

AZUSA UNIFIED SCHOOL DISTRICT

LCAP

JANUARY UPDATE

JANUARY 2023



546 S. CITRUS AVENUE, AZUSA, CA 91702

SUMMARY

This January Local Control and Accountability Plan, (LCAP) Update provides progress details and metric updates for Azusa Unified School District's (AUSD) LCAP for the 2022-2023 year. During the 2022-2023 school year, the District met with educational partners to give feedback on the LCAP actions and services. The 2022-2023 LCAP is year two of the three-year plan that had been collaboratively built with parents, students, staff, and Board members. The LCAP comprises 5 goals with 50 associated actions and services designed to move the district toward its goals. Forty-three measures serve to indicate growth toward goals. District staff collected data from the California Department of Education along with local data for the development of this report. The report provides an analysis of progress for each goal along with the associated metrics in the following order.

1. Creating engaging, relevant, rigorous, safe, & innovative learning environments

2. Increasing parent and student leadership, engagement, and partnerships

3. Increasing college and career readiness

4. Increasing the academic achievement of all students and language acquisition of emerging multilingual students

5. Improving focus on diversity, equity, and inclusion in classes, schools, and the District

KEY FINDINGS

AUSD is comprehensively addressing the actions and services of all District goals outlined in the 2022-2023 LCAP, with significant progress in most actions and services. The District is spending Supplemental and Concentration (S&C) funds along with one-time COVID-19 related funding, Base, Federal, and other grant funding to support its goals. In support of its goals, the district has expended over 7.4 million dollars in S&C funding this year. Below are some key findings from Azusa Unified's LCAP January update.

- The District is addressing the needs of low-income, foster youth, and emerging multilingual students through strategic use funding. One-time funding, including grants and COVID-relief funds are strategically used first to maximize long term funding of actions/services.
- Programs supporting student achievement and growth both academically and social-emotionally have continued to grow and impact students despite budget reductions in many actions/services, for example, college and career planning workshops being offered for students and families.

- Opportunities for AUSD students to access college and career preparation resources, courses, and supports continue to grow and are showing outstanding results, in particular, the 2022 Advanced Placement (AP) exam pass rate has shown a 13% growth.
- Technology access for students is close to 1-to-1 in each classroom. Site technology infrastructure is meeting the needs of our 21st century learners who are accessing wireless and wired internet in support of achievement.
- District attendance and chronic absenteeism continue to be a focus, improved attendance equates to more learning time for students and improved achievement.
- A continuing focus on achievement is needed for English learners, African American students, and students with disabilities to ensure a decrease in the performance gaps identified in this report. Outcomes for students with disabilities have shown growth in the 2022 graduation rate and local assessments show progress for third grade English learners.

Strong data-driven professional learning opportunities coupled with attention to all students and student groups is occurring and addressing the learning needs of AUSD students.

SECTION 1

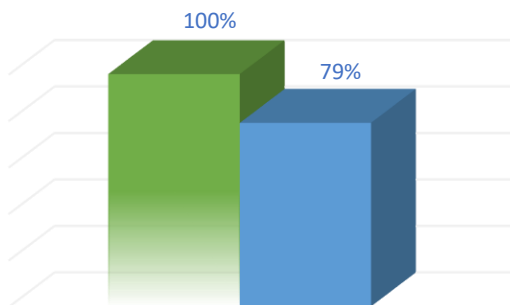
Goal 1: Through a collaborative, improvement-driven approach, AUSD will provide students engaging, relevant, rigorous, and innovative 21st-Century learning environments. By cultivating school site systems, programs, and practices, we ensure positive, safe school climates supportive of student academic growth; wellness; emotional resilience; and attitudes of empathy, respect, and acceptance within our AUSD community.

AUSD's first LCAP Goal seeks to positively impact the learning environments of students as well as improve school climates by attending to multiple aspects that impact them. Student data collected over the last year point to the need to continue to improve the quality of instruction in classrooms and create learning opportunities and environments that contribute to higher achievement. Learning environments and classroom climates are directly linked to student academic achievement and overall well-being and progress. District survey data point to the value and importance of professional learning in improving instruction, as does research on providing instructional coaching. Further, studies have linked school facilities and climate to student achievement; thus, the District seeks to implement actions and services that increase and improve multiple areas impacting school and learning environments.

The following are summary graphic representations of Goal 1 progress. The visual displays portray the overall factors measuring learning environments and budgets. Student learning environment factors include basic services, parent and student safety perceptions, and outcomes of professional learning communities. These graphics provide a broad view of the data aligned to Goal 1. A comprehensive and detailed examination of the metrics and expenditures can be found in the subsequent sections following the infographics.

Basic Services

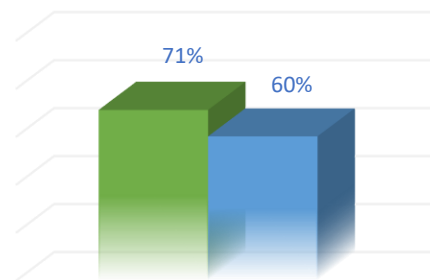
2021-2022 BASIC SERVICES



■ Students with Standards-Aligned Instructional Materials
■ Facilities Inspection Results December 2022

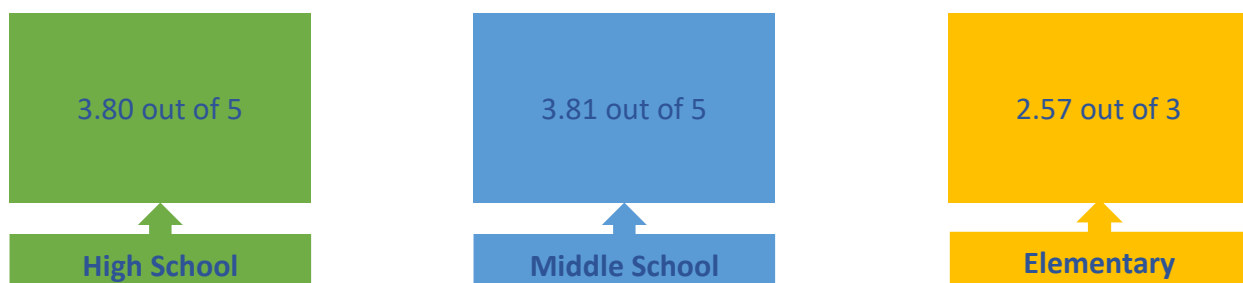
Parent/Student Survey Results

2021-2022 SURVEY RESULTS

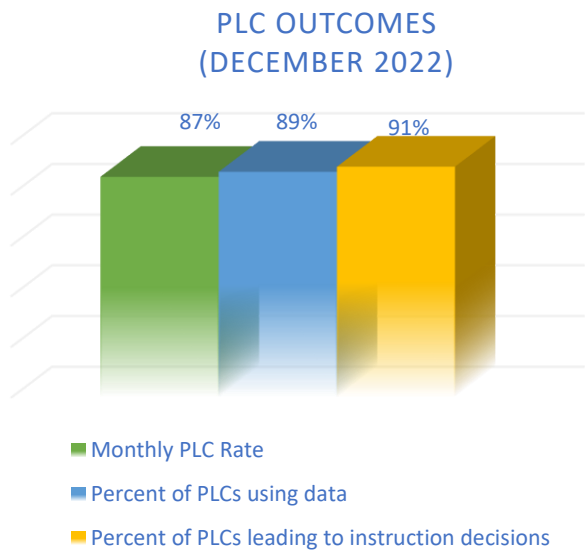


■ Parents' sense of safety on campuses
■ Students' sense of safety on campuses

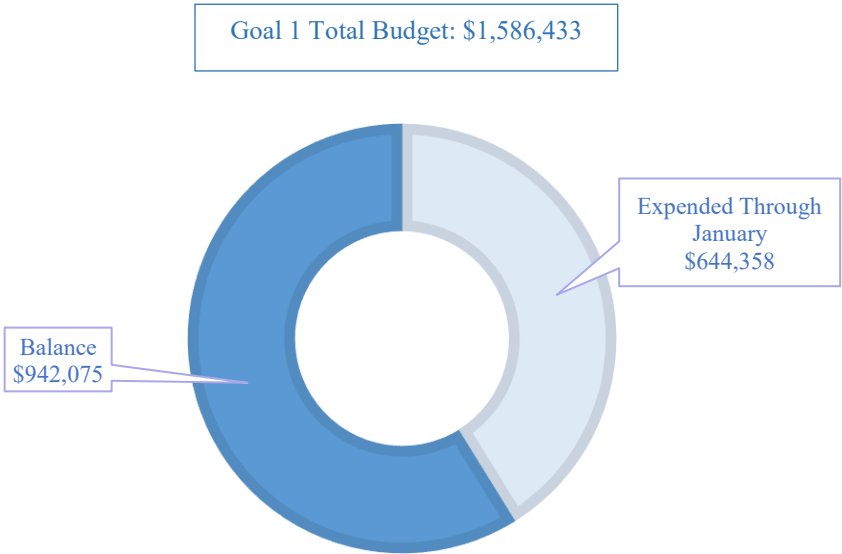
Students' sense of being challenged by coursework



Professional Learning Community (PLC) Outcomes



Goal 1 Expenditures



Goal 1 Metric Update

Metrics identified in LCAP Goal 1 include the percentage of students with standards-aligned instructional materials, school inspection results, parent and student perceptions of school safety, measures of student feelings about challenging coursework, and PLC outcomes. These metrics serve to measure progress and meet state-required LCAP metrics. Table 1.1 lists each metric identified in the LCAP over time, along with the most recent results. Tables 1.2, 1.3, 1.4, and 1.5 display disaggregated data for Goal 1 metric outcomes.

Table 1.1
Goal 1 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
Average facilities inspection results (Good repair or better >96%)	97%	97%	96%	82%	79%	96%
Percent of students with standards-aligned instructional materials	100%	100%	100%	100%	100%	100%
Parent perceptions of safety on campuses (positive responses)	86%	88%	79%	71%	TBD Spring 2023	80%
Students' sense of being challenged by coursework	New Metric	New Metric	New Metric	High School: 3.81 out of 5 Middle School: 3.71 out of 5 Elementary School: 2.60 out of 3	High School: 3.80 out of 5 Middle School: 3.81 out of 5 Elementary School: 2.57 out of 3	High School: 4.00 out of 5 Middle School: 4.45 out of 5 Elementary School: 2.75 out of 3
Student perceptions of safety on campuses (positive responses)	75%	80%	68%	60%	TBD Spring 2023	75%
PLC Outcomes • Monthly implementation • Percent of PLCs using data • Percent of PLCs leading to instructional outcomes	New Metric	New Metric	New Metric	• 92% • 78% • 82%	• 87% • 89% • 95%	• 100% • 100% • 100%

Table 1.2
2021-2022 Basic Services

	Facilities Inspection Ratings	Students with standards-aligned materials
AUSD	79%	100%
Alice M. Ellington TK-8	85%	100%
Azusa High	70%	100%
Center Middle	78%	100%
Charles H. Lee Elementary	80%	100%
Clifford D. Murray Elem.	80%	100%
Foothill Middle	86%	100%
Gladstone High	80%	100%
Henry Dalton Elementary	80%	100%
Magnolia Elementary	85%	100%
Paramount Elementary	75%	100%
Sierra High	84%	100%
Slauson Middle	75%	100%
Valleydale Elementary	72%	100%
Victor F. Hodge Elementary	66%	100%
W.R. Powell Elementary	86%	100%

