

# 2021-2022 LCAP OVERVIEW

## Local Control Funding Formula (LCFF)

LCFF, the state's funding formula for schools, provides base, supplemental, and concentration (termed S & C) funds for school districts. S & C funds are targeted to improve student outcomes for all students, especially for emerging multilingual/English learners, foster youth, and low-income students. All districts receive the same base funding per student. S & C funding is calculated based upon a district's number of emerging multilingual, foster youth, and low-income students.

S & C: \$21,613,624

Base: \$88,659,305



## Local Control & Accountability Plan (LCAP)

The Local Control & Accountability Plan (LCAP) shows how state funds will improve student outcomes and performance for all students, especially English learners, foster youth, and low-income students. The plan must address California's Eight State Priorities.

### 8 State Priorities for Districts

1. Basic Conditions
2. Academic Standards
3. Course Access
4. Student Achievement
5. Other Outcomes
6. Parent/Family Engagement
7. Student Engagement
8. School Climate

## OVERVIEW: AZUSA UNIFIED

### Community Served

San Gabriel Valley  
City of Azusa  
Population: 49,974

- 8 elementary schools
- 1 TK-8 school
- 1 early childhood school
- 3 middle schools
- 3 high schools
- 1 adult education center

7,330 students

• Hispanic/Latinx		92.2%
• White		2.9%
• Asian		1.4%
• Filipino		1.3%
• African American		1.0%
• Two or more races		0.6%
• American Indian		0.1%

### Student Groups

84.4%

Low Income

22.2%

Emerging Multilingual Students (English Learners)

1%

Foster Youth

### High Needs Students/Unduplicated Students (UDPs)

Students who are emerging multilingual, low-income, foster youth.

# 2021-2022 LCAP AT-A-GLANCE



5 LCAP Goals



52 LCAP Actions  
& Services



43 LCAP  
Measures



\$86,682,870  
LCAP Budget  
(all funds)

## LCAP Goals

1. Through a collaborative, improvement-driven approach, Azusa USD 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.
2. Through a collaborative, improvement-driven approach, Azusa USD 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.
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.
4. Through a collaborative, improvement-driven approach, Azusa USD will ensure all students achieve at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.
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.

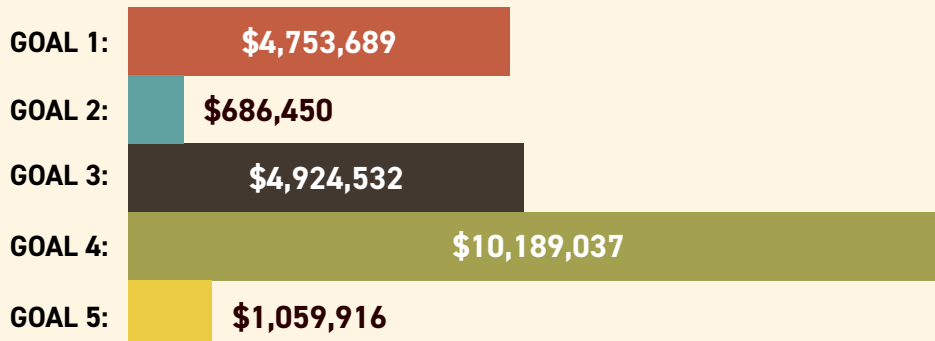
## 2021-2022 Funding for LCAP Goals



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

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

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



# LCAP GOAL 1

Engaging, relevant, rigorous, 21<sup>st</sup>-century learning environments; positive, safe, supportive school climates

METRICS	3-YEAR TARGET
Percent of students with standards-aligned instructional materials	100%
Average of schools' facilities inspection results	≥ 96%
Parent perceptions of safety on campuses (My child's school is a safe place to learn)	≥ 80%
Student perceptions of safety on campus (Do you feel safe at school?)	≥ 75%
The measure of students feeling challenged by coursework and teachers (Average rating)	High School: 4.00 average (out of 5) Middle School: 4.45 average (out of 5) Elementary: 2.75 average (out of 3)
Professional Learning Community (PLC) Outcomes: • Monthly PLC implementation rates • Percent of PLCs using data as part of PLC protocol • Percent of PLCs leading to instructional outcomes	Monthly Implementation: 100% Data Use: 100% Instructional Outcomes: 100%

