coursework to prepare them for successful participation in a global economy. Our college acceptance rates and achievement data are lower for students who are low-income and emerging multilingual students. To better prepare students for college and high-paying global careers, we will offer increased and improved opportunities through the International Baccalaureate Program at Azusa High School. A large-scale study of public schools in an urban US district indicated that enrollment in IB programs increases the probability that students will graduate from high school and enroll in college (Saavedra, 2014). The Azusa IB program has resulted in low-income and emerging bilingual student participants being accepted to some of the top colleges/universities in the nation, AUSD will see additional low income and emerging bilingual students participating in IB and transitioning successfully to college/university. We expect that there would be an increased participation rate for low income and emerging bilingual students in college-preparatory programs such as IB. Additionally, low income and emerging bilingual students will have positive gains in earning a score of four or higher on IB exams.

Goal 3 Action 7: Our college acceptance rates and achievement data are lower for students who are low-income, emerging multilingual, and foster youth. The premise of dual enrollment is that low-income, emerging bilingual, and foster youth high school students can enhance their chances for college success if they better understand what it takes to succeed in college: they do this by actually experiencing real college coursework, often earning "dual credit" for both high school and college. Research points to the effectiveness of dual enrollment as a strategy for improving postsecondary success. AUSD dual enrollment opportunities, including our Early College Program, have resulted in increased participation and an increased number of students completing 30+ units before high school graduation. Further, dual enrollment will contribute to financial benefits and build a sense of efficacy in low income, emerging bilingual, and foster students who may be the first in their families to attend college. We will coordinate with Citrus College to increase dual enrollment opportunities for our low-income, emerging bilingual, and foster students, including Career Technical Education programs, resulting in increased college and career readiness for all three student groups as measured by the CA School Dashboard in addition to there will be an increase in the number of students participating in dual enrollment and earning 30+ units prior to graduation.

Goal 3 Action 8: 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. We will continue to provide additional ROP courses for prioritizing enrollment for low-income, emerging bilingual, and foster 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, emerging bilingual, and foster students will result.

Goal 3 Action 9: The impact of the COVID-19 pandemic on academic achievement and unfinished learning is evident in local achievement data and grades. Our low income, emerging bilingual, and foster students have experienced these effects at higher rates when compared to students who are not considered part of these three student groups. Our low-income students, emerging bilingual students, and foster youth will benefit from the summer opportunity for credit recovery, grade improvement, and original credit. Multiple studies indicate the positive impact of summer programs for students, especially those from historically underserved populations (Somers, Welbeck, Grossman, & Gooden, 2015; Zvoch & Stevens, 2013). We will increase summer school sections to offer credit recovery, grade improvement, and original credit with a focus on enrolling emerging bilingual students, low-income students, and foster youth and increasing the graduation rate for all three student groups. Implementation of the action in the past as successfully enrolled students, increased graduation rates, and allowed for added instruction and course completion, in particular over the last two years.

Goal 3 Action 10: Evidence has shown when our low-income, emerging bilingual, and foster 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. While this action has been effective in improving college and career readiness in the past, the three student groups still exit our schools with college readiness rates that are lower than students who are not in these three groups. Currently, the college and career readiness rates are as follows, low-income students at only 41%, foster youth at 50%, and emerging bilingual students at 13%. We will provide sufficient staff support, in particular counselors, along with training to develop college and career technical education programs for low-income, emerging bilingual, and foster students at all sites, including four-year planning, parent workshops, college nights, college planning workshops, financial aid planning support, and college admissions support, and high school transition sessions. Past implementation of this action has led to improved college and career readiness outcomes on state indicators. Implementation of this action will lead to continued growth for low-income, emerging bilingual and foster students in college and career readiness. We expect to see increasing percentage rates for low-income, emerging bilingual, and foster students in the following measurable outcomes: a.) students meeting a-g course completion requirements, b.) the percentage of students with a passing score on AP and IB exams, and c.) the percentage of students completing a CTE pathway by the end of 12th grade. AUSD students who are low-income, who are learning English, and who are in foster care will leave our District after 12th grade with improved knowledge and resources supporting college and career transitions.

Goal 3 Action 11: Research indicates that a well-planned and coordinated College and Career Readiness program prepares all students, including those historically underserved, to be prepared for education and employment post-high school (Malin, Bragg, & Hackmann, 2017). AUSD low-income, emerging bilingual, and foster students report an increased desire to be prepared for college and careers in the District Annual Survey. We will provide 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, emerging bilingual students, and foster students. Low-income, emerging bilingual, and foster students' college and career readiness rates have improved but are not yet at our target levels for all three groups. This action is also expected to result in higher participation and enrollment of low-income students, emerging bilingual students, and foster students in college-preparatory programs. Additionally, we expect to see increasing percentage rates for low-income, emerging bilingual, and foster students in the following measurable outcomes: a.) students meeting a-g course completion requirements, b.) the percentage of students with a passing score on AP and IB exams, and c.) the percentage of students completing a CTE pathway by the end of 12th grade.

Goal 4 Action 1: AUSD will purchase standards-aligned instructional materials and technology supporting a culturally relevant, constructivist learning environment to improve low-income, emerging bilingual and foster students' academic achievement on local and state assessments. Student performance data on local assessments reflect the need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging bilingual students and foster students. It is expected that a culturally relevant, constructivist learning environment will promote academic achievement and engagement across all content areas for low-income students, foster students, and emerging bilingual students. Rates of standards mastery by all three groups will improve and gaps between groups will diminish. 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. In addition, many of our low-income students, foster students, and emerging bilingual students have limited access to technology at home. In the past, increased availability of technology has improved access to learning for low-income, emerging bilingual, and foster students, especially during distance learning. AUSD seeks to continue to provide high levels of technology resources for unduplicated students. The increased access to technology and instructional materials will support instruction for low-income, emerging bilingual students, and foster students. As a result of the implementation of this action, the District expects to see an increase in student achievement on state and local assessments for low-income, foster youth, and emerging bilingual students.

Goal 4 Action 3: Research demonstrates that when the arts are integrated with instruction in literacy and other academic areas, students from low-income backgrounds and emerging bilingual students benefit (Caterall, 2012). We will provide supplemental materials for the secondary art program, the performing arts elementary school, and other visual and performing arts programs so that low-income and emerging bilingual students can garner the benefits of a rich arts program in AUSD. In the past, this action has been effective as low-income and emerging bilingual students have had additional access to arts education and the indirect positive impact on their academic achievement levels. Students from low-income families and emerging bilingual students need additional access to art resources, materials, and explicit art instruction because family financial resources are not always enough to provide art education and activities outside of school-based programs. By offering additional arts education, low-income and emerging bilingual students' participation in District arts programs will increase. Participation will also have a positive impact on the academic achievement of these groups, as reflected in state and local assessment data.

Goal 4 Action 4: Research demonstrates that music instruction can make a difference in the academic trajectory of low-income students. Our low-income students do not have access to added music instruction compared to students who are not low-income. 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 students. In the past, students from low-income families have been able to access additional music education in our district, and 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-6th 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. Further, access to music instruction should reflect positively by contributing to increases in low-income students' academic achievement of state and local academic measures.