Table 1.3
2021-2022 District Annual YouthTruth Survey
School Safety Perceptions

	Elementary	Middle	High
Percent of parents positively responding to a sense of safety on campuses	80%	69%	65%
Percent of students positively responding to a sense of safety on campuses	64%	62%	54%

Table 1.4
2021-2022 District Annual YouthTruth Survey
The measure of students feeling challenged by coursework and teachers

High Schools (average rating out of 5)	3.80
Azusa High	3.81
Gladstone High	3.78
Sierra High	3.70
Middle Schools (average rating out of 5)	3.81
Center Middle	3.75
Foothill Middle	3.78
Slauson Middle	3.88
Alice M. Ellington 6-8	3.93
Elementary (average rating out of 3)	2.57
Alice M. Ellington TK-8	2.60
Charles H. Lee Elementary	2.56
Clifford D. Murray Elementary	2.53
Henry Dalton Elementary	2.54
Magnolia Elementary	2.63
Paramount Elementary	2.59
Valleydale Elementary	2.53
Victor F. Hodge Elementary	2.57
W.R. Powell Elementary	2.54

Table 1.5
2022-2023 Professional Learning Community (PLC) Outcomes

	Monthly PLC Rate	Percentage of PLCs using data	Percentage of PLCs leading to instructional outcomes
AUSD	87%	89%	95%
Alice M. Ellington TK-8	100%	77%	98%
Azusa High	100%	67%	100%
Center Middle	50%	100%	100%
Charles H. Lee Elementary	100%	70%	100%
Clifford D. Murray Elem.	100%	60%	65%
Foothill Middle	75%	100%	100%
Gladstone High	50%	100%	100%
Henry Dalton Elementary	100%	100%	100%
Longfellow	100%	100%	100%
Magnolia Elementary	100%	75%	75%
Paramount Elementary	100%	90%	86%
Sierra High	100%	100%	100%
Slauson Middle	100%	87%	100%
Valleydale Elementary	100%	81%	100%
Victor F. Hodge Elementary	100%	100%	100%
W.R. Powell Elementary	100%	100%	100%

Goal 1 Qualitative Analysis and Detailed Expenditures

Eleven actions/services are aligned to Goal 1. These actions/services are intended to increase and improve the learning environments for students and create relevant, rigorous opportunities for all students to learn. In particular, the focus is on our low-income students, emerging multilingual students, and foster youth. Table 1.6 outlines the progress AUSD is making in each action/service associated with Goal 1. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 1.6
Goal 1 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (January 2023)</i>
January 2023 1. One full-time equivalent (FTE) Spanish teacher serves all three middle schools, providing middle school students with an opportunity to begin to satisfy World Language a-g requirements. One FTE art teacher provides an Introduction to Art course at Foothill and Slauson. One FTE teacher serves all three high schools, offering Latinx Studies to AUSD high school students interested in this elective course.	\$342,390	\$178,953
January 2023 2. Five FTE Teachers on Special Assignment (TOSAs) provide support for systems of student assessment and progress monitoring. 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. The TOSAs support the 2-days of professional learning for all teachers in the District, grades K-12, focusing on the District's three instructional drivers (academic discourse, collaborative practices, and cognitive rigor), culturally relevant pedagogy, and using an inquiry design approach.	\$364,539 \$148,167 (Title II Funding)	\$178,137 \$64,977 (Title II Funding)
January 2023 3. The District continues to contract with California Consulting to help locate, write, and procure grants that benefit the District. 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 to name just a few. Grant awards total over \$16,000,000 to date.	\$67,992	\$40,052
January 2023 4. Staff have participated in added professional development and pupil-free professional learning community days designed to increase and improve student services through collaboration and data-driven instructional planning. Professional learning has centered on the District's three drivers of success: academic discourse, collaborative practices, and cognitive rigor, along with embedded culturally relevant teaching and inquiry-based learning. Professional learning sessions also included social-emotional learning, student literacy, math achievement, and student engagement and grading practices with an emphasis on multi-lingual learners.	\$350,000	\$0
January 2023 5. AUSD has 100% of teachers fully credentialed and appropriately assigned.	\$51,225,108 (Base Funding)	\$18,399,454 (Base Funding)
January 2023 6. All schools continued to implement Positive Behavioral Intervention and Support (PBIS) to ensure social and emotional development and safety. As students returned to school in person this Fall, implementing PBIS structures was part of the re-orientation	\$32,768	\$0

process. Each school creates its own PBIS plan and has a PBIS committee to monitor implementation.

January 2023 7. LCAP S & C funds provide increased support for social and emotional wellness for students. AUSD hired a behaviorist who provides support for classroom teachers who have students with significant behavior needs by conducting observations, and providing teachers with recommendations, and training to support the classroom environment. In addition, the behaviorist provides training in evidence-based interventions for our special education instructional aides, student support assistants, and job coaches. Additionally, we have allocated funds to provide social workers at each school site; however, positions remain vacant pending Board of Education approval.	\$168,239	\$84,887
January 2023 8. This year, to increase support for student health and well-being, the District is providing two LCAP funded nurses and one Health and Wellness Program Specialist. This year our nurses are a vital support for students and staff as schools navigate the ongoing COVID-19 pandemic. One nurse is planning on retiring in December. AUSD was able to recommend two nurses to Human Resources. This reduced the vacancy to just one nurse. The Program Specialist is entirely funded by one-time money related to COVID-19 and the pandemic, at this time.	\$254,505	\$162,324
January 2023 9. The District seeks to improve and enhance facilities through the Maintenance and Operations department in AUSD. Facility improvements have occurred throughout the summer and into the current school year.	\$7,088,002 (Base Funding)	\$3,189,600 (Base Funding)
January 2023 10. The Nutrition Services department is now offering one free breakfast, lunch, and one free supper meal during the school day to any student who requests a meal. California became the first state to implement a statewide Universal Meals Program for school children. California's Universal Meals Program (Universal Meals) is designed to build on the foundations of the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP). Three key pillars that have been established to ensure that the program is a success. First, California's State Meal Mandate is expanded to include both a nutritious adequate breakfast and lunch for, not just needy children, but all children each school day. Second, high poverty schools will be required to participate in a federal provision. Third, the California State Legislature allocates funds to provide additional state meal reimbursement to cover the cost of the Universal Meals Program. Dalton Elementary School received LCFF for a school garden project. Gardens offer students unique experiences that enhance classroom learning. Students learn the value of patience, respect, and responsibility. Weather, biology, and chemistry are integral to gardening. Even more importantly, gardening teaches how actions can both positively and negatively affect our environment. Before winter break, MOT finished the assembly of the hydroponics flex farm at Dalton Elementary School. The next step is to begin growing lettuce to serve on our salad bars. The department is partnering with Fork Farms to introduce hydroponics farming (a term that also includes aeroponics and aquaponics) systems using the flex farm in our schools starting with Dalton Elementary School. We will start by growing lettuce and herbs that will be served on the salad bar and also use the herbs in our scratch-cooked recipes. The plants thrive because of the nutrients they receive and the consistency of the environment and can produce crops of fresh leafy greens and other vegetables, various herbs, and sometimes fruit.	\$6,000 (S & C)	\$0 (S & C)
TOTAL EXPENDITURES	Supplemental/Concentration Base & Fed Federal	\$ 644,356 \$ 21,589,054 \$ 64,977

SECTION 2

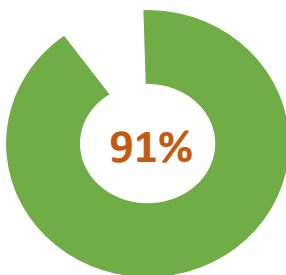
Goal 2: Through a collaborative, improvement-driven approach, AUSD will ensure engagement and leadership growth of parents/families and students. We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community.

AUSD's second LCAP Goal addresses how the District will work in collaboration with students and parents/families to serve the children in our community. Research shows a positive impact of parent/family leadership and authentic engagement in decision-making and progress. Likewise, students who are empowered to understand and contribute to decisions and initiatives feel a greater sense of belonging and connection to schools and their learning. AUSD has been identified as a District that leads the state in high-quality, impactful community engagement. Our data attest to the value for all students when we grow community leadership and engagement. Goal 2 seeks to maintain the high-quality community engagement initiatives AUSD has developed and to increase and improve the opportunities for leadership growth among our parents/families, students, and staff.

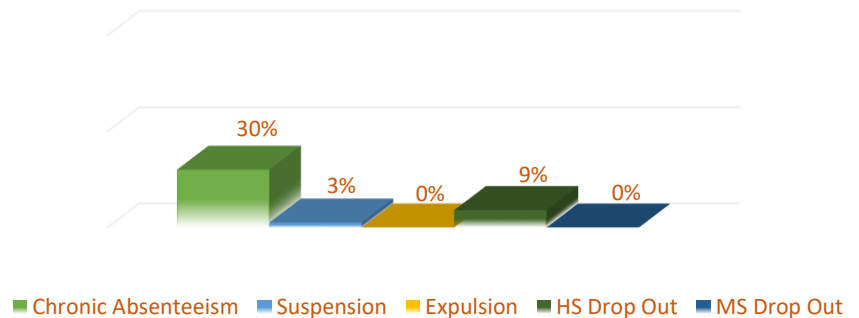
The following are summary graphic representations of Goal 2 progress. The visual displays portray the factors measuring community and student engagement and overall expenditures to date for Goal 2. Student engagement measures include attendance, chronic absenteeism, dropout, suspension, and expulsion rates. The District Annual YouthTruth Survey also provides important data for measuring our progress. This includes data on parent, student, and staff engagement and positive perceptions of the District and schools. The graphics below provide a broad view of the data aligned to Goal 2. A comprehensive, detailed examination of the metrics can be found in the subsequent sections following the infographics.

Attendance and Engagement Measures

ATTENDANCE RATE
(December 2022)

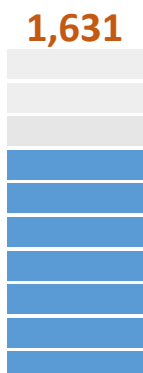


STUDENT ENGAGEMENT

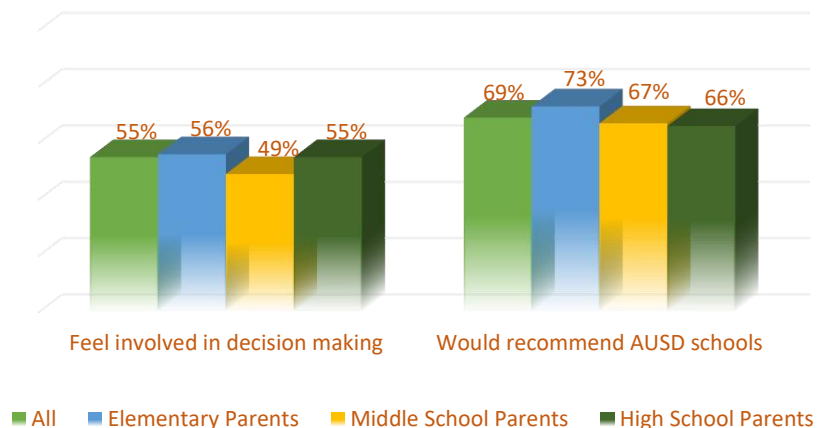


2021 District Annual YouthTruth Survey Measures

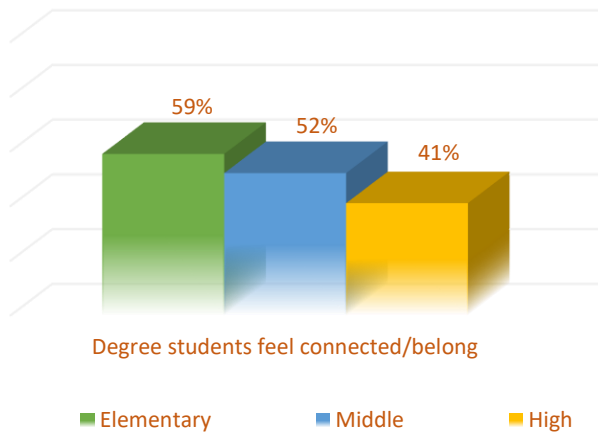
NUMBER OF PARENTS/FAMILIES
PARTICIPATING