**Goal 1 Budget: \$65,934,486 (Total) | \$4,753,689 (S & C)**

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Offer middle school Spanish and Art; offer high school Latinx Studies	\$295,647		Middle schools, High schools	EM, LI, FY
2. Provide instructional coaches (TOSAs) to support academic achievement and instructional improvement	\$514,554	\$131,849 (Title II)	All schools	EM, LI, FY
3. Purchase grant writing services to increase grant funding	\$62,700		All schools	EM, LI, FY
4. Increase the number of professional learning days to improve content knowledge and teaching strategies	\$3,251,989		All schools	EM, LI, FY
5. Provide fully credentialed, appropriately assigned teachers		\$51,225,108 (LCFF Base)	All schools	All
6. Increase and improve the Positive Behavioral Intervention and Support (PBIS) program at all schools	\$32,768		All schools	EM, LI, FY
7. Provide additional behaviorist and professional learning for student social/emotional wellness	\$146,812		All schools	EM, LI, FY
8. Provide additional nurses and increase support for student health	\$267,734		All schools	LI
9. Provide for school district facilities' maintenance and improvements through base funding		\$7,008,002 (LCFF Base)	All schools	All
10. Provide school gardens at elementary schools, nutrition enhancement, nutrition-related instructional materials, and improved healthy meals for students	\$21,251	\$2,670,838 (Fed Nutrition)	Elementary schools, All schools	LI
11. Provide enhanced learning environments for students including facilities, provide added support for LCAP implementation	\$160,234		All schools	LI

\* EM – Emerging Multilingual | LI – Low-Income | FY – Foster Youth

# LCAP GOAL 2

Engagement and leadership growth of parents, families, and students

METRICS	3-YEAR TARGET
Attendance Rate – all students and student groups	≥ 96% for all groups
Chronic Absenteeism Rate – all students and student groups	≤ 7% for all groups
Suspension Rate – all students and student groups	≤ 2.5% for all groups
Expulsion Rate – all students and student groups	≤ 0.5% for all groups
The degree to which parents/families are engaged in their school and empowered to influence decision making. District Annual YouthTruth Survey	Increase of ≥ 5% for all grade spans
The degree to which parents/families are participating in programs for unduplicated students though District Annual YouthTruth Survey	5% increase from baseline
Families, students, staff perceptions of school safety on District Annual YouthTruth Survey; percent of positive responses by all three groups	Increase of ≥ 5% for all groups
The degree to which students are connected and have a sense of belonging to school	Elementary ≥ 75% Middle ≥ 65% High ≥ 55%
Percent of parents/families who would recommend AUSD schools (level of satisfaction)	≥ 75%
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions	≥ 53%
High school dropout rate	Reduction ≥ 1% for all groups
Middle school dropout rate	Maintain 0%








## Goal 2 Budget: \$1,796,532 (Total) | \$686,450 (S & C)

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide enhanced communications to the community, including two-way communications, personnel, materials, and technology	\$286,021		All schools	EM, LI, FY
2. Expand the Azusa Parent Learning Network through parent leadership development and facilitation	\$37,163		All schools	EM, LI, FY
3. Provide additional supplies and resources for foster students	\$5,000		All schools	FY
4. Improve school safety through professional learning and increased safety supplies	\$25,579		All schools	LI
5. Provide a bilingual community liaison for each school site	\$154,161	\$271,680 (Title I)	All schools	EM, LI, FY
6. Provide director to oversee and improve the LCAP process and implementation	\$178,526		All schools	EM, LI, FY
7. Provide personnel to support and improve student engagement through base funding		\$838,402 (LCFF Base)	All schools	All