Goal 4 Action 5: 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, emerging bilingual, and foster students. Our low-income, emerging bilingual, and foster students are performing significantly below grade level on state and local measures, with very large gaps (25% or more) when compared to students who are not in these three student groups. All three groups need access to added tier 1 and tier 2 interventions to support increased mastery of grade-level standards. Through this districtwide goal, intervention staff will increase and improve instructional support for low-income, emerging bilingual students, and foster students. By providing individual and small group instruction, intervention staff will support emerging bilingual 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. AUSD expects to see an increase in low-income students, emerging bilingual students, and foster youth student achievement reflected by growth in our District diagnostics measuring math and reading skills. Further, we expect to see a reduction in the performance gap between low-income students, emerging bilingual students, and foster students and those who are not in these groups. At the middle school level, student grades will also increase, reflecting the impact of the additional academic support.

Goal 4 Action 6: Through this action/service, we will provide improved means to generate assessments, frequently monitor low-income, emerging bilingual, foster students' achievement, and use data to inform instructional practice. We will renew contracts for the district's enhanced student information system and the data and assessment system, which provide added ability for assessing and monitoring our low-income students, emerging bilingual students, and foster students. This action includes building capacity in site administrators and teachers to use data in a continuous cycle of improvement with a specific lens on low-income, emerging bilingual, and foster youth. Student achievement data indicate a need to closely monitor our low-income, emerging multilingual, and foster youth. Assessment data and grades reveal an even greater need to measure the three groups' levels of learning closely and monitor their progress. These needs have grown due to the impact of the COVID-19 pandemic. In the past, our use of information and assessment systems has led to increased use of data in decision-making, as seen in added PLC data use and administrator data use. AUSD will improve equity and our use of data to drive instruction to meet the needs of low-income students, emerging bilingual students, and foster youth. This will be evidenced by a reduction in the gaps between student groups on state and local assessments and diagnostics. It is expected that low-income and emerging bilingual students will have increased percentages of students meeting or exceeding grade-level standards. Additionally, emerging bilingual students' language acquisition will increase throughout the year as measured by our Test of English Language Learning (TELL). 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.

Goal 4 Action 7: AUSD will provide technical staff, equipment, infrastructure, and programs to be utilized by our low-income, emerging bilingual, and foster students. Many of our low-income students, foster students, and emerging bilingual students do not have access to reliable technology at home. In the past, we have

implemented actions to increase technology for these groups and improve our infrastructure and access to devices and connectivity. Technology is constantly improving and needs ongoing upkeep and replacement; we must maintain and continue to improve access so our students can learn with the most up-to-date devices and accessibility equipment. AUSD Management Information Systems department will maintain and increase student access to technology so that the district continues to see 90% or more of our low-income, emerging bilingual, and foster students reporting access to reliable devices and connectivity both at home and at school. These groups will be provided the technology and internet access they need to learn. The increased technology will support intervention instructional materials and instruction for emerging bilingual students, academically at-risk, low-income students, and foster youth. Low-income, emerging multilingual, and foster students will have greater access to technology and technology-based learning, resulting in higher levels of achievement, reading, reclassification rates, and grades.

Goal 4 Action 8: Through this districtwide action/service, AUSD will provide staff such as translators and instructional aides to support families and students who are low-income and emerging bilingual students in accessing instruction and information. A teacher on special assignment will provide low-income and emerging bilingual students with access to increased learning opportunities and improved instruction through teacher professional learning and coaching. Low-income 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. 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. Emerging bilingual students' families need to be able to access and partner with schools using a language in which they are comfortable and confident. 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. In order to provide English learners with disabilities IEPs that support culturally and linguistically inclusive goals, translators are provided specialized training to bridge nuanced translation across Latinx Spanish-speaking subgroups. These translators are additional staff beyond the required. They increase services to provide more individualized support to at promise students as well as provide access to parent and family engagement opportunities. Emerging bilingual students' mastery of standards on local academic assessments is lower than all students. As a result of this action, teachers will report higher levels of being prepared to teach students who are low-income and emerging bilingual. Further, 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.

Goal 4 Action 9: 85% of our families qualify for free/reduced lunch, and they continue to have a need to access early childhood programs so that students have added opportunities for academic achievement beginning early in their lives. Emerging bilingual students and foster youth also do not have the same access to early education, with far fewer attending preschool, according to nationwide studies. A marked difference in achievement has been observed in those students who have participated in district preschool programs (Duncan & Magnuson, 2013). We see this reflected in Azusa, and we've offered an early learning program for low-income students, foster youth, and emerging bilingual students in the past, which has increased in enrollment over the years and resulted in students better prepared for elementary school. Our local assessment data for low-income, emerging bilingual, and foster youth, teacher feedback, and DRDP results reflect that students who participated in early learning programs were better prepared and were reading at higher rates than those who had not participated, which was our expectation when the program was first developed. Azusa will continue to invest in added educational opportunities for our youngest learners, who are low-income students, emerging bilingual students, and foster youth. The district will maintain an Early Childhood Director who will oversee preschools and increase early education services. A PK-TK-K curriculum-aligned program will continue to be implemented to support student learning. Additionally, transitional kindergarten will be offered at all sites for all 4-year-olds to increase early literacy and early social and emotional development. Early TK will be available for students who do not qualify for TK and whose parents choose the TK program over California State Preschool. TK is currently not fully funded by general funding therefore, LCAP funding partially funds TK teacher salaries and it is offered beyond the required ages. To further support AUSD's Early Childhood Programming, AUSD is engaged in the Pre-K to3rd Grade Coherence Collaboration (P3CC), a professional learning network of 10 California school districts that collaborate to develop a coherent, aligned mathematics instructional program from preschool to third grade. Our program will grow in size, and high-need student achievement as measured by preschool through third-grade academic assessments will reflect increases in student achievement.

Goal 4 Action 11: Effective professional learning requires sustained follow-up and coaching throughout the year (Hargreaves & Fullan, 2012). Increased and improved professional learning focused on improving emerging bilingual student achievement and aligned to the California English Learner Roadmap will continue to be provided through consultants and through the assistance of Teachers on Special Assignment who have expertise in serving the needs of emerging bilingual students. Emerging bilingual students continue to achieve at rates lower than those of all students. Emerging bilingual students' state and local assessments in math and ELA reveal a gap when compared to all students. 38% of secondary emerging bilingual students have at least one D or F on their report cards. As a result of this action, emerging bilingual students will have improved academic achievement and language acquisition growth. Before the pandemic, AUSD was making progress with emerging bilingual achievement as reflected on district monitoring assessments. The pandemic amplified the need to focus specifically on emerging bilingual student achievement and growth.

Goal 4 Action 15: In AUSD, our emerging bilingual students benefit when they become fluent in more than one language. Spanish-speaking emerging bilingual

students lack opportunities to develop comprehensive literacy in Spanish in English-only classes. 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 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.

Goal 4 Action 16: In AUSD, many emerging bilingual students lack adequate access to technology in their homes. 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. In the past, the District has been able to provide many more resources for our emerging bilingual students, which has resulted in improved ELD instruction and growth in our reclassification rate. We will purchase supplemental standards-aligned instructional materials and technology to increase and improve emerging bilingual students' achievement across content areas. Specific technology to support ELD might include devices and plug-ins like microphones and earphones, as well as programs and applications specifically designed to improve emerging bilingual students' academic achievement and language acquisition. In addition, the expanded technology implementation will require reliable wireless access and infrastructure. Emerging bilingual students will increase their language proficiency as indicated by the Test of English Language Learning (TELL) and state (SBAC and ELPAC) and local assessments (ELA, ELD, Math). They will report higher rates of access to technology and internet access when surveyed about technology access and use.