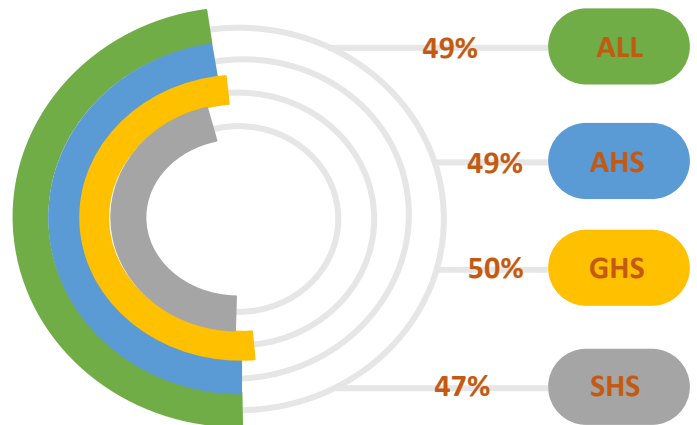
PARENT POSITIVE RESPONSES



STUDENT POSITIVE RESPONSES

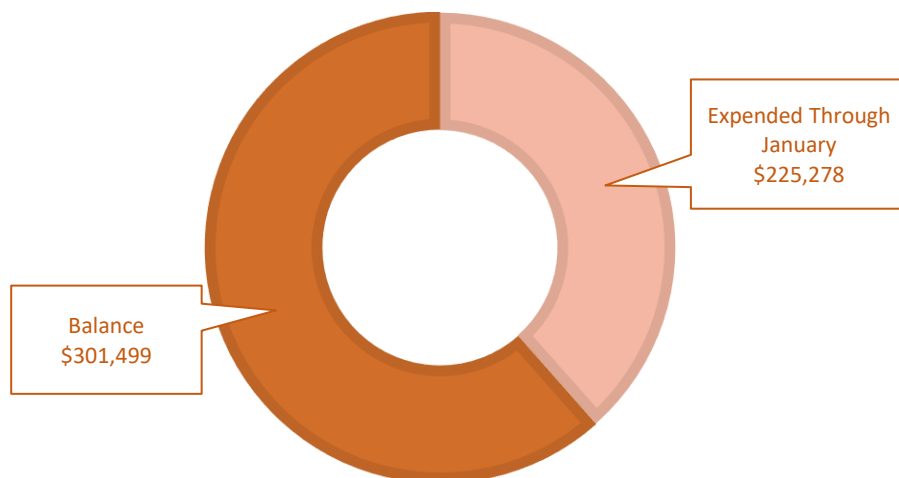


STUDENT VOICE IS HEARD: PERCENT OF STUDENTS WITH POSITIVE RESPONSES



Goal 2 Expenditures

Goal 2 Total Budget: \$526,777



Goal 2 Metric Update

AUSD's second LCAP Goal seeks to increase parent and student leadership, engagement, and positive perceptions in the District. Multiple studies, including a 2014 meta-analysis by Dr. Sandra Wilder at the University of Akron, Ohio, have found that parental involvement, in all forms, is positively correlated to student achievement. These findings were true for all grade levels, all socio-economic groups, and all ethnicities. Therefore, AUSD continues to make parent/family and student engagement an LCAP priority. In addition, student engagement and leadership as measured by school attendance, suspensions, and expulsions, are two of AUSD's priorities and are measured by the California School Dashboard in three of the state indicators. Table 2.1 shows metric data over time. Due to the COVID-19 pandemic, attendance, absenteeism, suspension, and expulsion data were unable to be measured in the same manner for the 2020-2021 school year. A new LCAP three-year cycle began in the 2021-2022 school year, therefore, metric targets reflect the new LCAP. Additionally, the District began to partner with YouthTruth to administer the District Annual Survey in 2021. As a result, data prior to the 2020-2021 school year cannot be compared to those from 2020 through 2022.

Table 2.1
Goal 2 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
District Attendance Rate	96%	97% (to March)	N/A	91%	91%	96%
Chronic Absenteeism	6%	9% (to March)	N/A	31%	30%	≤ 7%
Suspension Rate	2%	3% (to March)	N/A	1%	3%	≤ 2.5%
Expulsion Rate	0%	< .01% (to March)	N/A	0%	0%	≤ .5%
Parent Participation in District Annual Survey	1,050	1,367	2,091	1,631	TBD Spring 2023	5% increase from the baseline of 2,091
Parent Perceptions- Decision making (The District partnered with YouthTruth in the 20-21 school year. Data prior to that year is not comparable.)	87%	88%	Elementary: 68% Middle: 62% High: 63%	Elementary: 56% Middle: 49% High: 55%	TBD Spring 2023	Increase ≥ 5% for all grade spans
Parent and Student Perceptions Satisfaction with school safety	Safety Perceptions Parents: 87%	Safety Perceptions Parents: 88% Students: 80%	Safety Parents: 76% Students: 67% Staff: 78%	Safety Parents: 75% Students: 79% Staff: 80%	TBD Spring 2023	Safety Increase ≥ 5% for all groups

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
Satisfaction with student connectedness <i>(The District partnered with YouthTruth in the 2020-2021 school year. Data prior to that year is not comparable.)</i>	Students: 58% Connectedness Parents: 86% Students: 89%	Connectedness Parents: 85% Students: 68%	Student Sense of Connectedness/ Belonging Elementary: 67% Middle: 46% High: 36%	Student Sense of Connectedness/ Belonging Elementary: 59% Middle: 52% High: 41%		Sense of Connectedness/ Belonging Elementary: 75% Middle: 65% High: 55%
Parents and families who would recommend AUSD schools	N/A	N/A	69%	69%	TBD Spring 2023	≥75%
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions	N/A	N/A	47%	49%	TBD Spring 2023	≥53%
Middle School Dropout Rate	0%	0%	0%	0%	TBD Spring 2023	0%
Adjusted Cohort Graduation Rate (ACGR)	5%	6.7%	9%	10%	TBD Spring 2023	Reduction of 1%

Table 2.2
Attendance Rate as of December 2022

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	91%	91%	91%	91%	90%	87%	83%	89%	92%	96%	95%	91%	91%
Alice M. Ellington TK-8	93%	93%	92%	93%	*	*	87%	91%	*	*	*	92%	95%
Azusa High	92%	92%	92%	90%	*	90%	81%	89%	*	98%	*	91%	90%
Center Middle	92%	92%	92%	92%	*	87 %	85%	91%	*	*	*	92%	*
Charles H. Lee Elementary	88%	88%	88%	90%	*	84%	86%	87%	*	*	*	88%	87%
Clifford D. Murray Elementary	91%	90%	91%	92%	*	*	89%	89%	*	*	*	90%	*
Foothill Middle	91%	91%	91%	88%	*	*	82%	86%	*	*	*	91%	*
Gladstone High	91%	91%	91%	88%	70%	81%	84%	88%	*	97%	96%	91%	91%
Henry Dalton Elementary	91%	91%	91%	93%	*	*	89%	93%	*	96%	*	91%	*
Longfellow	85%	87%	83%	*	*	*	85%	*	*	*	*	86%	*
Magnolia Elementary	91%	92%	91%	92%	*	*	75%	92%	*	*	*	93%	*
Paramount Elementary	91%	91%	91%	92%	90%	*	84%	89%	*	*	*	91%	92%
Sierra High	86%	83%	88%	87%	*	*	73%	87%	*	*	*	86%	*
Slauson Middle	93%	93%	93%	93%	*	*	80%	92%	*	*	*	93%	*
Valleydale Elementary	90%	90%	89%	92%	*	*	86%	87%	*	*	*	90%	89%
Victor F. Hodge Elementary	91%	91%	91%	91%	91%	*	83%	88%	*	*	*	91%	93%
W.R. Powell Elementary	92%	92%	92%	93%	*	*	79%	89%	*	92%	*	92%	94%

*N/A or data suppressed to protect student privacy

Table 2.3
Chronic Absenteeism Rate as of December 2022

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	30%	30%	30%	30%	33%	40%	26%	37%	24%	10%	13%	31%	33%
Alice M. Ellington TK-8	20%	16%	23%	18%	*	*	19%	21%	*	*	*	21%	10%
Azusa High	24%	22%	25%	26%	*	31%	23%	32%	*	0%	*	24%	31%
Center Middle	28%	27%	29%	28%	*	50%	29%	42%	*	*	*	28%	*
Charles H. Lee Elementary	45%	48%	43%	34%	*	38%	47%	40%	*	*	*	46%	56%
Clifford D. Murray Elementary	36%	38%	34%	29%	*	*	34%	49%	*	*	*	36%	*
Foothill Middle	33%	35%	31%	48%	*	*	34%	52%	*	*	*	34%	*
Gladstone High	25%	24%	25%	37%	*	40.6%	24%	32%	*	*	*	25%	*
Henry Dalton Elementary	29%	30%	27%	13%	*	*	30%	20%	*	8%	*	29%	*
Longfellow	67%	62%	58%	*	*	*	55%	*	*	*	*	59%	*
Magnolia Elementary	31%	20%	22%	18%	*	*	33%	29%	*	*	*	32%	*
Paramount Elementary	31%	32%	29%	28%	*	*	29%	30%	*	*	*	32%	*
Sierra High	49%	57%	43%	49%	*	*	44%	46%	*	*	*	48%	*
Slauson Middle	25%	18%	30%	22%	*	*	23%	25%	*	*	*	24%	*
Valleydale Elementary	38%	40%	48%	33%	*	*	37%	48%	*	*	*	43%	*
Victor F. Hodge Elementary	27%	30%	24%	24%	*	*	30%	41%	*	*	*	28%	*
W.R. Powell Elementary	27%	29%	24%	24%	*	*	25%	41%	*	*	*	43%	31%

*N/A or data suppressed to protect student privacy

Table 2.4
Suspension Rate as of December 2022

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	3%	3%	3%	3%	7%	7%	3%	3%	3%	0%	0%	3%	2%
Alice M. Ellington TK-8	1%	1%	1%	3%	*	*	2%	3%	*	*	*	1%	0%
Azusa High	4%	1%	3%	1%	*	2%	4%	3%	*	0%	*	1%	*
Center Middle	6%	2%	8%	6%	*	6%	7%	3%	*	*	*	6%	*
Charles H. Lee Elementary	1%	0%	1%	1%	*	0%	3%	0%	*	*	*	1%	0%
Clifford D. Murray Elementary	4%	4%	3%	4%	*	*	1%	0%	*	*	*	4%	*
Foothill Middle	4%	3%	5%	6%	*	*	6%	0%	*	*	*	4%	*
Gladstone High	4%	4%	4%	6%	*	16%	5%	6%	*	*	*	4%	12%
Henry Dalton Elementary	1%	1%	1%	1%	*	*	1%	3%	*	0%	*	1%	*
Longfellow	0%	0%	0%	*	*	*	0%	*	*	*	*	0%	*
Magnolia Elementary	0%	0%	0%	0%	*	*	0%	0%	*	*	*	0%	*
Paramount Elementary	0%	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*
Sierra High	9%	10%	8%	13%	*	*	4%	16%	*	*	*	9%	*
Slauson Middle	5%	5%	5%	6%	*	*	7%	6%	*	*	*	6%	*
Valleydale Elementary	1%	0%	1%	0%	*	*	1%	0%	*	*	*	1%	0%
Victor F. Hodge Elementary	1%	0%	2%	2%	0%	*	1%	0%	*	*	*	1%	0%
W.R. Powell Elementary	0%	0%	0%	0%	*	*	0%	0%	*	0%	*	0%	0%