\* EM – Emerging Multilingual | LI – Low-Income | FY – Foster Youth

# LCAP GOAL 3

All students will be equally prepared for college and careers

METRICS	3-YEAR TARGET
EAP/CAASPP SBAC English Language Arts percent of students meeting/exceeding standard (Local Assessments for 2020-2021 only) – 11 <sup>th</sup> grade, all student groups →	 Increase for all groups ≥ 5% points Reduction in differences between groups ≥ 10%
EAP/CAASPP SBAC Math percent of students meeting/exceeding standard (Local Assessments for 2020-2021 only) – 11 <sup>th</sup> grade, all student groups →	 Increase for all groups ≥ 5% points Reduction in differences between groups ≥ 10%
Percent of Early College Program Seniors earning 2 semesters of transferable units →	 100%
<b>College and career readiness measures:</b> <ul style="list-style-type: none"> <li>Percent of 12<sup>th</sup> graders meeting UC/CSU (a-g) course completion requirements</li> <li>Percent of AP students scoring a 3 or higher on AP exams</li> <li>Percent of IB students averaging a score of 4 or higher on IB exams</li> <li>Percent of students completing a CTE pathway by the end of 12<sup>th</sup> grade</li> <li>Percent of high school seniors earning a Seal of Biliteracy</li> <li>Percent of high school seniors earning a Seal of Civic Engagement</li> <li>Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard</li> </ul>	<b>College and career readiness measures:</b> <ul style="list-style-type: none"> <li>Percent of 12<sup>th</sup> graders meeting UC/CSU (A-G) course completion requirements ≥ 50%</li> <li>Percent of AP students scoring a 3 or higher on AP exams ≥ 60%</li> <li>Percent of IB students averaging a score of 4 or higher on IB exams ≥ 55%</li> <li>Percent of students completing a CTE pathway by the end of 12<sup>th</sup> grade ≥ 25%</li> <li>Percent of high school seniors earning a Seal of Biliteracy ≥ 20%</li> <li>Percent of high school seniors earning a Seal of Civic Engagement ≥ 20%</li> <li>Percent of graduates meeting College/Career Preparation Indicator as prepared on CA Dashboard ≥ 50%</li> </ul>
Percent of high school students enrolled in college-preparatory courses/programs (unduplicated AP, IB, ECP, Dual Enrollment) →	 ≥ 65%
Percent of 9 <sup>th</sup> grade students with 3.00 GPA or higher →	 ≥ 30%
Percent of 12 <sup>th</sup> graders who complete the FAFSA →	 ≥ 70%
Graduation rate →	 95%

**Goal 3 Budget: \$5,091,532 (Total) | \$4,924,532 (S & C)**

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. College readiness professional learning and materials to increase college preparedness	\$40,517		High schools	EM, LI, FY
2. Provide for college readiness assessments such as AP, PSAT/SAT for unduplicated students		\$84,000 (Title IV)	High schools	EM, LI, FY
3. Provide an AVID program for secondary schools	\$335,259		All secondary schools	EM, LI, FY
4. Provide STEM programs at Dalton Elem and middle schools feeding to high school pathways	\$159,536	\$15,000 (CTE Grants)	All schools	EM, LI, FY
5. Offer, support, expand Career Tech Education at district high schools	\$566,500	\$38,000 (CTE Grants)	High schools	EM, LI, FY

## LCAP GOAL 3 (CONT.)












All students will be equally prepared for college and careers

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
6. Offer the International Baccalaureate Program to students at Azusa HS	\$ 358,423		Azusa HS	EM, LI
7. Offer, support and expand Dual Enrollment opportunities at all high schools; increase and improve the GHS Early College Program	\$43,000	\$20,000 (CTE Grants)	All high schools	EM, LI, FY
8. Contract with the Regional Occupation Program (ROP) to offer career technology education programs at high schools	\$780,953		High schools	EM, LI, FY
9. Offer extended learning opportunities during summer for students	\$240,154		All schools	EM, LI, FY
10. Increase school counseling and services to prepare students for college and careers	\$2,210,336		Secondary schools	EM, LI, FY
11. Provide a College and Career Programs director and professional learning to increase and improve implementation of programs	\$189,854		All schools	EM, LI, FY
12. Participate in California Education Partners Project to improve 9 <sup>th</sup> grade students' grades (GPA)		\$10,000 (Cal Ed Partners Grant)	High schools	All