Goal 5 Action 1: All schools will receive training and coaching support to address equity for low-income, emerging bilingual, and foster students. These three student groups have had higher rates of suspension, expulsion, and punitive discipline when compared to all students. Students in these three groups face added trauma that can manifest itself in negative behavior. Low-income students can face food and housing insecurity, which creates stress and anxiety. Emerging bilingual students may face barriers to adjusting to a new culture and country if they have immigrated recently from another country. Foster youth not only experience the trauma of being removed from their homes but also suffer added stress and anxiety from frequent moves. Many of our secondary foster youth have been involved with the justice system. Helping our staff better manage student trauma and create more equitable discipline practices is needed. Traditional discipline has not been effective in reducing rates of suspension and expulsion. Restorative practices and peer mediation will become an integral part of how the District supports low-income, emerging bilingual, and foster 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, climate, and addressing racial disparities in discipline. Low-income students, emerging bilingual students, and foster youth will benefit from improved equitable outcomes and increased academic success as they participate in restorative practices rather than traditional discipline. Survey data, one indicator of the need for improvements in school climate, will reflect increased positive responses on school climate questions for our emerging bilingual, low-income, and foster students. We expect also to see continued reductions in suspension rates for all three groups.

Goal 5 Action 2: Low-income students, foster students, and emerging multilingual students are not achieving on state and local assessments at the levels of other students, and they are reporting through the District annual survey a need for coursework to be more rigorous, relevant, and diverse. We will increase and improve professional learning for AUSD staff in support of the AUSD Student Success Drivers: Academic Discourse, Cognitive Rigor, and Collaborative Practices. Student performance data point to a need to increase the rigor and alignment of instruction to the demands of state standards for low-income, emerging multilingual students, and foster students. Local evidence and research show 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 multilingual students. By offering professional learning in support of this approach, 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. Funding will also support professional learning in support of Innovation Labs at elementary sites, whereby high-need students will gain added exposure to STEM career possibilities. Also included will be professional learning for curriculum development and implementation of state standards and frameworks. Through this districtwide goal, we will offer continued professional learning for teachers to increase and improve rigor resulting in greater academic achievement for low-income students, emerging bilingual students, and foster youth. State and local assessment data will show increased percentages of low-income, emerging bilingual, and foster students meeting standards. ELPAC scores will reflect higher numbers of emerging bilingual student students meeting ELD standards, and we will have higher reclassification rates. Our professional learning plan will support teachers in implementing instruction that supports high academic expectations and rigorous standards-aligned instruction designed to support emerging multilingual students, foster students, and low-income students.

Goal 5 Action 3: District and state assessment results point to a need to continue to focus instruction on meeting the needs of students who are emerging bilinguals, 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. Low-income students in the District have also

provided feedback about desiring curriculum and instruction that centers on DEI and are more rigorous. District staff will purchase materials and/or services for low-income students, emerging bilingual 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 emerging bilingual students, low-income students, and foster youth based on attendance and chronic absenteeism. We expect also to see student positive responses to engagement and DEI questions on the district survey increase. It is expected that student achievement on state and local assessments will also increase and that gaps will be reduced for low-income, emerging bilingual, and foster students when compared to students who are not in these three groups. Finally, it is expected that emerging bilingual, low-income, and foster students will report more rigor in their classes and more focus on curriculum and instruction on DEI topics.

Goal 5 Action 4: AUSD will provide low-income students, emerging bilingual students, and foster students with increased access to educational equity, social and emotional learning, and support resources. Evidence from early examination of student trauma points to the higher levels of trauma often experienced by our low-income, emerging bilingual, and foster 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. It is expected the increased and improved professional learning will result in the improved implementation of trauma-informed practices in classrooms; evidence will include classroom observations and staff and student positive responses to classroom climate and culture questions on the District Annual Survey will increase. We will also see our low-income students, emerging bilingual students, and foster youth report more positive responses when asked about diversity, equity, and inclusion in their schools on the District's Annual Survey.

Goal 5 Action 5: 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 low-income 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 low-income 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 students. Low-income students will report higher exposure to diverse authors and topics in their curriculum and libraries on the district DEI survey.

Goal 5 Action 6: Our low-income students, emerging bilingual students, and foster students have all indicated a need for more rigorous coursework connected to their lives, backgrounds, and experiences. District survey results have measured not only classroom instruction and climate but also diversity, equity, and inclusion progress. All three student groups identified needs in these areas. Coupled with the explicit feedback in the survey, students in these three groups achieve at lower rates on ELA and Math assessments when compared to students who are not low-income, emerging bilingual, or foster students (based upon local and state assessment data). Students who are low-income, emerging bilingual, and foster youth also have higher D/F rates at the secondary level in the 2021-2022 school year. AUSD will offer curriculum, content, and instruction that implements these strategies and in particular, focuses on language arts at the high school level. When implemented in a high-fidelity context, a culturally relevant, constructivist learning environment can provide effective support for and increased achievement of low income, emerging bilingual, 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 emerging bilingual 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. It is expected that student survey results will show increased positive responses for questions aligned to course rigor, school climate, diversity, equity, and inclusion. Low-income, emerging bilingual, and foster students will also be more engaged in classroom learning (attendance, teacher reports of participation and engagement) and have higher levels of academic achievement as measured by local assessments, SBAC, CAST, and ELPAC results.

EMERGING BILINGUAL STUDENTS (English learners)
Services for emerging bilingual students in Azusa USD are being increased/improved in the following ways:
1. Increased and prioritized access to courses, including those that meet a-g requirements, our Career Technical Education pathways, provide dual credit for college (dual enrollment), dual immersion in English and Spanish, provide college preparatory (AVID) and college credit (AP) opportunities, and summer programs as outline in Goal 3 Actions 3, 5, 6, 7, 9, and Goal 4 Action 15.
2. Increased opportunities for academic support both within and outside of the regular school day as outlined in Goal 4 Action 12.
3. Professional learning and coaching that addresses the specific needs of language learners in English language acquisition and that differentiates between the unique needs of international (newcomer) students, LTELs (long-term English learners), and RFEP (reclassified) students. This professional learning will result in improved teaching and learning for emerging bilingual students, as outlined in Goal 4 Action 11.
4. Professional learning and coaching that addresses the specific needs of language learners who have experienced trauma or other barriers to engagement, such as inequitable discipline. This includes trauma-informed and restorative practices topics that teachers will learn about and implement in classrooms as outlined in Goal 5 Action 1.
5. Increased use of culturally relevant pedagogy and project-based learning resulting in improved academic outcomes and higher levels of English language acquisition for emerging bilingual students as outlined in Goal 5 Action 2.
6. AUSD will provide additional materials, supplies, and resources specifically for emerging bilingual students. These include computers/Chromebooks, science and engineering supplemental equipment, books and texts, instructional supplies, and computer applications for student and staff use as outlined in Goal 4 Action 1.
7. AUSD will increase the number of staff members in the district to provide targeted support for emerging bilingual students and their families as outlined in Goal 4 through Action 13.
8. AUSD will closely monitor emerging bilingual students' access to language acquisition as outlined in Goal 4 Action 14.
9. Increase the number of professional development days to improve content knowledge and teaching strategies that support multilingual learners as outlined in Goal 1 Action 4.
10. Increased access to interventions based on trauma-informed practices as outlined in Goal 2 Action 8, resulting in improved suspension rates and attendance rates.