*N/A or data suppressed to protect student privacy

Table 2.5
Expulsion Rate as of December 2022

	ALL	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Alice M. Ellington TK-8	0%	*	*	*	*	*	*	*	*	*	*	*	*
Azusa High	0%	*	*	*	*	*	*	*	*	*	*	*	*
Center Middle	0%	*	*	*	*	*	*	*	*	*	*	*	*
Charles H. Lee Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Clifford D. Murray Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Foothill Middle	0%	*	*	*	*	*	*	*	*	*	*	*	*
Gladstone High	0%	*	*	*	*	*	*	*	*	*	*	*	*
Henry Dalton Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Magnolia Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Paramount Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Sierra High	0%	*	*	*	*	*	*	*	*	*	*	*	*
Slauson Middle	0%	*	*	*	*	*	*	*	*	*	*	*	*
Valleydale Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
Victor F. Hodge Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*
W.R. Powell Elementary	0%	*	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 2.6
Parent Survey Results 2021-2022

Key Indicators of School Climate	All	Elementary	Middle	High
Number of parents/families participating in District Annual YouthTruth Survey	1631	1,017	195	419
Decision-Making Perceptions: Rate of positive responses	53%	56%	49%	55%
Percent of parents/families who would recommend AUSD schools (level of satisfaction)	69%	73%	67%	66%

Table 2.7
Student Belonging & Connectedness 2021-2022

Key Indicators of School Climate	Elementary	Middle	High
The degree to which students are connected and have a sense of belonging to school	59%	52%	41%

Table 2.8
Student Voice 2021-2022

Key Indicators of School Climate	Azusa USD	Azusa High	Gladstone High	Sierra High
Student perceptions of adults in schools listening to the voices and ideas of youth when making decisions	49%	49%	50%	47%

Table 2.9
2021-2022 Dropout Rate

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	10%	7%	13%	24%	*	25%	10%	*	*	*	*	11%	7%
Azusa High	9%	7%	11%	26%	*	30%	9%	*	*	*	*	9%	*
Center Middle	0%	0%	0%	0%	*	0%	*	*	*	*	*	0%	*
Foothill Middle	0%	0%	0%	0%	*	0%	*	*	*	*	*	0%	*
Gladstone High	10%	6%	14%	29%	*	19%	10%	*	*	*	*	10%	*
Sierra High^	10%	5%	13%	11%	*	19%	10%	*	*	*	*	10%	*
Slauson Middle	0%	0%	0%	0%	*	0%	*	*	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

^ CDE Notation regarding dropout data: It may be inappropriate to compare dropout rates for alternative schools to comprehensive high schools. In many cases, alternative schools serve only those students who are already at the greatest risk of dropping out of school because of their prior academic challenges.

Goal 2 Qualitative Analysis and Expenditures

Six actions/services are aligned to Goal 2. These actions/services are intended to increase and improve the engagement of both students and families in AUSD and result in more positive perceptions of the District and schools. Table 2.9 outlines the progress AUSD is making in each action/service associated with Goal 2. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 2.9
Goal 2 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2022)</i>
January 2023 2. Azusa USD continues to offer our parents opportunities to learn and partner with schools in the education of students. In the fall of 2022, the District publicized the Ed100 parent engagement program. 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. The District is looking to offer Project 2 INSPIRE Level 4, a parent leadership program in collaboration with the California Association for Bilingual Education (CABE), this coming Spring. Parents from all schools will have the opportunity to participate to become trained facilitators for their school site.	\$62,363	\$25,499
January 2023 3. The District continues to collaborate with the Foster Youth network facilitated by the Alliance for Children's Rights. Student Support Services staff has improved the identification and monitoring of foster youth in AERIES, the District's student information system. Student Support Services staff are conducting trainings for counselors and site administrators. Additionally, Azusa USD was involved in the creation of a Best Practices Guide which earned a Golden Bell Award through the California School Boards Association. To date, one-time COVID-19 related funding has been used to support Azusa USD's foster youth.	\$5,000	\$0
January 2023 4. In August of 2022, Azusa USD hosted an Active Shooter Training for staff. The training was a joint effort between the District, Azusa PD, and other local law enforcement. There will be additional follow up trainings with educational partners during the remainder of the year. In past years, Azusa USD contracted with ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) to plan for emergency circumstances. Training took place, and the District continues to employ the "Run, Hide, and Fight" strategies. For the 2022-2023 school year, the District is looking to further training and preparation in partnership with local law enforcement. To date, one-time COVID-19 related funding has been used to support school safety.	\$6,636	\$0
January 2023 5. Community liaisons in AUSD help facilitate the flow of information between all of those responsible for the success of our students. They ensure that parents receive and understand school site communication and information about the school that may directly impact each family. These types of information may include: coordinating communications and disseminating information between the school, home, and the community; facilitating home and community understanding of school programs and objectives; and aiding parent involvement through engagement in school activities; they develop and maintain effective working relationships with individuals, community groups and social service agencies. They also facilitate communication from parents who don't speak English to school administrators and teachers. Community liaisons have been hired at nearly all school sites in Azusa USD. All three high schools have active community liaisons. Only 1 of the 3 middle schools currently has been able to hire a community liaison. The middle schools are actively seeking support but have been challenged by employee shortages. Of the nine elementary schools, seven have active community liaisons. Powell Elementary School and Lee Elementary School are still seeking to hire this support, as is Ellington School, Azusa USD's only K-8 school. The community	\$108,014 \$271,680 (Title I)	\$38,981 \$29,555 (Title I)

liaisons are engaged in the important work of engaging parents and families as a means to improve student achievement. They meet monthly at community liaison meetings to learn about local community resources, develop professionally, and share best practices.

January 2023	\$344,764	\$160,798
6. The Director of Educational Services submitted the approvable 2022-2023 LCAP to the Los Angeles County Office of Education and has implemented the Local Control Funding Formula LCAP process for the 2022-2023 school year. The director facilitates the Parent Advisory Council + (PAC+) meetings and the Student Advisory Council meetings which are scheduled throughout the academic year. The director updated all District LCAP communication tools and documents to reflect the new three-year LCAP. She continues to work with District administrators, teachers, and classified staff to understand the LCAP and to effectively use data to drive improvements and student growth. The director continues to support all District departments and schools in implementing District goals, actions, and services.		
January 2023	\$838,402 (Base Funding)	\$335,360 (Base Funding)
7. Student Support Services staff has supported pupil engagement by monitoring and working to improve attendance, chronic absenteeism, suspension, expulsions, and drop-out rates. Staff have supported school sites, students, and their families in addressing pupil engagement. The department has played an important role in managing the health and welfare requirements brought on by the ongoing COVID-19 pandemic.		
TOTAL EXPENDITURES	Supplemental/Concentration	\$ 225,278
	Base	\$ 335,360
	Federal	\$ 29,955

SECTION 3

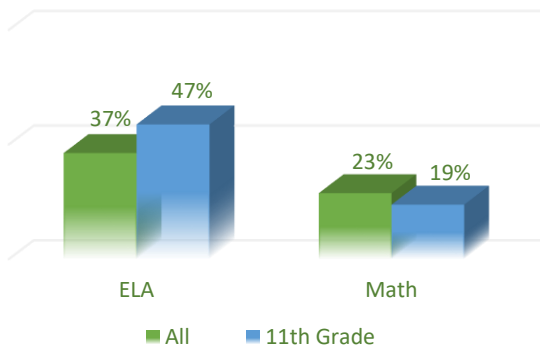
Goal 3: Through a collaborative, improvement-driven approach, AUSD will address the unique needs and abilities of all students, provide high-quality instruction and course offerings, and narrow college/career readiness gaps between student groups to ensure students are prepared for college enrollment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

AUSD's third LCAP Goal 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 negatively impacted these improvements. Graduation rates at AUSD comprehensive high schools dipped during the pandemic and post pandemic. As students returned to in-person learning in the fall of 2022, restoring the previous years' levels of college and career readiness success has been a primary focus.

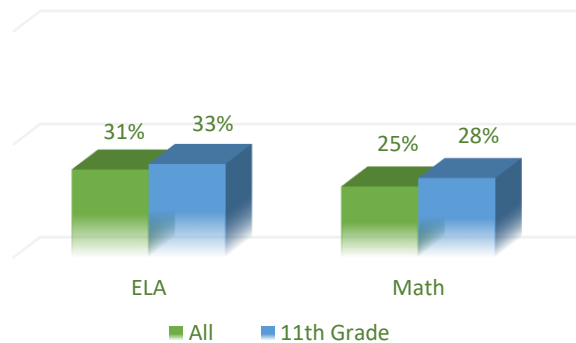
The following are summary graphic representations of Goal 3 progress. The visual displays portray the factors measuring student college and career readiness and overall budget expenditures for Goal 3 to date. College and career readiness factors include many of the college and career readiness indicators shared on the CA School Dashboard, such as annual state assessment scores (SBAC) for 11th graders (for 2020 the District reported local assessment results), graduations rates, a-g course requirement completion, participation and test results for AP and International Baccalaureate (IB) programs, as well as college unit completion rates for the District Early College Program (ECP). These graphics serve to provide a broad view of the data aligned to Goal 3. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