\* EM – Emerging Multilingual | LI – Low-Income | FY – Foster Youth

## LCAP GOAL 4

Ensure all students are achieving academically, at grade level; students who are learning English are increasing language fluency and multilingualism

METRICS	3-YEAR TARGET
CAASPP SBAC English Language Arts and Math percent of students meeting/exceeding standard – All students and student groups	 Increase for all groups ≥ 5% points Reduction in differences between groups ≥ 10%
Percent of fully credentialed/authorized teachers	 100%
Percent of appropriately assigned teachers	 100%
Percent of students with standards-aligned instructional materials	 100%
Third-grade reading proficiency rate (Lexile measure)	 ≥ 65% at grade level
Rate of 9 <sup>th</sup> grade students earning A-C grades – All students and student groups	 ≥ 75% for all student groups
Rate of reclassification of emerging multilingual students	 ≥ 12%
Percent of emerging multilingual students making progress toward language proficiency on the CA School Dashboard based upon ELPAC scores	 ≥ 55%
Reduction of the percent of emerging multilingual students who are Long Term English Learners (LTELs = categorized as EL for more than 6 years)	 Reduction of rate ≥ 5%
Test of English Language Learning (TELL) Results	 Proficiency growth ≥ 5%
Implementation of State Standards Local Metric average scores in the following areas: <ul style="list-style-type: none"> <li>• Providing professional learning</li> <li>• Standards-based instructional materials</li> <li>• Instructional policies and programs</li> <li>• Academic standards adoption</li> <li>• Support for teachers and administrators</li> </ul>	 All areas increase to maintain 5 average

**Goal 4 Budget: \$13,151,375 (Total) | \$10,189,037 (S & C)**

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide supplemental, standards aligned instructional materials and technology	\$1,871,471		All schools	EM, LI, FY
2. Provide base funded standards aligned instructional materials and supplies		\$1,180,339 (LCFF Base)	High schools	EM, LI, FY
3. Provide visual and performing arts curriculum and materials, support Powell School of the Arts	\$50,000		All schools	EM, LI
4. Provide added opportunities for music instruction and instruments at all schools	\$875,384		All schools	LI
5. Provide comprehensive intervention for high need students at all sites	\$344,485	\$1,426,082 (Federal funds)	All schools	EM, LI, FY
6. Provide enhanced web-based programs to support monitoring of student achievement and outcomes	\$131,000		All schools	EM, LI, FY
7. Increase technology access and support for technology districtwide	\$1,424,440		All schools	EM, LI, FY
8. Increase instructional support for emerging multilingual students and students with disabilities	\$491,279		All schools	EM, LI
9. Provide early childhood programs	\$545,927	\$682,595 (CSPP Funds)	All schools	EM, LI, FY
10. Improve tracking and monitoring of emerging multilingual students' language acquisition		\$22,000 (Title III)	All schools	EM
11. Increase and improve professional learning targeting the needs of emerging multilingual students	\$275,929	\$349,929 (Title III)	All schools	EM, LI, FY
12. Provide added intervention and instructional support for emerging multilingual students	\$387,667	\$424,667 (Title III)	All schools	EM
13. Provide Assessment, Language, Assistance, Support (ALAS) for families and students who are language learners	\$493,457		All schools	EM
14. Increase assessment, data analysis, and instructional improvements for emerging multilingual students' language acquisition		\$35,000 (Title III)	All schools	EM
15. Expand and support a dual language immersion program	\$2,247,998	\$51,249 (Title III)	Hodge, Longfellow, Valleydale	EM, LI, FY
16. Provide supplemental instructional materials and technology for emerging multilingual students	\$950,000		All schools	EM

\* EM – Emerging Multilingual | LI – Low-Income | FY – Foster Youth

# LCAP GOAL 5

Address diversity, equity, and inclusion, and elevate culturally relevant teaching/learning; diminish systemic barriers and racism in our community