LOW-INCOME STUDENTS
Services for low-income students in Azusa USD are being increased/improved in the following ways:
1. Increased and prioritized access to courses, including those that meet a-g requirements, our Career Technical Education pathways, provide dual credit for college (dual enrollment), dual immersion in English and Spanish, provide college preparatory (AVID)and college credit (AP) opportunities, the IB program, and summer programs as outline in Goal 3 through Actions 3, 5, 6, 7, 9, and Goal 4 through Action 15.
2. Increased opportunities for college and career preparation support, including access to additional counselors and administrators who provide support for coursework planning, college applications and financial aid support, college field trips, internships with local businesses, and personalized help with college and career planning as outlined in Goal 3 through Action 10.
3. Additional courses and extra-curricular opportunities in the arts and music, including participation in performances throughout the community. This includes instruments, uniforms, and art materials and supplies as outlined in Goal 4 through Actions 3 and 4.
4. Professional learning and instructional coaching targeting the specific needs of students from low-income families, including culturally relevant pedagogy, project-based learning, and trauma-informed practices, positive behavioral intervention, and restorative practices as outlined in Goal 5 Action 1, 2, and 4.
5. Increased personnel to provide services for physical and emotional well-being, such as nurses, social workers, and health counselors, as outlined in Goal 1 Action 7 and 8.
6. Improved learning environments that include access to additional materials, supplies, and technology resources that may not be available in students' homes, as outlined in Goal 4 Action 1.
7. Increased opportunities for parents to engage in decision-making and learning in support of student achievement and well-being, such as the expanded Azusa Parent Learning Network as outlined in Goal 2 Action 2.
8. Improved assessment, tracking, and monitoring of student progress as outlined in Goal 4 Action 6.
9. Increased opportunities for early childhood education, including Preschool and transitional kindergarten, improved early childhood education student outcomes stemming from focused professional learning for early learners and practices implemented in classrooms as outlined in Goal 4 Action 9.

11. Increased materials and supplies that enhance low-income students' exposure to texts focus on diversity, equity, and inclusion topics as outlined in Goal 5 Action 5.
12. Increase the number of professional development days to improve content knowledge and teaching strategies that support low-income students as outlined in Goal 1 Action 4.
13. Increased access to interventions based on trauma-informed practices as outlined in Goal 2 Action 8, resulting in improved suspension rates and attendance rates.

FOSTER YOUTH
Services for Youth in Azusa USD are being increased/improved in the following ways:
1. Purchase additional materials and supplies for foster youth, including backpacks, school supplies, and clothing, as outlined in Goal 2 Action 3.
2. Provide opportunities for foster youth to attend end-of-year optional graduation activities, such as Grad Night, dances, and other events that incur costs as outlined in Goal 2 Action 3.
3. Provide added staff to support mental health, counseling, physical health resources, and referrals as outlined in Goal 2 Action 3, and 7.
4. Increased professional learning focused on trauma-informed practices and restorative practices so teachers and school staff can improve implementation of classroom teaching and improve school climates where foster youth are able to thrive, as outlined in Goal 5 Action 1.
5. Increase the number of professional development days to improve content knowledge and teaching strategies that support foster youth as outlined in Goal 1 Action 4.
6. Increased access to interventions based on trauma-informed practices as outlined in Goal 2 Action 8, resulting in improved suspension rates and attendance rates.

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.

Azusa Unified School District is using the Concentration Grant Add-On funding to provide additional staff at all school sites in the District. All 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 additional certificated teachers (long-term substitutes) to each school to support instruction in classrooms everyday. 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 as described in Goal 4 Action 5, providing comprehensive intervention for high-need students at all sites. Additionally, we will provide combination classroom support teachers at each of our elementary school sites. A combination classroom is a classroom that may have two grade levels assigned to that classroom. For example, a classroom with second and third-grade students is often referred to as a 2nd-3rd combo classroom. These additional teachers will support classroom instruction by pushing into classrooms with grade-level combinations. We will continue to use the additional concentration grant add-on funding to increase arts education staff by increasing four FTE elementary art teachers in Goal 4 Action 3. 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-6th grade students, as well as provide after-school arts education programming. Further, we will hire 8 FTE Social Workers to provide mental health support and services to our students as outlined in Goal 1 Action 7, provide behaviorist/social workers and professional learning for social/emotional wellness. When low-income, emerging bilingual, 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 foster youth, emerging bilingual students, and low-income students.

The Concentration Grant Add-On funds support additional personnel to support student learning beyond that identified in the LCAP. The 2023-2024 LCAP includes funding for resource teachers that directly serve students at all elementary schools as outlined in Goal 4 Action 5, which provides comprehensive intervention for high-need students at all sites. Resource teachers support improved intervention at sites and build capacity in site staff to provide evidence-based practices to meet the academic needs of low-income, emerging bilingual, and foster students. It also includes additional classified staff that provides direct services to students, and these include instructional aides and other bilingual paraprofessionals, as indicated in Goal 4 Action 12, which provide added intervention and instructional support for emerging bilingual students. Support personnel is needed to ensure proper placement and assistance to classroom teachers in the effective design and implementation of designated and integrated English Language Development (ELD) instruction. School sites will continue to utilize teaching personnel to provide intervention and improved program and record-keeping support for emerging bilingual students. It was determined that it was best to provide an equal number of certificated teachers (long-term substitutes), resource teachers, and social workers to each site. Combination classroom teacher support will be provided for each elementary site. Classified staff was assigned proportionally to the number of students enrolled at each site. In order to provide equity and access comparable to secondary schools to arts instruction, additional art teachers were allocated to the elementary schools.

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	2022-2023 Classified Staff: Elementary Alice E. Ellington Elementary - 16 students to 1 classified staff Charles H. Lee Elementary - 22 students to 1 classified staff Clifford D. Murray Elementary - 21 students to 1 classified staff Henry Dalton Elementary - 21 students to 1 classified staff Longfellow - 6 students to 1 classified staff Magnolia Elementary - 22 students to 1 classified staff Paramount Elementary - 23 students to 1 classified staff Valleydale Elementary - 18 students to 1 classified staff Victor F. Hodge Elementary - 19 students to 1 classified staff W.R. Powell Elementary - 17 students to 1 classified staff Middle School Center Middle School - 12 students to 1 classified staff Foothill Middle - 13 students to 1 classified staff Slauson Middle School - 15 students to 1 classified staff High School Azusa High School - 16 students to 1 classified staff Gladstone High - 13 students to 1 classified staff Sierra High - 9 students to 1 classified staff

| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 2022-2023 Certificated Staff:
Elementary
Alice E. Ellington Elementary - 14 students to 1 certificated staff
Charles H. Lee Elementary - 18 students to 1 certificated staff
Clifford D. Murray Elementary - 21 students to 1 certificated staff
Henry Dalton Elementary - 21 students to 1 certificated staff
Longfellow - 20 students to 1 certificated staff
Magnolia Elementary - 22 students to 1 certificated staff
Paramount Elementary - 24 students to 1 certificated staff
Valleydale Elementary - 18 students to 1 certificated staff
Victor F. Hodge Elementary - 20 students to 1 certificated staff
W.R. Powell Elementary - 17 students to 1 certificated staff

