

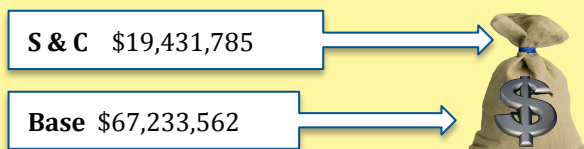


# Azusa Unified School District

## 2017-2018 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 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 English learners, foster youth, and low-income students.



### Local Control and 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 Involvement
7. Student Engagement
8. School Climate

### OVERVIEW: AZUSA UNIFIED



- ❖ Community Served: City of Azusa, San Gabriel Valley foothill community of 46,361 residents.
- ❖ 8,659 students
  - 10 elementary schools
  - 1 TK-8 school
  - 1 Early childhood school
  - 3 middle schools
  - 3 high schools
  - 1 Alternative education center



❖ Hispanic/Latino	92.2%
❖ White	3.4%
❖ African American	1.3 %
❖ Asian	1.1%
❖ Filipino	1.0%
❖ Two or more races	0.5%
❖ American Indian	0.2%



#### Student Groups

29.4%	79.1%	93
❖ English Learners	❖ Low Income	❖ Foster Youth



Unduplicated Students (UDPs): Students who are English learners, low-income, foster youth.



### 2017-2018 LCAP AT-A-GLANCE



**5**  
**LCAP**  
**GOALS**



**56**  
**LCAP ACTIONS**  
**& SERVICES**



**26**  
**LCAP**  
**MEASURES**



**\$19,431,785**  
**LCAP**  
**BUDGET**

#### LCAP Goals

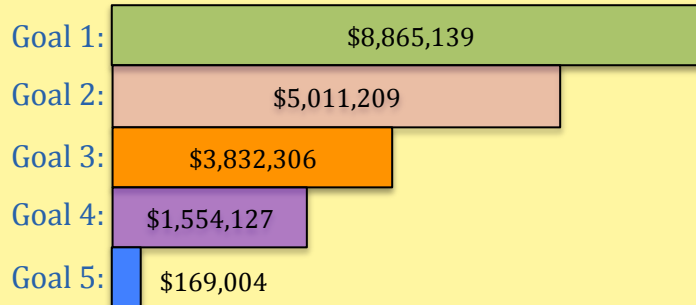
1. Azusa will increase student achievement on Common Core State Standards and narrow the achievement gaps between student groups.
2. Azusa will increase English Learners' academic language development, achievement, and reclassification rates. The district will decrease the number of Long-Term English Learners (LTELs).
3. Azusa Unified will increase all students' college and career readiness.
4. Azusa will increase parent and student leadership, engagement, and positive perceptions of the district.
5. Azusa will improve the learning environment and school climates through increased effectiveness and excellence of district maintenance, transportation, facilities, and nutrition.

## 2017-2018 FUNDING FOR LCAP GOALS



Azusa Unified School District's LCAP goals are funded by several sources: Base funding, S & C, Federal categorical funding, and grants.

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



### LCAP GOAL 1: Increase Student Achievement and Narrow Achievement Gaps









**Goal 1 Budget = \$8,865,139** **Related State Priorities: 1, 2, 4, 7, 8**

<b>\$ Budget</b>	<b>ACTIONS &amp; SERVICES</b>	<b>SCHOOLS SERVED</b>
\$1,591,037	1. Purchase supplementary standards aligned intervention materials and technology	All schools
\$50,000	3. Purchase supplemental materials for arts and performing arts	All secondary schools, Powell
\$1,057,095	4. Expand music program, purchase instruments and/or uniforms	All schools
\$4,352	5. Maintain and improve the mariachi music program	All schools
\$370,126	6. Provide elective teachers to increase college preparedness	Secondary schools
\$306,425	7. Provide CCSS curriculum and professional development	All schools
\$219,806	8. Staff for support of school-wide RTI aimed at supporting UDPs	Ellington & Hodge
\$60,176	10. Provide web-based program to support monitoring student achievement	All schools
\$2,016,068	11. Increase technology to support intervention instructional materials for UDPs	All schools
\$509,412	12. Provide instructional coaches to support ELD, ELA, and Math curriculum implementation	All schools
\$100,000	13. Provide sites with funds to purchase materials that increase rigor and alignment of instruction for UDPs	All schools
\$1,933,689	14. Provide professional development days to improve content and pedagogical knowledge of teaching staff	All schools
\$65,000	15. Purchase services of grant writing consultant to acquire additional funding for district	All schools
\$481,953	16. Provide staff (translators, aides, TOSA) to provide language support and differentiation for at-risk students and UDPs	All schools
\$100,000	17. Increase library resources to improve instructional programs	All schools
<b>ADDITIONAL ACTIONS SUPPORTING GOAL 1 (Funding sources other than S &amp; C)</b>		
\$1,235,865	2. <b>Base funds</b> to provide standards aligned instructional materials	All schools
\$850,337	9. Provide staff to support RTI at each site ( <b>Title I Funds</b> )	All schools
\$49,206,163	18. Provide fully credentialed, appropriately assigned teachers ( <b>Base Funds</b> )	All schools