Student Achievement

2022 SBAC
MEETING/EXCEEDING STANDARD

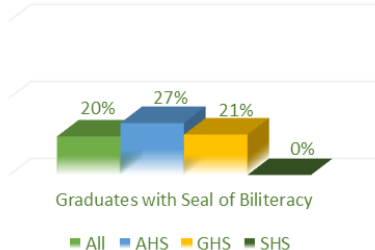


2022 LOCAL ASSESSMENTS
MEETING/EXCEEDING STANDARD

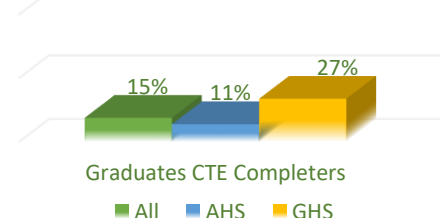


Graduation Outcomes

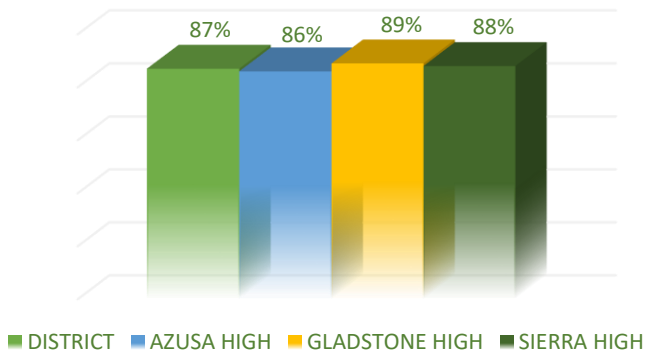
2022 GRADUATES:
SEAL OF BILITERACY



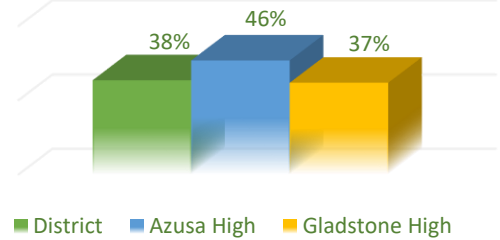
2022 GRADUATES:
CTE COMPLETERS



2022 GRADUATION RATE (4-YEAR ADJUSTED COHORT RATE)

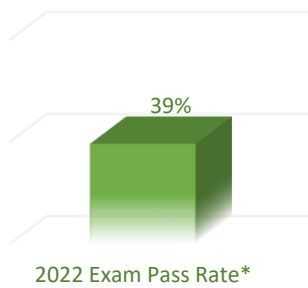


2022 GRADUATES MEETING UC/CSU ENTRANCE COURSE REQUIREMENTS (a-g)

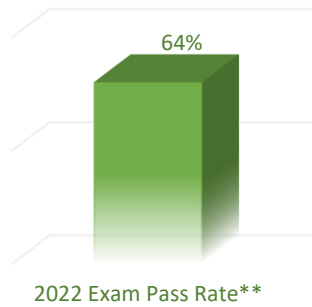


College & Career Readiness

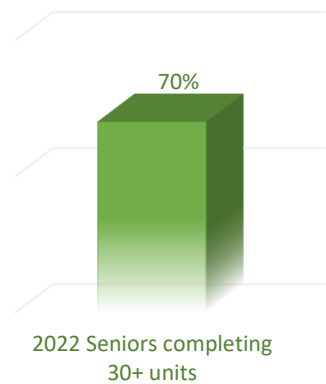
ADVANCED PLACEMENT PROGRAM



INTERNATIONAL BACCALAUREATE PROGRAM

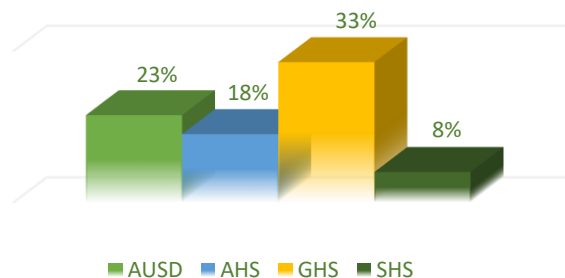


EARLY COLLEGE PROGRAM

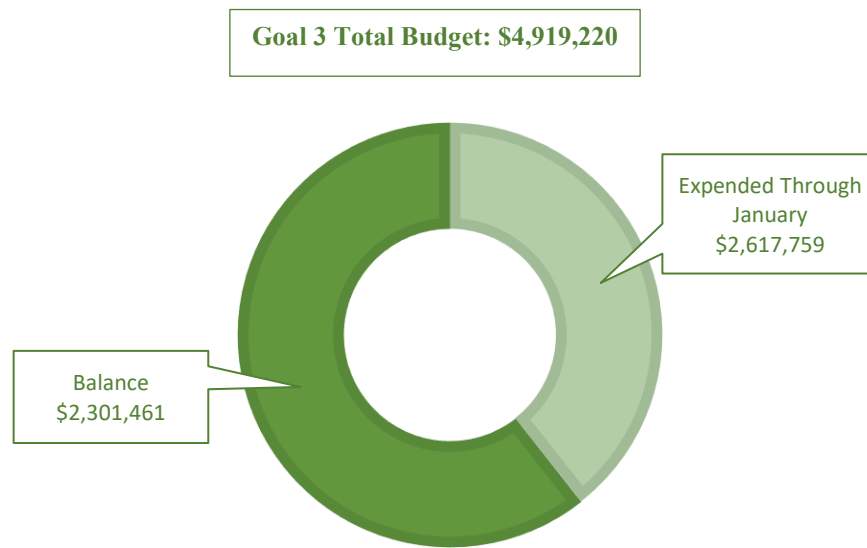


*Percent of total AP test-takers with a score of 3+ **Percent of IB students averaging a score of 4 or higher

2022-2023 PERCENT OF HIGH SCHOOL STUDENTS PARTICIPATING IN COLLEGE PREPARATORY PROGRAMS (AP, IB, ECP/Dual Enrollment)



Goal 3 Expenditures



Goal 3 Metric Update

Metrics identified in LCAP Goal 3 include SBAC scores in ELA and Math for 11th graders, percentage of graduates meeting a-g requirements, and IB and AP participation and assessment pass rates. Additional metrics consist of graduation rate and percentage of students completing 30 or more transferrable college units. Table 3.1 lists each metric identified in the LCAP along with the most recent results. The subsequent tables, 3.2 through 3.9 provide disaggregated data for each metric.

Table 3.1
Goal 3 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
Percent of students who met or exceeded standards on the SBAC ELA assessment (Grade 11)	All: 40% 11 th : 47%	SBAC Suspended	Local Results All: 32% 11 th : 39% *SBAC not feasible due to hybrid learning	SBAC All: 37% 11 th : 47% Local Results All: 31% 11 th : 33%	TBD Spring 2023	SBAC Increase ≥ 5%
Percent of students who met or exceeded standards on the SBAC Math assessment (Grade 11)	All: 31% 11 th : 25%	SBAC Suspended	Local Results All: 18% 11 th : 8% *SBAC not feasible due to hybrid learning	SBAC All: 23% 11 th : 19% Local Results All: 25% 11 th : 28%	TBD Spring 2023	SBAC Increase ≥ 5%
Percent of Graduates earning the California State Seal of Biliteracy	11%	15%	15%	20%	TBD Spring 2023	20%
Percent of Graduates Completing a CTE Pathway	New Metric	19%	District: 11% AHS: 12% GHS: 15%	District: 15% AHS: 11% GHS: 27%	TBD Spring 2023	25%
Graduation Rate (4-year adjusted cohort rate)	District: 92% AHS: 92% GHS: 98% SHS: 78%	District: 91% AHS: 87% GHS: 97% SHS: 83%	District: 86% AHS: 87% GHS: 94% SHS: 72%	District: 87% AHS: 86% GHS: 89% SHS: 88%	TBD Spring 2023	95%
Percent of students meeting UC/CSU Entrance Course Requirements (a-g)	District: 33% AHS: 28% GHS: 47%	District: 45% AHS: 55% GHS: 51%	District: 38% AHS: 49% GHS: 44%	District: 38% AHS: 46% GHS: 37%	TBD Spring 2023	50%
IB Exam Pass Rate (Percent of IB students averaging a score of 4 or higher)	43%	Exams Suspended	79%	64%	TBD Spring 2023	55%
AP Exam Pass Rate (Percent of total AP test takers with a score of 3 or higher)	District: 43% AHS: 41% GHS: 50% SHS: 10%	Exams Suspended	District: 45% AHS: 47% GHS: 45% SHS: 0%	District: 39% AHS: 38% GHS: 41% SHS: 9%	TBD Spring 2023	60%
Percent of Early College Program students (Seniors)	92%	82%	100%	70%	TBD Spring 2023	100%

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
completing 30 or more units						
Percent of students participating in college preparatory programs (AP, IB, ECP/dual enrollment)	N/A	District: 57%	District: 43% AHS: 41% GHS: 50% SHS: 10%	District: 31% AHS: 33% GHS: 33% SHS: 6%	District: 23% AHS: 18% GHS: 37% SHS: 8%	65%

Table 3.2
2021-2022 ELA SBAC 11th Grade Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
Azusa USD 11th Graders	47%	54%	40%	5%	*	32%	46%	13%	*	*	*	46%	64%
Azusa High	57%	61%	53%	12%	*	20%	56%	21%	*	*	*	55%	*
Gladstone High	46%	55%	35%	0%	*	46%	45%	3%	*	*	*	45%	*
Sierra High	29%	29%	28%	0%	*	*	25%	*	*	*	*	29%	*

*N/A or data suppressed to protect student privacy

Table 3.3
2021-2022 Math SBAC 11th Grade Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
Azusa USD 11th Graders	25%	21%	177	5%	*	11%	19%	5%	*	*	*	18%	36%
Azusa High	29%	29%	29%	11%	*	27%	28%	8%	*	*	*	27%	*
Gladstone High	18%	21%	16%	0%	*	0%	17%	0%	*	*	*	18%	*
Sierra High	3%	3%	4%	0%	*	*	4%	*	*	*	*	3%	*

*N/A or data suppressed to protect student privacy

Table 3.4
2022 Graduates Earning the Seal of Biliteracy

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa Unified	20%	13%	9%	5%	0%	19%	3%	*	*	*	22%	0%
Azusa High	26%	16%	20%	0%	*	26%	0%	*	*	*	26%	*
Gladstone High	21%	14%	10%	0%	*	20%	0%	*	*	*	21%	*

*N/A or data suppressed to protect student privacy

Table 3.5
2022 Graduates CTE Pathway Completion

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic	White
Azusa USD	15%	10%	15%	7%	*	15%	15%	*	*	*	15%	*
Azusa High	11%	12%	12%	4%	*	12%	15%	*	*	*	11%	*
Gladstone High	27%	15%	15%	15%	*	28%	20%	*	*	*	27%	*

*N/A or data suppressed to protect student privacy

Table 3.6
2021-2022 Graduation Rate
(4-year adjusted cohort rate)

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Hispanic/Latinx	White
Azusa Unified	87%	91%	84%	68%	85%	71%	88%	76%	*	*	*	87%	92%
Azusa High	86%	88%	84%	61%	*	63%	85%	62%	*	*	*	85%	*
Gladstone High	89%	94%	84%	67%	*	78%	89%	77%	*	*	*	89%	*
Sierra High	88%	95%	83%	86%	*	82%	89%	100%	*	*	*	88%	*

*N/A or data suppressed to protect student privacy

Table 3.7
2022 Graduates Meeting UC/Cal State Entrance Requirements
(a-g completion rate)

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	38%	47%	28%	14%	0%	30%	3%	*	*	*	30%	*
Azusa High	46%	55%	36%	20%	*	38%	4%	*	*	*	43%	*
Gladstone High	37%	47%	27%	9%	*	35%	3%	*	*	*	36%	*
Sierra High	0%	0%	0%	0%	*	0%	0%	*	*	*	0%	*

*N/A or data suppressed to protect student privacy

Table 3.8
Spring 2022 IB Exam Pass Rates

	All	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	American Indian	Asian	Filipino	Hispanic/Latinx	Pacific Islander	White
20-21 IB Exams Pass Rate (percent with an average score of 4 or higher)	64%	*	*	*	*	*	*	*	*	*	*	*

*N/A or data suppressed to protect student privacy

Table 3.9
Spring 2022 AP Exam Pass Rate
(Percent of AP students with a score of 3 or higher)

	All	Females	Males	Emerging Multilingual	Foster Youth	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	39%	*	*	*	*	*	*	*	*	*	*	*
Azusa High	38%	*	*	*	*	*	*	*	*	*	*	*
Gladstone High	41%	*	*	*	*	*	*	*	*	*	*	*
Sierra High	9%	*	*	*	*	*	*	*	*	*	*	*

Table 3.10
2020-2021 Early College Program
(Graduates completing 30+ transferrable units)

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
Azusa USD	70%	*	*	*	*	*	*	*	*	*	*	96%	*