Middle School
Center Middle School - 16 students to 1 certificated staff
Foothill Middle -   students to 1 certificated staff
Slauson Middle School - 19 students to 1 certificated staff

High School
Azusa High School - 18 students to 1 certificated staff
Gladstone High - 16 students to 1 certificated staff
Sierra High - 12 students to 1 certificated staff |

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$34,534,930.00	$106,000.00	$0.00	$62,647,990.00	$97,288,920.00	$69,830,396.00	$27,458,524.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Offer middle school Spanish and Art; offer high school Latinx Studies	English learner (EL), Foster Youth, Low Income	$442,390.00	$0.00	$0.00	$0.00	$442,390.00
1	2	Provide instructional coaches/TOSAs to support academic achievement	Low Income, Foster Youth, English learner (EL)	$464,539.00	$0.00	$0.00	$148,167.00	$612,706.00
1	3	Purchase grant writing services to increase grant funding	Foster Youth, Low Income, English learner (EL)	$72,000.00	$0.00	$0.00	$0.00	$72,000.00
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	English learner (EL), Foster Youth, Low Income	$695,099.00	$0.00	$0.00	$0.00	$695,099.00
1	5	Provide fully credentialed, appropriately assigned teachers	All	$0.00	$0.00	$0.00	$51,309,108.00	$51,309,108.00
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Low Income, Foster Youth, English learner (EL)	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
1	7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	Low Income, Foster Youth, English learner (EL)	$1,404,847.00	$0.00	$0.00	$0.00	$1,404,847.00
1	8	Provide additional nurses	Low Income	$450,000.00	$0.00	$0.00	$0.00	$450,000.00

		and increased support for student health						
1	9	Base funding of facilities maintenance and improvements	All	$0.00	$0.00	$0.00	$7,088,002.00	$7,088,002.00
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Low Income	$30,000.00	$0.00	$0.00	$0.00	$30,000.00
1	11	Discontinue - Enhance facilities and LCAP support	Low Income	$0.00	$0.00	$0.00	$0.00	$0.00
2	1	Discontinue - Provide enhanced communications to the community, including personnel, materials, and technology	Foster Youth, Low Income, English learner (EL)	$0.00	$0.00	$0.00	$0.00	$0.00
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	English learner (EL), Low Income, Foster Youth	$312,363.00	$0.00	$0.00	$0.00	$312,363.00
2	3	Provide supplies and resources for Foster Youth	Foster Youth	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
2	4	Improve school safety through professional learning and supplies purchases	Low Income	$116,636.00	$0.00	$0.00	$0.00	$116,636.00
2	5	Provide a bilingual community liaison at all schools	Low Income, English learner (EL), Foster Youth	$211,000.00	$0.00	$0.00	$132,391.00	$343,391.00
2	6	Provide director and classified staff to oversee and improve the LCAP process and implementation	Foster Youth, English learner (EL), Low Income	$344,764.00	$0.00	$0.00	$0.00	$344,764.00
2	7	Provide personnel to support and improve student engagement	All	$0.00	$0.00	$0.00	$838,402.00	$838,402.00
2	8	Pathway to restorative community	Low Income, Foster Youth, English	$600,000.00	$0.00	$0.00	$0.00	$600,000.00

3	1	Professional learning and materials to increase student college preparedness	Foster Youth, Low Income, English learner (EL)	$97,746.00	$0.00	$0.00	$0.00	$97,746.00
			learner (EL)					
3	1	Professional learning and materials to increase student college preparedness	Foster Youth, Low Income, English learner (EL)	$97,746.00	$0.00	$0.00	$0.00	$97,746.00
3	2	Provide SAT/PSAT day and AP testing for high need students	Low Income, English learner (EL), Foster Youth	$0.00	$0.00	$0.00	$84,000.00	$84,000.00
3	3	Provide the AVID program and middle and high schools	Low Income, Foster Youth, English learner (EL)	$365,647.00	$38,000.00	$0.00	$0.00	$403,647.00
3	4	Provide STEM programs at Dalton and Middle School feeding to High School pathways	Low Income, English learner (EL), Foster Youth	$309,000.00	$0.00	$0.00	$0.00	$309,000.00
3	5	Offer, support, expand Career Tech Education at District High School	Foster Youth, Low Income, English learner (EL)	$650,000.00	$38,000.00	$0.00	$0.00	$688,000.00
3	6	Offer the International Baccalaureate Program to students at Azusa High School	English learner (EL), Low Income	$447,154.00	$0.00	$0.00	$0.00	$447,154.00
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all High Schools	Foster Youth, English learner (EL), Low Income	$100,000.00	$20,000.00	$0.00	$0.00	$120,000.00
3	8	Contract with ROP to offer Career Technology Education Programs	English learner (EL), Foster Youth, Low Income	$978,266.00	$0.00	$0.00	$0.00	$978,266.00
3	9	Offer summer school to high need students	Low Income, English learner (EL), Foster Youth	$514,737.00	$0.00	$0.00	$0.00	$514,737.00
3	10	Increase School Counseling and Services to prepare students for College and Careers	Foster Youth, English learner (EL), Low Income	$1,493,844.00	$0.00	$0.00	$0.00	$1,493,844.00
3	11	Provide a College and Career Programs director,	Foster Youth, English learner (EL), Low	$608,733.00	$0.00	$0.00	$0.00	$608,733.00

		support staff, and professional learning	Income					
3	12	Participate in California Ed Partners project to improve 9th grade GPA	English learner (EL), Foster Youth, Low Income, All	$0.00	$10,000.00	$0.00	$0.00	$10,000.00
4	1	Supplemental standards-aligned instructional materials and technology	English learner (EL), Low Income, Foster Youth	$5,107,505.00	$0.00	$0.00	$0.00	$5,107,505.00
4	2	Provide all students standards-aligned instructional materials	All	$0.00	$0.00	$0.00	$1,285,446.00	$1,285,446.00
4	3	Provide visual and performing arts curriculum and materials, and support elementary art	English learner (EL), Low Income	$1,391,235.00	$0.00	$0.00	$0.00	$1,391,235.00
4	4	Provide added opportunities for music instruction and instruments at all schools	Low Income	$1,370,413.00	$0.00	$0.00	$0.00	$1,370,413.00
4	5	Provide comprehensive intervention for high need students at all sites	Low Income, English learner (EL), Foster Youth	$2,015,227.00	$0.00	$0.00	$1,251,082.00	$3,266,309.00
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	Foster Youth, English learner (EL), Low Income	$76,553.00	$0.00	$0.00	$0.00	$76,553.00
4	7	Increase technology access and support for technology District-wide	Low Income, Foster Youth, English learner (EL)	$3,292,804.00	$0.00	$0.00	$0.00	$3,292,804.00
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	English learner (EL), Low Income	$613,935.00	$0.00	$0.00	$0.00	$613,935.00
4	9	Provide early childhood programs	Foster Youth, English learner (EL), Low Income	$710,770.00	$0.00	$0.00	$206,643.00	$917,413.00
4	10	Improve tracking and	English learner (EL)	$0.00	$0.00	$0.00	$22,000.00	$22,000.00

		monitoring of emerging bilingual students' language acquisition						
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	English learner (EL)	$320,393.00	$0.00	$0.00	$74,000.00	$394,393.00
4	12	Provide added intervention and instructional support for emerging bilingual students	English learner (EL)	$507,698.00	$0.00	$0.00	$37,000.00	$544,698.00
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	English learner (EL)	$408,655.00	$0.00	$0.00	$0.00	$408,655.00
4	14	Increase monitoring of emerging bilingual students' language acquisition	English learner (EL)	$0.00	$0.00	$0.00	$35,000.00	$35,000.00
4	15	Support a dual language immersion program	English learner (EL), Foster Youth, Low Income	$3,437,079.00	$0.00	$0.00	$51,249.00	$3,488,328.00
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	English learner (EL)	$1,050,000.00	$0.00	$0.00	$0.00	$1,050,000.00
5	1	Instructional materials and professional learning for restorative justice	Foster Youth, Low Income, English learner (EL)	$430,702.00	$0.00	$0.00	$10,500.00	$441,202.00
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	English learner (EL), Low Income, Foster Youth	$1,558,196.00	$0.00	$0.00	$75,000.00	$1,633,196.00
5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	Foster Youth, English learner (EL), Low Income	$500,000.00	$0.00	$0.00	$0.00	$500,000.00