## LCAP GOAL 2: Increase English Learners' Achievement and Progress



<div> <b>Goal 2 Budget = \$5,011,209</b> </div> <div> <b>Related State Priorities: 1, 2, 4, 7, 8</b> </div>		
<b>\$ Budget</b>	<b>ACTIONS &amp; SERVICES</b>	<b>SCHOOLS SERVED</b>
\$844,000	1. Provide Early Childhood programs	Elementary schools
\$276,482	2. Purchase ERWC courses for Seniors with focus on long-term and redesignated English learners	High schools
\$311,243	4. Provide professional development and coaching focused on EL student achievement	All schools
\$2,616,993	5. Provide support personnel to ensure proper placement, assistance, and intervention for EL students	All schools
\$120,454	7. Expand Dual Immersion program	Hodge, Longfellow, Mt View
\$842,037	8. Purchase CCSS aligned materials and technology enhancements	All schools
<b>ADDITIONAL ACTIONS SUPPORTING GOAL 2 (Funding sources other than S &amp; C)</b>		
\$20,948	3. Purchase software to monitor EL students' progress ( <b>Title III funds</b> )	All schools
\$94,000	4. Provide professional development and coaching focused on EL student achievement ( <b>Title III funds</b> )	All schools
\$36,249	5. Provide support personnel to ensure proper placement, assistance, and intervention for EL students ( <b>Title III funds</b> )	All schools
\$26,250	6. Provide ongoing monitoring of EL students through LAS Links ( <b>Title III Funds</b> )	All schools
\$36,249	7. Support Dual Immersion program ( <b>Title III funds</b> )	Hodge Elementary
<div> <b>LCAP GOAL 3: Increase Students' College and Career Readiness</b> </div> <div> </div>		
<div> <b>Goal 3 Budget = \$3,832,306</b> </div> <div> <b>Related State Priorities: 1, 2, 4, 7, 8</b> </div>		
<b>\$ Budget</b>	<b>ACTIONS &amp; SERVICES</b>	<b>SCHOOLS SERVED</b>
\$47,182	1. Provide time and resources for teachers to prepare and assist students with a-g requirements and AP courses	Secondary schools
\$40,245	2. Provide college entrance exams, test information, instructions, and preparation	Secondary schools
\$368,019	3. Sustain the AVID program	Secondary Schools
\$85,680	4. Improve and increase the Medical Pathway	Center, Gladstone High
\$125,680	5. Improve and increase the Engineering Pathway	Azusa High, Dalton, Slauson
\$842,037	8. Purchase CCSS aligned materials and technology enhancements	All schools
\$220,000	6. Improve and increase the International Baccalaureate Program	Azusa High
\$62,500	7. Provide Early College Program in coordination with Citrus College	Gladstone High
\$636,109	8. Coordinate with ROP to increase and improve college and career readiness	High Schools
\$278,811	9. Provide summer school sections for credit recovery, grade improvement, and original credit- focus on enrolling EL students	All schools
\$21,000	10. Provide financial aid and college planning workshops for families and students	Secondary schools
\$1,657,520	11. Provide staff support and training to develop college and career programs	Secondary schools