*N/A or data suppressed to protect student privacy

Goal 3 Qualitative Analysis and Expenditures

Twelve actions/services are aligned to Goal 3. These actions/services contribute to student college and career preparedness. Table 3.11 outlines the progress AUSD is making in each action/service. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 3.11
Goal 3 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (January 2023)</i>
January 2023 1. High school counselors meet with all students during registration to encourage them to challenge themselves by enrolling in AP classes. Additionally, counselors have been analyzing grades and transcripts to find AP course candidates. Counselors meet individually with every student to review 4-year plans, and discuss graduation requirements, a-g requirements, and postsecondary plans. Counselors share Free Application For Student Aide (FAFSA)/California Dream Act Application (CADAA) requirements and discussed California Scholarship Federation (CSF) deadlines with students. Azusa High Counselors use an "on track/off track" list that is color-coded, which students see if they are on track to meet a-g requirements. Both Gladstone High and Azusa High counselors analyze grades and transcripts making recommendations for APEX, summer courses, and other opportunities to meet a-g requirements. The Sierra High counselor analyzes grades and transcripts and encourages students to enroll in AP courses offered at that site. Furthermore, the Sierra High counselor meets regularly with students to review graduation requirements and formulate Sierra High for all students to graduate through regular coursework, APEX, summer school, or Citrus College courses.	\$52,214	\$38,750
January 2023 2. After careful consideration and analysis of current trends in college admissions, Azusa USD decided to not offer District-wide PSAT in the fall of 2022. While the SAT is being phased out of admissions criteria for UC/CSU schools, Azusa USD will offer any students who wish to take the SAT in the spring an opportunity to do so. Funding from this action/service will be available to cover the costs of other assessments, such as AP Exams in the spring.	\$44,000 (Title IV) \$40,000 (Title IV)	\$856 (Title IV) \$0 (Title IV)
January 2023 3. Azusa USD continues to offer an Advancement Via Individual Determination (AVID) program to our students at the middle school and high school levels. AVID provides students, particularly those who come from low-income backgrounds or those who have been historically underrepresented in higher education, opportunities for preparation and a successful transition to college. AVID courses at our middle schools and high schools focus on teaching students the skills and strategies necessary for success in addition to providing tutoring. Azusa USD has faced challenges in hiring tutors this year, although each school does have at least one tutor at this time.	\$307,896	\$135,692
January 2023 4. Azusa USD is offering students STEM courses at the elementary and middle school levels that lead to early interest and motivation to participate in our high school STEM pathways. STEM courses are available at Foothill Middle School where students are offered Project Lead the Way courses. At Slauson Middle School, in addition to STEM courses, students are provided opportunities to participate in a Femineers Club as an extra-curricular activity. PITSCO ended support of the STEM modules at Center Middle because it is a transition year. Curriculum lessons and units have been created by STEM teachers. Dalton Elementary continues to focus its teaching and curriculum on STEM and is an official Project Lead the Way school.	\$174,618 \$15,000 (CTE Grant Funding)	\$88,956 \$84,304 (CTE Grant Funding)

January 2023		
5. Azusa USD offers Career Technical Education (CTE) courses at all three high schools. Azusa USD is funding 13 CTE Pathways in collaboration with the Regional Occupational Program (ROP). Courses and pathways align with key industry sectors such as Transportation, Information and Communication Technologies, Public Services, Health Science & Medical Technology, Engineering, Arts, Media & Entertainment. Across all three Azusa USD high schools, over 1000 students participate in a CTE pathway. Annually, Azusa USD sees an average of 163 completers - students who have completed both the concentrator and capstone courses within the pathway. Students have opportunities to take articulated Citrus College courses, complete industry-recognized certification exams, and participate in work-based learning opportunities, internships, and Career and Technical Student Organizations.	\$573,159 \$38,000 (CTE Incentive Grant)	\$295,215 \$80,507 (CTE Incentive Grant)
January 2023	\$461,553	\$209,682
6. Azusa High continues to offer students an International Baccalaureate Program. After completing the 5th year of study over the last year, we are now shifting the focus to growing the program. The pandemic adversely affected participation in most of the honors and AP courses on campus, including IB participation being no different. However, with the students back in normal mode without plexiglass, students are coming back to accelerated courses. There is a renewed hope to get more teachers trained in IB courses so there is more vertical instruction. Also, with the new principal, there is more of an IB World School emphasis. Azusa High will continue to reach out to honors level 10th graders, but this year Azusa High will also go to Gladstone High to talk to their sophomore honors students. There has also been an emphasis on having all honor 10th-grade teachers highlighting the strengths of the IB program. This emphasis we hope will get the numbers of students back on track as we were before the pandemic. Azusa High is also exploring the certificate or course option; we currently have two students taking tests this year who are not full IB diploma program students. Another one is scheduled for next year.		
January 2023	\$43,000	\$11,267
7. The District partners with Citrus College to offer Dual Enrollment courses to students this year. Courses include Political Science, English, Biology, History, and Speech, to name a few. There are 54 Early College Program, (ECP) Juniors in Cohort 2024 and 50 ECP Seniors in Cohort 2023. There are 18 students in the Citrus College Info Tech Info Systems 150 course. AHS currently has 22 students in the Dual Enrollment courses. ECP helps students and their families save thousands of dollars in fees, books, and tuition. By completing one year of transferable credits (30+) before they graduate from high school, students learn and become familiar with the college process and college academic rigor. Parents and student alumni have expressed high levels of satisfaction with the ECP program. Furthermore, Citrus College instructors have stated that GHS ECP students are more prepared and, on average have higher grades than their college peers. A Dual Enrollment Coordinator manages the partnership between Citrus and GHS. The coordinator also recruits and supports students through the process of registration.		
January 2023	\$978,266	\$588,103
8. Azusa USD is funding 13 CTE Pathways in collaboration with the Regional Occupational Program (ROP). Courses and pathways align with key industry sectors such as Transportation, Information and Communication Technologies, Public Services, Health Science & Medical Technology, Engineering, and Arts, Media & Entertainment. Across all three Azusa USD high schools and over 1000 students participate in a CTE pathway. Annually, Azusa USD sees an average of 163 completers - students who have completed both the concentrator and capstone courses within the pathway. Students have opportunities to take articulated Citrus College courses, complete industry-recognized certification exams, and participate in work-based learning opportunities, internships, and Career and Technical Student Organizations.		
January 2023	\$414,737	\$207,370
9. Azusa USD implemented a successful summer school in the summer of 2022. Planning for the summer of 2023 began in November and will again be in partnership with Think		

Together. Elementary and middle school students will receive rigorous, project-based learning in all content areas. High school students will have opportunities to take courses, including APEX and Citrus College courses to accelerate or to make up units. Summer school recruitment prioritizes enrollment of emerging multilingual students, students with disabilities, and those who are not meeting grade-level standards. S & C funding for summer school will be expended in late spring and early summer.

January 2023

\$1,605,044

\$883,914

10. Eleven middle school and high school level counselors serve Azusa USD students. Counselors support students in many areas, including with socio-emotional needs, course planning, and college and career readiness. Counselors meet with students and parents to develop 6-year plans spanning 7th grade to high school graduation. Counselors also help provide college planning and financial aid workshops to families, while also supporting college fairs, parent meetings, FAFSA meetings, and completion of Naviance activities. Counselors are also focusing efforts on improving academic outcomes for 9th graders.

January 2023

\$308,733

\$157,954

11. The Director of College and Career Programs supports programs such as IB, AVID, CTE, STEM, counselors, AP, a-g, and UC courses. They initiated a collaborative effort to focus on 4 primary goals in the 2022-2023 year. First, offer 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. Second, develop a sequenced continuum of integrated work-based learning activities, including internships, job shadows, mock interviews, job site visits, soft skills training, and guest speakers. Next, collaboration with San Gabriel Economic Partnership, NAF, Azusa Chamber of Commerce, San Gabriel Valley ROP, and local businesses. Lastly, increase participation of underserved and underrepresented student populations, particularly English learners and Students with Disabilities. The director has collaborated with numerous organizations and business entities to support strong career paths and submit grant requests. The director oversees and monitors all college and career programs in the District.

January 2023

\$10,000

\$1,872

12. Teachers, administrators, and District-level leaders are participating in the California Education Partners College On-Track Collaborative. This statewide network with Districts across California focuses on strategies and policies that can increase academic success by focusing on 9th grade achievement. Azusa High and Gladstone High provide focused support to a cohort of 9th and 10th grade College On-Track students who have experienced a lack of academic success in their coursework. As we continue to develop and implement strategies to mitigate the 9th grade D/F rate, the On-Track Leadership team has been meeting on an ongoing basis to develop our next Plan-Do-Study-Act cycle. Staff at Azusa High and Gladstone High have identified a focus student that they will connect with and set goals to support the student in feeling connected to school and improving their grade. The Director of Educational Services leads data examinations with site and district administrators to identify areas of need and growth. Support teams meet to discuss the student progress of our 9th grade and 10th grade On-Track Students. The Student Support Team includes classroom teachers of the College On-Track Cohort, Teachers on Special Assignment, and the Success Coach. During the meetings, the team identifies what needs students have, what in-class interventions/supports should be provided, and how supports will be provided, including instructional shifts, interventions & supports, problem-solving, and student connectedness. Funding for this work covers costs associated with travel which will take place in the Spring provided safe opportunities to do so.

(CAL Ed Partners Grant)

(CAL Ed Partners Grant)

TOTAL EXPENDITURES

**Supplemental/Concentration
Base
Federal/Grants**

\$ 2,617,759

\$ 0

\$ 166,683

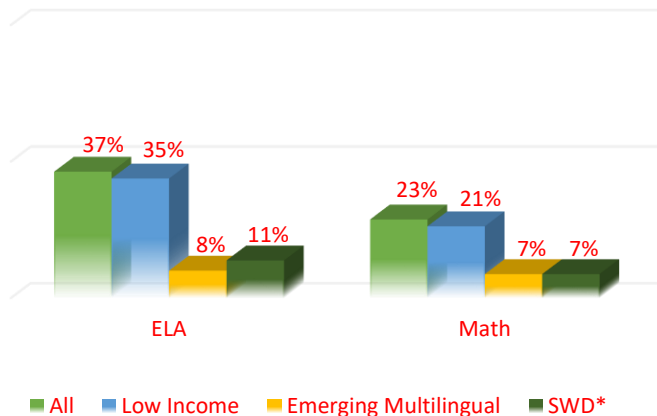
Section 4

Goal 4: Through a collaborative and 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 multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.

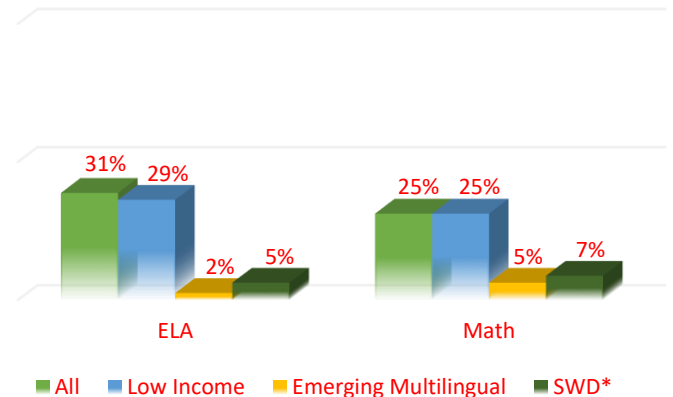
AUSD's fourth goal seeks to positively impact student achievement by increasing rigor in classrooms and by working toward greater alignment to the demands of state standards. Furthermore, this goal focuses on increasing the academic achievement and language acquisition of students who are learning English as another language. 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, local and diagnostic assessments identify an ongoing need to address student academic achievement, in particular the impact of the on-going COVID-19 pandemic on student learning. The District has used carryover supplemental and concentration funds resulting from school physical closures along with one-time COVID-19 funding to ensure all actions/services in Goal 4 are being implemented.