5	4	Provide trauma informed professional learning opportunities	Foster Youth, English learner (EL), Low Income	$110,000.00	$0.00	$0.00	$0.00	$110,000.00
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Low Income	$200,000.00	$0.00	$0.00	$0.00	$200,000.00
5	6	Provide culturally relevant language arts curriculum for high school students	Low Income, English learner (EL), Foster Youth	$500,000.00	$0.00	$0.00	$0.00	$500,000.00

2023-2024 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
$74,770,310.00	$29,121,540.00	38.95%	7.23%	46.18%	$34,534,930.00	0.00%	46.19%	**Total:**	$34,534,930.00
								LEA-wide Total:	$23,961,681.00
								Limited Total:	$941,353.00
								Schoolwide Total:	$9,631,896.00

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	Offer middle school Spanish and Art; offer high school Latinx Studies	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Middle Schools and High Schools	$442,390.00	0.00%
1	2	Provide instructional coaches/TOSAs to support academic achievement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$464,539.00	0.00%
1	3	Purchase grant writing services to increase grant funding	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$72,000.00	0.00%
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$695,099.00	0.00%

1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$200,000.00	0.00%
1	7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,404,847.00	0.00%
1	8	Provide additional nurses and increased support for student health	Yes	LEA-wide	Low Income	All Schools	$450,000.00	0.00%
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Yes	LEA-wide	Low Income	All Schools	$30,000.00	0.00%
1	11	Discontinue - Enhance facilities and LCAP support	Yes	LEA-wide	Low Income	All Schools	$0.00	0.00%
2	1	Discontinue - Provide enhanced communications to the community, including personnel, materials, and technology	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$0.00	0.00%
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$312,363.00	0.00%
2	3	Provide supplies and resources for Foster Youth	Yes	Limited	Foster Youth	All Schools	$25,000.00	0.00%
2	4	Improve school safety through professional learning and supplies purchases	Yes	LEA-wide	Low Income	All Schools	$116,636.00	0.00%

2	5	Provide a bilingual community liaison at all schools	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$211,000.00	0.00%
2	6	Provide director and classified staff to oversee and improve the LCAP process and implementation	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$344,764.00	0.00%
2	8	Pathway to restorative community	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans,Sixth - Twelfth Grade	$600,000.00	0.00%
3	1	Professional learning and materials to increase student college preparedness	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools,All secondary schools	$97,746.00	0.00%
3	3	Provide the AVID program and middle and high schools	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Schools,Secondary Schools	$365,647.00	0.00%
3	4	Provide STEM programs at Dalton and Middle School feeding to High School pathways	Yes	Schoolwide	Low Income, English learner (EL), Foster Youth	Specific Schools,Dalton Elem; Middle Schools	$309,000.00	0.00%
3	5	Offer, support, expand Career Tech Education at District High School	Yes	Schoolwide	Foster Youth, Low Income, English learner (EL)	Specific Schools,High Schools	$650,000.00	0.00%
3	6	Offer the International Baccalaureate Program to students at Azusa High School	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools,Azusa High School	$447,154.00	0.00%
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all High Schools	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,High Schools	$100,000.00	0.00%
3	8	Contract with ROP to offer Career Technology Education Programs	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,High Schools	$978,266.00	0.00%
3	9	Offer summer school to high need students	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$514,737.00	0.00%

3	10	Increase School Counseling and Services to prepare students for College and Careers	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,Secondary Schools	$1,493,844.00	0.00%
3	11	Provide a College and Career Programs director, support staff, and professional learning	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$608,733.00	0.00%
4	1	Supplemental standards-aligned instructional materials and technology	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$5,107,505.00	0.00%
4	3	Provide visual and performing arts curriculum and materials, and support elementary art	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$1,391,235.00	0.00%
4	4	Provide added opportunities for music instruction and instruments at all schools	Yes	LEA-wide	Low Income	All Schools	$1,370,413.00	0.00%
4	5	Provide comprehensive intervention for high need students at all sites	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$2,015,227.00	0.00%
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$76,553.00	0.00%
4	7	Increase technology access and support for technology District-wide	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,292,804.00	0.00%
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Yes	LEA-wide	English learner (EL), Low Income	All Schools	$613,935.00	0.00%

4	9	Provide early childhood programs	Yes	Schoolwide	Foster Youth, English learner (EL), Low Income	Specific Schools,Longfellow School; Elementary schools	$710,770.00	0.00%
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	Yes	LEA-wide	English learner (EL)	All Schools	$320,393.00	0.00%
4	12	Provide added intervention and instructional support for emerging bilingual students	Yes	Limited	English learner (EL)	All Schools	$507,698.00	0.00%
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Yes	Limited	English learner (EL)	All Schools	$408,655.00	0.00%
4	14	Increase monitoring of emerging bilingual students' language acquisition	Yes	Limited	English learner (EL)	All Schools	$0.00	0.00%
4	15	Support a dual language immersion program	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Schools,Longfellow School; Hodge Elementary; Valleydale Elementary	$3,437,079.00	0.00%
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	Yes	LEA-wide	English learner (EL)	All Schools	$1,050,000.00	0.00%
5	1	Instructional materials and professional learning for restorative justice	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$430,702.00	0.00%
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,558,196.00	0.00%

5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$500,000.00	0.00%
5	4	Provide trauma informed professional learning opportunities	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	$110,000.00	0.00%
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Yes	LEA-wide	Low Income	All Schools	$200,000.00	0.00%
5	6	Provide culturally relevant language arts curriculum for high school students	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$500,000.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$93,464,648.00	$89,173,771.00