## METRICS

## 3-YEAR TARGET

### Parent/family responses to diversity, equity, and inclusion survey questions

- District/schools valuing different backgrounds
- District/schools encouragement of families to speak out against racism  
(percent positively responding)



Increase  $\geq$  10% for both topics

### Student responses to diversity, equity, and inclusion survey questions

- District/schools valuing different backgrounds
- Student comfort level speaking about diverse groups
- District/schools encouragement of families to speak out against racism  
(percent positively responding)



Increase  $\geq$  10% for all questions

### Staff responses to diversity, equity, and inclusion survey questions

- District/schools valuing different backgrounds, percent positive responses
- District/schools encouragement of families to speak out against racism  
(percent positively responding)



Response rate  $\geq$  85% for all questions

### Suspension Rate – All students and student groups



$\leq$  2.5% for all groups

### Staff Survey Responses

- 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)



Increase .50 for all groups and both topics

**Goal 5 Budget: \$1,145,416 (Total) | \$1,059,916 (S & C)**

ACTION / SERVICE	BUDGET		SCHOOLS SERVED	PRIMARY STUDENTS SERVED*
	S & C	OTHER		
1. Provide instructional materials and professional learning for restorative justice practices implementation	\$14,300	\$10,500 (Title IV)	All schools	EM, LI, FY
2. Provide professional learning and instructional support for increased culturally relevant, rigorous instruction in all programs	\$244,000	\$75,000 (Title II)	All schools	EM, LI, FY
3. Provide all schools with supplemental materials and supplies that address diversity, equity, and inclusion	\$215,000		All schools	EM, LI, FY
4. Provide trauma-informed practices professional learning opportunities	\$15,500		All schools	EM, LI, FY
5. Provide added library resources focused on diversity, equity, and inclusion topics	\$50,000		All schools	EM, LI, FY
6. Provide culturally relevant instruction and language arts curriculum for high school students	\$521,116		High schools	EM, LI, FY

\* EM – Emerging Multilingual | LI – Low-Income | FY – Foster Youth



# COMMUNITY ENGAGEMENT



## Families/Community

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



## Students

- LCAP Student Advisory Committee
- Student listening circles
- Board presentations
- Surveys



## AUSD Staff

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

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

## Key Acronyms

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

**AP:** Advanced Placement

**CAASPP:** California Assessment of Student Performance and Progress

**CCSS:** Common Core State Standards

**CDE:** California Department of Education

**CSPP:** CA State Preschool Program

**CSU:** California State University

**CTE:** Career Technical Education

**DELAC:** District English Learner Advisory Committee

**EAP:** Early Assessment Program

**ELA:** English Language Arts

**ELAC:** English Learners Advisory Committee (school site)

**ELPAC:** English Language Proficiency Assessments for California. The state's annual language assessment

**EM/EL:** Emerging multilingual student/English Learner

**FTE:** Full Time Equivalent

**IB:** International Baccalaureate Program

**IEP:** Individualized education plan

**K:** Kindergarten

**LCAP:** Local Control and Accountability Plan

**LCFF:** Local Control Funding Formula

**LTEL:** Long-term English Learner

**NGSS:** Next Generation Science Standards

**PAC+:** Parent Advisory Committee +

**PK:** Pre-Kindergarten (pre-school)

**PL:** Professional Levelopment

**PSAT:** Preliminary Scholastic Aptitude Test

**RTI:** Response to Intervention

**S & C:** Supplemental and Concentration funds

**SARC:** School Accountability Report Card

**SAT:** A college entrance exam

**SBAC:** Smarter Balanced Assessment Consortium

**SSC:** School Site Council

**SST:** Student Study Team

**STEM:** Science Technology, Engineering, Math

**TK:** Transitional Kindergarten

**UC:** University of California

**UDPs/High Needs Students:** Unduplicated Pupils (emerging multilingual, low-income, foster youth)



**Azusa**  
Unified School District

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