Student Achievement

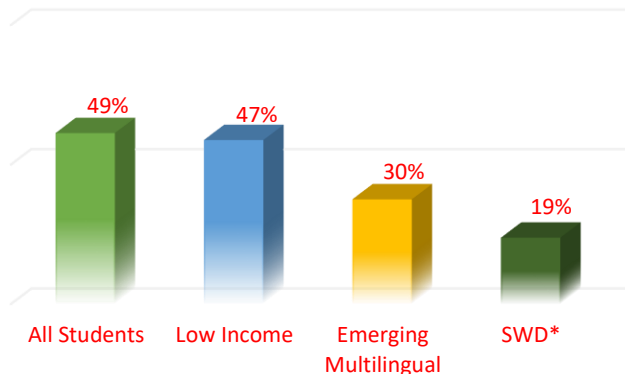
2022 SBAC
MEETING/EXCEEDING STANDARD



2022 LOCAL ASSESSMENTS
MEETING/EXCEEDING STANDARD

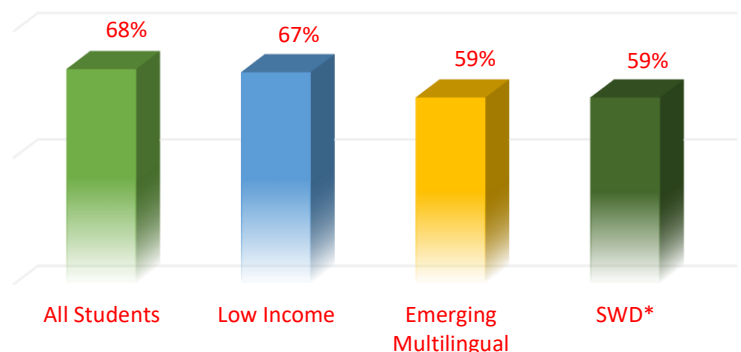


DECEMBER 2022
GRADE 3 READING PROFICIENCY



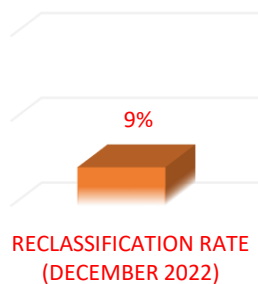
*Students with disabilities

A-C GRADES EARNED BY 9TH GRADERS
(DECEMBER 2022)



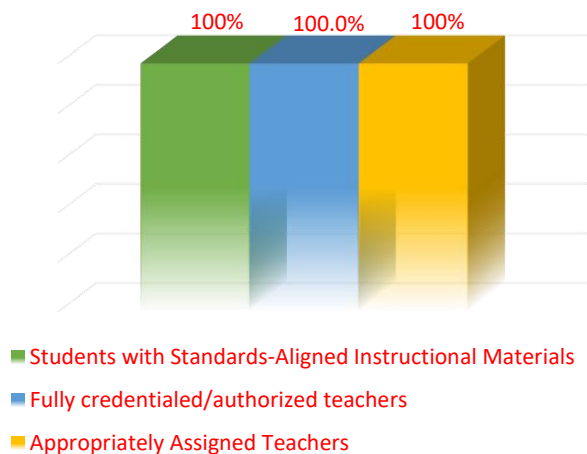
*Students with disabilities

2022-2023 EMERGING MULTILINGUAL STUDENTS

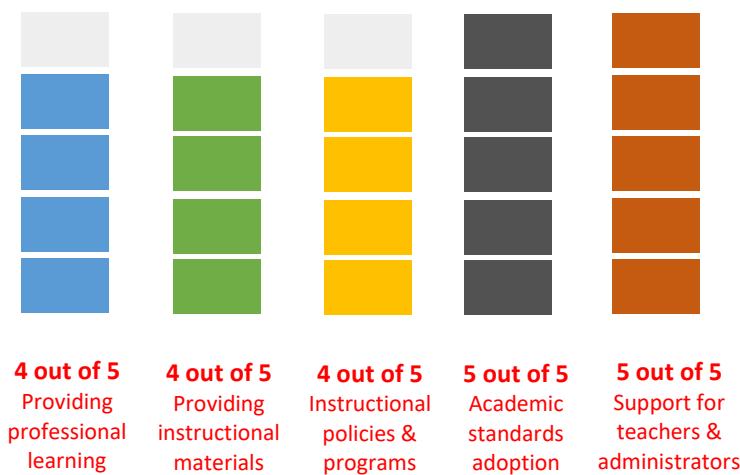


Basic Services & Local Metrics

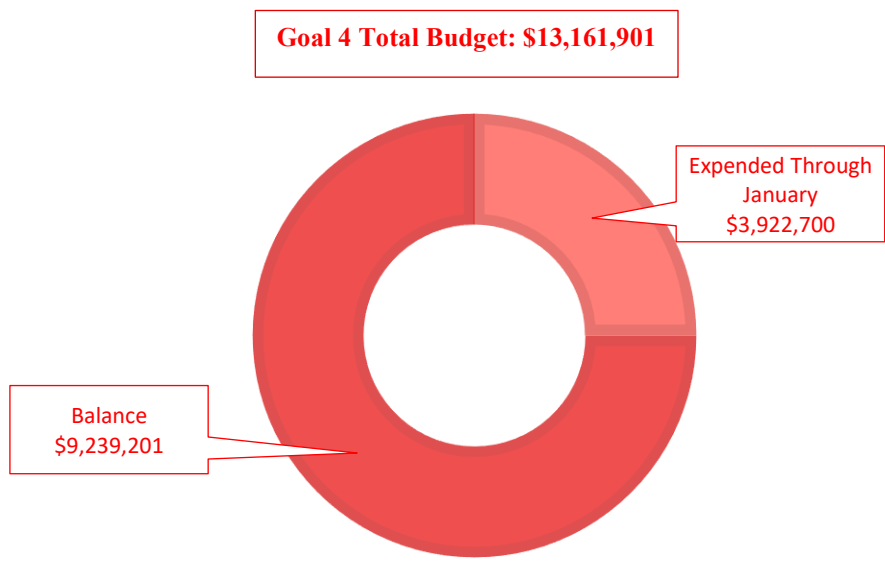
2022-2023 BASIC SERVICES



2022-2023 DASHBOARD LOCAL INDICATORS:
IMPLEMENTATION OF STATE STANDARDS



Goal 4 Expenditures



Goal 4 Metric Update

Metrics identified in LCAP Goal 4 include 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. Table 4.1 lists each metric identified in the LCAP along with the most recent results including results by all students (ALL), emerging multilingual students/English learners (EM), socio-economically disadvantaged (SED), and students with disabilities (SWD). Some metrics are new and therefore may not have historical data or current data to date. The following tables 4.2 – 4.7 display the disaggregated data for student groups and schools in AUD.

Table 4.1
Goal 4 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
Percent of students who met or exceeded standards on the SBAC ELA assessment (Grades 3 – 8 & 11)	ALL: 39% EM: 6% SED: 38% SWD: 6%	SBAC Suspended	Local Results ALL: 32% EM: 11% SED: 30% SWD: 11% *SBAC not feasible due to hybrid learning	SBAC Results ALL: 37% EM: 8% SED: 35% SWD: 11%	TBD Spring 2023	SBAC Increase $\geq 5\%$ Gap reduction $\geq 10\%$
Percent of students who met or exceeded standards on the SBAC Math assessment (Grades 3 – 8 & 11)	ALL: 31% EM: 7% SED: 29% SWD: 4%	SBAC Suspended	Local Results ALL: 18% EM: 8% SED: 18% SWD: 5% *SBAC not feasible due to hybrid learning	SBAC Results ALL: 23% EM: 7% SED: 21% SWD: 7%	TBD Spring 2023	SBAC Increase $\geq 5\%$ Gap reduction $\geq 10\%$
3 rd -Grade Reading Proficiency Rate (Lexile)	New metric	New metric	All: 39%	ALL: 27% EM: 7% RFEP: 60% SED: 25% SWD: 11%	ALL: 49% EM: 30% RFEP: 83% SED: 47% SWD: 19%	65%
Percent of A-C grades earned by 9 th -grade students	New metric	New metric	New metric	ALL: 66% EM: 55% RFEP: 73% SED: 65% SWD: 52%	ALL: 68% EM: 59% RFEP: 77% SED: 59% SWD: 59%	$\geq 65\%$
Emerging Multilingual Reclassification Rate	15%	16%	11%	3% to date	9% to date	12%
Percent of students with standards-aligned instructional materials	100%	100%	100%	100%	100%	100%
Percent of fully credentialed/authorized teachers	100%	100%	100%	99.9%	100%	100%

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
Percent of appropriately assigned teachers	100%	100%	100%	100%	100%	100%
CA Dashboard Local Indicators: Implementation of state standards	New Metric	New Metric	Providing Professional learning: 4 Standards-based materials: 4 Instructional policies & programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	Providing Professional learning: 4 Standards-based materials: 4 Instructional policies & programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	Providing Professional learning: 4 Standards-based materials: 4 Instructional policies & programs: 4 Academic standards adoption: 5 Support for teachers and administrators: 5	Providing Professional learning: 5 Standards-based materials: 5 Instructional policies & programs: 5 Academic standards adoption: 5 Support for teachers and administrators: 5

Table 4.2
2022 ELA SBAC Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	37%	41%	33%	8%	8%	27%	35%	11%	27%	71%	64%	36%	50%
Alice M. Ellington TK-8	38%	39%	36%	20%	*	*	33%	7%	*	*	*	35%	57%
Azusa High	57%	61%	53%	12%	*	20%	56%	21%	*	*	*	55%	*
Center Middle	37%	42%	33%	6%	*	29%	36%	3%	*	*	*	35%	*
Charles H. Lee Elementary	26%	29%	24%	6%	*	*	26%	2%	*	*	*	24%	*
Clifford D. Murray Elementary	34%	37%	32%	11%	*	11%	33%	24%	*	*	*	33%	*
Foothill Middle	44%	46%	42%	5%	*	42%	42%	2%	*	*	*	45%	*
Gladstone High	46%	55%	35%	0%	*	47%	46%	3%	*	*	*	45%	*
Henry Dalton Elementary	33%	36%	31%	8%	*	*	28%	14%	*	*	*	31%	*
Magnolia Elementary	32%	39%	25%	10%	*	*	32%	15%	*	*	*	31%	*
Paramount Elementary	37%	38%	36%	10%	*	*	38%	8%	*	*	*	37%	*
Sierra High	29%	29%	28%	*	*	*	25%	*	*	*	*	29%	*
Slauson Middle	46%	52%	41%	4%	*	*	44%	23%	*	*	*	43%	*
Valleydale Elementary	21%	21%	22%	9%	*	*	20%	12%	*	*	*	20%	*
Victor F. Hodge Elementary	34%	43%	27%	2%	*	*	30%	9%	*	*	*	33%	50%
W.R. Powell Elementary	34%	41%	24%	16%	*	*	30%	7%	*	*	*	31%	*