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	$308,532.00	$392,390.00
1	2	Provide instructional coaches/TOSAs to support academic achievement	Yes	$673,084.00	$464,539.00
1	3	Purchase grant writing services to increase grant funding	Yes	$63,000.00	$67,992.00
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	Yes	$3,251,989.00	$550,000.00
1	5	Provide fully credentialed, appropriately assigned teachers	No	$51,290,108.00	$51,290,108.00
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	$32,768.00	$32,768.00
1	7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	Yes	$1,849,603.00	$268,239.00
1	8	Provide additional nurses and increased support for student health	Yes	$270,848.00	$304,586.00
1	9	Base funding of facilities maintenance and	No	$7,088,002.00	$7,088,002.00

		improvements			
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Yes	$6,000.00	$6,000.00
1	11	Enhance facilities and LCAP support	Yes	$0.00	$0.00
2	1	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	$37,163.00	$82,363.00
2	3	Provide supplies and resources for Foster Youth	Yes	$5,000.00	$5,000.00
2	4	Improve school safety through professional learning and supplies purchases	Yes	$6,636.00	$6,636.00
2	5	Provide a bilingual community liaison at all schools	Yes	$470,255.00	$202,119.00
2	6	Provide director to oversee and improve the LCAP process and implementation	Yes	$193,738.00	$342,814.00
2	7	Provide personnel to support and improve student engagement	No	$838,402.00	$838,402.00
3	1	Professional learning and materials to increase student college preparedness	Yes	$40,517.00	$90,329.00
3	2	Provide SAT/PSAT Day and AP testing for high need students	No	$84,000.00	$1,000.00
3	3	Provide the AVID program and middle and high schools	Yes	$585,571.00	$357,879.00
3	4	Provide STEM programs at Dalton and middle schools feeding to high school pathways	Yes	$165,105.00	$277,229.00
3	5	Offer, Support, Expand	Yes	$585,571.00	$622,795.00

		Career Tech Education at district high schools			
3	6	Offer the International Baccalaureate Program to students at Azusa HS	Yes	$322,362.00	$462,917.00
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all high schools	Yes	$63,000.00	$63,000.00
3	8	Contract with ROP to offer career technology education programs	Yes	$780,953.00	$978,266.00
3	9	Offer summer school to high need students	Yes	$240,154.00	$413,457.00
3	10	Increase school counseling and services to prepare students for college and careers	Yes	$1,577,194.00	$1,624,181.00
3	11	Provide a College and Career Programs director and professional learning	Yes	$195,365.00	$328,733.00
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	$6,166,329.00	$6,515,241.00
4	2	Provide all students standards-aligned instructional materials	No	$1,180,339.00	$1,180,339.00
4	3	Provide visual and performing arts curriculum and materials, support Powell School of the Arts	Yes	$550,000.00	$287,648.00
4	4	Provide added opportunities for music instruction and instruments at all schools	Yes	$942,869.00	$1,184,380.00
4	5	Provide comprehensive intervention for high need students at all sites	Yes	$3,657,586.00	$1,892,762.00
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	Yes	$61,000.00	$76,553.00

4	7	Increase technology access and support for technology districtwide	Yes	$2,724,493.00	$2,742,804.00
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Yes	$513,935.00	$513,935.00
4	9	Provide early childhood programs	Yes	$848,207.00	$710,770.00
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	$350,780.00	$338,402.00
4	12	Provide added intervention and instructional support for emerging bilingual students	Yes	$424,667.00	$415,020.00
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Yes	$616,729.00	$503,546.00
4	14	Increase monitoring of emerging bilingual students' language acquisition	Yes	$35,000.00	$30,900.00
4	15	Support a dual language immersion program	Yes	$2,503,946.00	$3,239,514.00
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	Yes	$950,000.00	$1,380,000.00
5	1	Instructional materials and professional learning for restorative justice	Yes	$24,800.00	$14,300.00
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	$382,048.00	$324,470.00
5	3	Provide schools funding to	Yes	$215,000.00	$369,443.00

		purchase supplemental materials and supplies that address diversity, equity, and inclusion				
5	4	Provide trauma informed professional learning opportunities	Yes	$10,000.00		$10,000.00
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Yes	$50,000.00		$50,000.00
5	6	Provide culturally relevant language arts curriculum for high school students	Yes	$200,000.00		$200,000.00

2022-2023 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)
$27,585,933.00	$30,738,619.00	$28,743,923.00	$1,994,696.00	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	$308,532.00	$392,390.00	0.00%	0.00%
1	2	Provide instructional coaches/TOSAs to support academic achievement	Yes	$541,235.00	$464,539.00	0.00%	0.00%
1	3	Purchase grant writing services to increase grant funding	Yes	$63,000.00	$67,992.00	0.00%	0.00%
1	4	Increase the number of professional development days to improve content knowledge and teaching strategies	Yes	$3,251,989.00	$550,000.00	0.00%	0.00%
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools	Yes	$32,768.00	$32,768.00	0.00%	0.00%
1	7	Provide behaviorist, school social workers, and professional learning for mental health and social/emotional wellness	Yes	$1,849,603.00	$268,239.00	0.00%	0.00%

1	8	Provide additional nurses and increased support for student health	Yes	$270,848.00	$304,586.00	0.00%	0.00%
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students	Yes	$6,000.00	$6,000.00	0.00%	0.00%
1	11	Enhance facilities and LCAP support	Yes	$0.00	$0.00	0.00%	0.00%
2	1	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	$37,163.00	$82,363.00	0.00%	0.00%
2	3	Provide supplies and resources for Foster Youth	Yes	$5,000.00	$5,000.00	0.00%	0.00%
2	4	Improve school safety through professional learning and supplies purchases	Yes	$6,636.00	$6,636.00	0.00%	0.00%
2	5	Provide a bilingual community liaison at all schools	Yes	$198,575.00	$202,119.00	0.00%	0.00%
2	6	Provide director to oversee and improve the LCAP process and implementation	Yes	$193,738.00	$342,814.00	0.00%	0.00%
3	1	Professional learning and materials to increase student college preparedness	Yes	$40,517.00	$90,329.00	0.00%	0.00%
3	3	Provide the AVID program and middle and high schools	Yes	$547,571.00	$357,879.00	0.00%	0.00%
3	4	Provide STEM programs at Dalton and middle schools feeding to high school pathways	Yes	$150,105.00	$277,229.00	0.00%	0.00%
3	5	Offer, Support, Expand Career Tech Education at district high schools	Yes	$547,571.00	$622,795.00	0.00%	0.00%
3	6	Offer the International Baccalaureate Program to students at Azusa HS	Yes	$322,362.00	$462,917.00	0.00%	0.00%

3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all high schools	Yes	$43,000.00	$63,000.00	0.00%	0.00%
3	8	Contract with ROP to offer career technology education programs	Yes	$780,953.00	$978,266.00	0.00%	0.00%
3	9	Offer summer school to high need students	Yes	$240,154.00	$413,457.00	0.00%	0.00%
3	10	Increase school counseling and services to prepare students for college and careers	Yes	$1,577,194.00	$1,624,181.00	0.00%	0.00%
3	11	Provide a College and Career Programs director and professional learning	Yes	$195,365.00	$328,733.00	0.00%	0.00%
4	1	Supplemental standards-aligned instructional materials and technology	Yes	$6,166,329.00	$6,515,241.00	0.00%	0.00%
4	3	Provide visual and performing arts curriculum and materials, support Powell School of the Arts	Yes	$550,000.00	$287,648.00	0.00%	0.00%
4	4	Provide added opportunities for music instruction and instruments at all schools	Yes	$942,869.00	$1,184,380.00	0.00%	0.00%
4	5	Provide comprehensive intervention for high need students at all sites	Yes	$2,406,504.00	$1,892,762.00	0.00%	0.00%
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	Yes	$61,000.00	$76,553.00	0.00%	0.00%
4	7	Increase technology access and support for technology districtwide	Yes	$2,724,493.00	$2,742,807.00	0.00%	0.00%
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	Yes	$513,935.00	$513,935.00	0.00%	0.00%
4	9	Provide early childhood programs	Yes	$683,389.00	$710,770.00	0.00%	0.00%