\$189,560	12. Provide district staff and training to support site implementation of college and career programs	All schools
\$100,000	13. Provide students and parents college and career field trips and experiences	Secondary schools
\$0	14. Counselors will meet with students twice a year to plan and monitor college and career plans	Secondary schools
<b>LCAP GOAL 4: Increase Parent &amp; Student Leadership, Engagement, and Positive Perception</b>		
 <b>Goal 4 Budget = \$1,554,127</b>	<b>Related State Priorities: 3, 5, 6</b>	
<b>\$Budget</b>	 <b>ACTIONS &amp; SERVICES</b>	 <b>SCHOOLS SERVED</b>
\$238,159	1. Increase and improve district communication and community outreach	All schools
\$88,373	2. Provide Families in Schools program	All schools
\$2,000	3. Provide foster youth and parent services	All schools
\$4,012	4. Implement a parent and student engagement plan based upon school climate and safety surveys	All schools
\$50,000	5. Improve school safety through professional development and supplies purchases	All schools
\$74,961	6. Improve and increase use of Positive Behavior Intervention and Support	All schools
\$110,003	7. Provide for a Community Liaison at each school	All schools
\$235,717	8. Provide SOAR for those students with greatest academic and behavioral needs	Secondary schools
\$259,948	9. Provide counseling and behavior intervention for UDPs	All schools
\$252,947	10. Provide increased health support for students	All schools
\$93,793	11. Continue and increase participation in before- and after-school programs	Elementary schools
\$144,214	12. Provide a director to improve and oversee LCAP process, including use of all data, metrics, actions, and services	All schools
<b>ADDITIONAL ACTIONS SUPPORTING GOAL 4 (Funding sources other than S &amp; C)</b>		
\$523,167	13. Provide increased and improved support to improve pupil engagement (Base Funds)	All schools
<b>LCAP GOAL 5: Improve Learning Environment and School Climate</b>		
 <b>Goal 5 Budget = \$169,004</b>	<b>Related State Priorities: 1, 6</b>	
<b>\$Budget</b>	 <b>ACTIONS &amp; SERVICES</b>	 <b>SCHOOLS SERVED</b>
\$3,000	2. Implement school gardens at two schools and augment nutrition enhancement plan	All schools
\$166,004	3. Improve the rate of responsiveness beyond basic services on actions that improve the learning environment and school climate	All schools
<b>ADDITIONAL ACTIONS SUPPORTING GOAL 5 (Funding sources other than S &amp; C)</b>		
\$5,706,916	1. Enhance facilities (Base Funds)	All schools





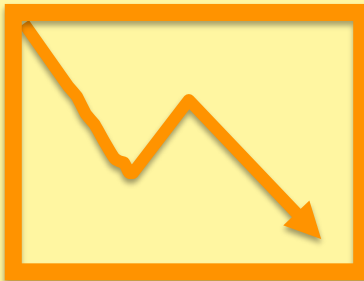
Each LCAP goal has related measures that gauge AUSD's progress toward achieving LCAP goals. To view details and related goals in the approved district LCAP, see the district website LCAP page at <http://ausd-ca.schoolloop.com/LCAP>.

## We want to increase:



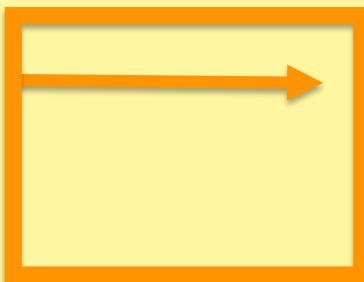
- 11<sup>th</sup> grade SBAC/EAP scores
- Advanced & Early Advanced CELDT/ELPAC scores
- AP course participation
- AP exam pass rates
- Attendance rates
- Dual enrollment (early college program)
- English learner reclassification rate
- Graduation rates
- IB student program persistence
- IB exam pass rates
- Parent and student positive perceptions
- Parent decision making
- Parent responses on LCAP survey
- SBAC Proficiency Rates- English Language Arts
- SBAC Proficiency Rates- Mathematics
- Student participation in after-school orchestra
- Students meeting UC/CSU entrance requirements (a-g)

## We want to decrease:



- Chronic absenteeism
- Expulsions
- High school drop-out rates
- Suspensions

## We want to maintain:



- 0% Middle school drop out rate
- 100% of teachers with appropriate credentials
- 100% of students with standards-aligned instructional materials
- Good repair or better Williams' Facility Ratings
- Student recognition 3 times a year

## STAKEHOLDER ENGAGEMENT



### Families/Community

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



### Students

- LCAP Student Advisory Committee
- Surveys
- Board presentations



### AUSD Staff

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

Various stakeholders participate in the LCAP process, including families, community members, students, and school district staff (local bargaining units and administrators). Through committee meetings, school board presentations, and surveys, all stakeholders are able to contribute to the district's LCAP process. The stakeholder engagement system is highly focused on informing stakeholders 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 stakeholders can be found in the Stakeholder Engagement section of AUSD's LCAP <http://ausd-ca.schoolloop.com/LCAP>.

## 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

**CELDT:** CA English Language Arts Development Test

**CHKS:** CA Healthy Kids Survey

**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)

**EL or ELL:** English Language Learner

**ERWC:** English Reading & Writing Course

**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

**LEP:** Limited English Proficient

**LTEL:** Long-term English Learner

**NGSS:** Next Generation Science Standards

**PAC+:** Parent Advisory Committee +

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

**PD:** Professional Development

**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:** Unduplicated Pupils (English Learners, low-income, foster youth)



Azusa Unified School District

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