4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	Yes	$276,780.00	$338,402.00	0.00%	0.00%
4	12	Provide added intervention and instructional support for emerging bilingual students	Yes	$387,667.00	$415,020.00	0.00%	0.00%
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	Yes	$616,729.00	$503,546.00	0.00%	0.00%
4	14	Increase monitoring of emerging bilingual students' language acquisition	Yes	$0.00	$30,900.00	0.00%	0.00%
4	15	Support a dual language immersion program	Yes	$2,452,697.00	$3,239,514.00	0.00%	0.00%
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	Yes	$950,000.00	$1,380,000.00	0.00%	0.00%
5	1	Instructional materials and professional learning for restorative justice	Yes	$14,300.00	$14,300.00	0.00%	0.00%
5	2	Professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	Yes	$307,048.00	$324,470.00	0.00%	0.00%
5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	Yes	$215,000.00	$369,443.00	0.00%	0.00%
5	4	Provide trauma informed professional learning opportunities	Yes	$10,000.00	$10,000.00	0.00%	0.00%
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	Yes	$50,000.00	$50,000.00	0.00%	0.00%
5	6	Provide culturally relevant language arts curriculum for high school students	Yes	$200,000.00	$200,000.00	0.00%	0.00%

2022-2023 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)
$73,440,085.00	$27,585,933.00	8.81%	46.37%	$28,743,923.00	0.00%	39.14%	$5,309,718.15	7.23%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	$1,131,473.00	$307,167.00	$219,249.00	$94,500.00	$0.00	$60,895,601.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	2	Provide instructional coaches/TOSAs to support academic achievement	$0.00	$148,167.00	$0.00	$0.00	$0.00	$0.00	$612,706.00
1	3	Purchase grant writing services to increase grant funding	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$72,000.00
1	4	Increase the number of professional development days to improve	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$695,099.00

1	5	Provide fully credentialed, appropriately assigned teachers		$0.00	$84,000.00	$0.00	$0.00	$0.00	$51,225,108.00	$51,309,108.00
1	6	Increase and improve Positive Behavioral Intervention and Support (PBIS) at all schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
1	8	Provide additional nurses and increased support for student health		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$450,000.00
1	9	Base funding of facilities maintenance and improvements		$0.00	$0.00	$0.00	$0.00	$0.00	$7,088,002.00	$7,088,002.00
1	10	Provide school gardens, nutrition enhancement, nutrition related instructional materials, and healthy meals for students		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,000.00
1	11	Discontinue - Enhance facilities and		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

Note: The header above row 5 reads "content knowledge and teaching strategies"

		LCAP support							
2	1	Discontinue - Provide enhanced communications to the community, including personnel, materials, and technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	2	Grow the Azusa Parent Learning Network through parent leadership development and facilitation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$312,363.00
2	3	Provide supplies and resources for Foster Youth	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
2	4	Improve school safety through professional learning and supplies purchases	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,636.00
2	5	Provide a bilingual community liaison at all schools	$132,391.00	$0.00	$0.00	$0.00	$0.00		$343,391.00
2	6	Provide director and classified staff to oversee and improve the LCAP process and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$344,764.00

		implementation							
2	7	Provide personnel to support and improve student engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$838,402.00	$838,402.00
3	1	Professional learning and materials to increase student college preparedness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$97,746.00
3	2	Provide SAT/PSAT day and AP testing for high need students	$0.00	$0.00	$0.00	$84,000.00	$0.00	$0.00	$84,000.00
3	3	Provide the AVID program and middle and high schools	$0.00	$0.00	$0.00	$0.00	$0.00		$403,647.00
3	4	Provide STEM programs at Dalton and Middle School feeding to High School pathways	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$309,000.00
3	5	Offer, support, expand Career Tech Education at District High School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$688,000.00
3	6	Offer the International Baccalaureate Program to students at Azusa High	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$447,154.00

		School							
3	7	Offer, support and expand Dual Enrollment opportunities, such as Early College Program, at at all High Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,000.00
3	8	Contract with ROP to offer Career Technology Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$978,266.00
3	9	Offer summer school to high need students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$514,737.00
3	10	Increase School Counseling and Services to prepare students for College and Careers	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,493,844.00
3	11	Provide a College and Career Programs director, support staff, and professional learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$608,733.00
3	12	Participate in California Ed Partners project to improve 9th grade GPA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
4	1	Supplemental	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,107,505.00

		standards-aligned instructional materials and technology							
4	2	Provide all students standards-aligned instructional materials	$0.00	$0.00	$0.00	$0.00	$0.00	$1,285,446.00	$1,285,446.00
4	3	Provide visual and performing arts curriculum and materials, and support elementary art	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,391,235.00
4	4	Provide added opportunities for music instruction and instruments at all schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,370,413.00
4	5	Provide comprehensive intervention for high need students at all sites	$999,082.00	$0.00	$0.00	$0.00	$0.00	$252,000.00	$3,266,309.00
4	6	Provide web-based programs to support monitoring of student achievement and outcomes	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$76,553.00
4	7	Increase technology access and	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,292,804.00

		support for technology District-wide							
4	8	Increase instructional support for emerging bilingual students and low-income students, including translators, instructional support, oversight	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$613,935.00
4	9	Provide early childhood programs	$0.00	$0.00	$0.00	$0.00	$0.00	$206,643.00	$917,413.00
4	10	Improve tracking and monitoring of emerging bilingual students' language acquisition	$0.00	$0.00	$22,000.00	$0.00	$0.00	$0.00	$22,000.00
4	11	Increase and improve professional learning targeting the needs of emerging bilingual students	$0.00	$0.00	$74,000.00	$0.00	$0.00	$0.00	$394,393.00
4	12	Provide added intervention and instructional support for	$0.00	$0.00	$37,000.00	$0.00	$0.00	$0.00	$544,698.00

Goal	Action	Title							
		emerging bilingual students							
4	13	Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$408,655.00
4	14	Increase monitoring of emerging bilingual students' language acquisition	$0.00	$0.00	$35,000.00	$0.00	$0.00	$0.00	$35,000.00
4	15	Support a dual language immersion program	$0.00	$0.00	$51,249.00	$0.00	$0.00	$0.00	$3,488,328.00
4	16	Provide supplemental instructional materials and technology for emerging bilingual students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,050,000.00
5	1	Instructional materials and professional learning for restorative justice	$0.00	$0.00	$0.00	$10,500.00	$0.00	$0.00	$441,202.00
5	2	Professional learning and	$0.00	$75,000.00	$0.00	$0.00	$0.00	$0.00	$1,633,196.00

		instructional support for increased culturally relevant, rigorous instruction in all programs							
5	3	Provide schools funding to purchase supplemental materials and supplies that address diversity, equity, and inclusion	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500,000.00
5	4	Provide trauma informed professional learning opportunities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$110,000.00
5	5	Provide added library resources focused on diversity, equity, and inclusion topics	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$200,000.00
5	6	Provide culturally relevant language arts curriculum for high school students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500,000.00

Instructions

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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 (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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> **Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> **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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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).

  o **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.

- **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.

  o 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 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 Service 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 the LEA estimates it will actually receive based on of 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%).

o 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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)

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  o 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)

o   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

  o   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)

  o   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

  o   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)

  o   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 (%)

  o   This amount is the total of the Planned Percentage of Improved Services column

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

  o   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)

- o 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 + Carryover %)

  - o 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)

  - o 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)

  - o 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)

  - o 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).

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