*N/A or data suppressed to protect student privacy

Table 4.3
2022 Mathematics SBAC Students Meeting/Exceeding Standards

	All	Females	Males	Emerging Multilingual	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	23%	21%	25%	7%	8%	11%	21%	7%	6%	65%	50%	22%	39%
Alice M. Ellington TK-8	30%	22%	36%	17%	*	*	25%	17%	*	*	*	28%	35%
Azusa High	29%	29%	29%	11%	*	27%	28%	5%	*	*	*	27%	*
Center Middle	14%	10%	18%	2%	*	8%	13%	0%	*	*	*	14%	*
Charles H. Lee Elementary	16%	11%	20%	2%	*	*	16%	0%	*	*	*	15%	*
Clifford D. Murray Elementary	25%	21%	30%	14%	*	28%	26%	38%	*	*	*	26%	*
Foothill Middle	18%	16%	21%	0%	*	17%	18%	0%	*	*	*	17%	*
Gladstone High	18%	21%	16%	0%	*	0%	17%	0%	*	*	*	18%	*
Henry Dalton Elementary	24%	19%	28%	8%	*	*	22%	10%	*	*	*	22%	*
Magnolia Elementary	25%	24%	25%	12%	*	*	25%	15%	*	*	*	22%	*
Paramount Elementary	24%	18%	29%	5%	*	*	23%	8%	*	*	*	23%	*
Sierra High	3%	3%	4%	*	*	*	4%	*	*	*	*	3%	*
Slauson Middle	25%	22%	26%	1%	*	*	24%	4%	*	*	*	23%	*
Valleydale Elementary	12%	12%	12%	4%	*	*	11%	9%	*	*	*	11%	*
Victor F. Hodge Elementary	37%	42%	33%	10%	*	*	33%	6%	*	*	*	36%	55%
W.R. Powell Elementary	27%	24%	30%	16%	*	*	19%	13%	*	*	*	25%	*

*N/A or data suppressed to protect student privacy

Table 4.4
Third Grade Reading Proficiency Rate
(Lexile)

	All	Females	Males	Emerging Multilingual	RFP	Socioeconomically Disadvantaged	Students w/ Disabilities	Foster Youth	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	49%	48%	50%	30%	83%	47%	19%	*	*	50%	*	48%	44%
Alice M. Ellington TK-8	52%	50%	55%	*	*	48%	*	*	*	*	*	54%	*
Charles H. Lee Elementary	40%	36%	44%	20%	*	33%	*	*	*	*	*	41%	*
Clifford D. Murray Elem.	40%	40%	40%	45%	*	49%	*	*	*	*	*	40%	*
Henry Dalton Elementary	58%	48%	70%	38%	*	57%	*	*	*	*	*	60%	*
Magnolia Elementary	45%	33%	56%	33%	*	41%	*	*	*	*	*	43%	*
Paramount Elementary	54%	55%	52%	26%	*	53%	*	*	*	*	*	53%	*
Valleydale Elementary	40%	40%	41%	15%	*	32%	*	*	*	*	*	38%	*
Victor F. Hodge Elementary	56%	61%	51%	43%	*	58%	*	*	*	*	*	55%	*
W.R. Powell Elementary	54%	69%	39%	*	*	50%	*	*	*	*	*	55%	*

*N/A or data suppressed to protect student privacy

Table 4.5
2021-2022 Percent of A-C Grades Earned by 9th-Grade Students

	All	Emerging Multilingual	RFP	Socioeconomically Disadvantaged	Students w/ Disabilities	African American	Asian	Filipino	Hispanic/Latinx	White
AUSD	68%	59%	77%	67%	59%	*	*	*	68%	65%
Azusa High	68%	59%	77%	67%	59%	*	*	*	68%	65%

*N/A or data suppressed to protect student privacy

Table 4.6
EL (EM) Reclassification Rates

	EL (EM) Students	2022-2023 Reclassification Rate
AUSD	1608	9%
Alice M. Ellington TK-8	32	26%
Azusa High	201	17%
Center Middle	83	6%
Charles H. Lee Elementary	119	5%
Clifford D. Murray Elementary	200	5%
Foothill Middle	47	22%
Gladstone High	115	14%
Henry Dalton Elementary	102	5%
Longfellow	7	0%
Magnolia Elementary	99	6%
Paramount Elementary	152	6%
Sierra High	39	0%
Slauson Middle	46	26%
Valleydale Elementary	183	7%
Victor F. Hodge Elementary	134	3%
W.R. Powell Elementary	49	4%

Table 4.7
2022-2023 Basic Services

	Students with Standards-Aligned Instructional Materials	Students with Fully Credentialed Teachers	Percent of Appropriately Assigned Teaching Staff
AUSD	100%	100%	100%
Alice M. Ellington TK-8	100%	100%	100%
Azusa High	100%	100%	100%
Center Middle	100%	100%	100%
Charles H. Lee Elementary	100%	100%	100%
Clifford D. Murray Elementary	100%	100%	100%
Foothill Middle	100%	100%	100%
Gladstone High	100%	100%	100%
Henry Dalton Elementary	100%	100%	100%
Longfellow	100%	100%	100%
Magnolia Elementary	100%	100%	100%
Paramount Elementary	100%	100%	100%
Sierra High	100%	100%	100%
Slauson Middle	100%	100%	100%
Valleydale Elementary	100%	100%	100%
Victor F. Hodge Elementary	100%	100%	100%
W.R. Powell Elementary	100%	100%	100%

Goal 4 Qualitative Analysis and Expenditures

Sixteen actions/services are aligned to Goal 4. These actions/services are intended to increase and improve the academic achievement of students in AUSD and result in language acquisition and academic progress for our EM students. Table 4.8 outlines the progress AUSD is making in each action/service associated with Goal 4. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 4.8
Goal 4 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (January 2023)</i>
January 2023 1. The District is purchasing standards-aligned supplemental instructional materials including renewed subscriptions to online resources, science lab materials, and additional textbooks. Supplemental instructional supplies are used in classrooms to improve student achievement and accelerate learning for all students. Technology purchases include replacement Chromebooks, ensuring that all students have a device for individual and home use as well as access to updated technology in classrooms.	\$1,200,000	\$16,637
January 2023 2. District staff purchased standards-aligned instructional materials for grades TK-12, including ELD materials. Staff purchased updates to ELA and mathematics materials and supplies necessary for the ongoing implementation of math and ELA programs.	\$1,285,446 (Base Funding)	\$61,574 (Base Funding)
January 2023 3. Visual and Performing Arts funds continue to support secondary schools and Powell Elementary School for the Arts. Additionally, for 2022-2023, S & C funding continued to support the Meet the Masters Program at all elementary schools. Funding has been allocated for 4 additional art teachers that would provide art instruction at the elementary sites. However, these positions currently remain vacant.	\$828,168	\$20,036
January 2023 4. The District provides music instruction, instruments, and other music supplies necessary for the 2022-2023 music program. Afterschool and in-school music instructors Districtwide are funded through this action/service. Music instruments and materials are supplied to both secondary and elementary students. Additionally, various band and musical groups performed at several venues this year.	\$1,170,410	\$561,859
January 2023 5. The District focuses its support on all EM students by utilizing District diagnostic results to identify specific learning needs and strategies for accelerating learning based on those needs. EM students' progress is monitored closely. They receive effective, first best instruction in their classes and any needed academic interventions. Students at all grade levels who are part of all student groups are monitored with District assessments and diagnostics to identify specific learning needs in language arts and math. Added learning support is offered during the school day and after school. At the high school level, the On-Track Collaborative team has focused additional support for 9 th grade students based on grades.	\$476,769	\$294,669
January 2023 6. The District renewed its contracts with Illuminate (Data and Assessment System) for 2021-2022. Illuminate supports the tracking and monitoring of all student data. Illuminate is compatible with our student information system, AERIES, where data from each system can be shared. One beneficial example is that teachers using Illuminate for assessments and lessons can push results to their AERIES grade book.	\$76,553	\$95,702
January 2023 7. The Director of Management Information Systems (MIS) who is building upon the work done by the previous MIS department. MIS is deploying upgraded network hardware	\$2,742,804	\$477,841

and the services needed to better support sites. The changes to the network will allow a more reliable connection between the District and sites. The process will upgrade and improve the network infrastructure needed to support the increased bandwidth demand that is a result of the large number of new devices implemented at the sites. To enhance student registration, Davis Demographics is providing a service that will integrate with Blackboard. Whenever possible, the District will wait to expend S & C funding on technology that can otherwise be purchased with one-time COVID-19 relief funds.

January 2023

\$513,935

\$139,331

8. Translators provide communication and interpretation to support parent participation in the development of their students' IEPs and an understanding of the IEP process. This allows families to have meaningful participation in their students' Individual Evaluation Plans. Translators have completed over 200 written IEP translations and provided interpretation at IEP meetings. Instructional aides have supported mainstreaming and support for special education programs for students with intensive needs. Coordinators continued to support inclusion, compliance, and program monitoring. The TOSA position is currently vacant.

January 2023

\$690,770

\$368,256

9. The District continues to utilize the Sobrato Early Academic Language (SEAL) program focusing on strategies that enhance the oral academic language acquisition in young children. Preschool and ETK teachers who have not been trained in SEAL will begin training in February 2023. 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 will continue to be provided professional development and support in the implementation of Counting Collections. Additional classroom library books that support the awareness and appreciation of diversity, equity, and inclusion learning will be purchased. The District provides ETK classes in addition to an early childhood director to support increased and improved services to Azusa's youngest learners. AUSD is working towards expanding California State Preschool Program (CSPP) to include Hodge Elementary School. The District is also in the planning process for the implementation of a full-day/full year California State Preschool Program.

\$206,643
(CA State
Preschool
Program)

\$68,334
(CA State
Preschool
Program)

January 2023

\$22,000

\$21,092

10. The District renewed its subscription to ELLevation for the 2022-2023 school year. ELLevation is a program management platform that organizes all EL/Emerging multilingual student data, supports critical meeting and monitoring processes, and enables accurate reporting. Additionally, it supports instructional planning for multilingual students.

(Title III)

(Title III)

January 2023

\$295,393

\$81,438

11. A teacher on special assignment (TOSA) supports teacher 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. The TOSA also provided intensive curriculum support and instructional support services including effective strategies and intervention in the areas of language and literacy development.

January 2023

\$480,365

\$20,883

12. The District provides bilingual paraprofessionals, professional learning hours, and materials and supplies to support the language acquisition and academic achievement of emerging multilingual students. Included in this action are opportunities for academic interventions. EM students require effective instructional approaches and interventions to prevent further barriers to learning English and to augment and support their academic development overall. When designing an instructional approach or intervention, AUSD considers several factors, in addition to content, to ensure a match between the learner's learning needs and the best approach or intervention to address those needs. For emerging multilingual students, it is especially important to consider the role of second language

\$37,000
(Title III)

\$0
(Title III)

proficiency in their learning needs so that they get the most benefit from the planned instruction or intervention. The District continues to look for personnel to fill the positions funded by this action.

January 2023	\$459,653	\$104,779
13. The District seeks to ensure that all students who are learning English as another language access appropriate instructional services. Appropriate instructional services are contingent upon properly identifying and classifying EM students. Azusa USD centralizes the initial identification and assessment process at the ALAS Center. Staff at ALAS oversee the initial assessments and collaborate with sites to administer summative assessments each year.		
January 2023	\$35,000	\$30,900
14. The District will measure the progress of students who are learning English as another language in multiple ways. One such tool the District will use is the Test of English Language Learning (TELL). The TELL assessment will be utilized to ensure teachers and students are provided data in a timely, formative manner about students' language development and progress. Site staff was trained in October to execute the TELL assessment as a means to progress monitor emerging bilinguals and then respond with support. As TELL aligns with the ELPAC, site staff can use TELL data to progress monitor and also predict areas of need for the ELPAC in order to respond with intervention and support.	(Title III)	(Title III)
January 2023	\$3,277,081	\$1,711,492
15. Bilingualism provides benefits including the capacity to communicate in more than one language, enhanced cognitive skills, and improved academic outcomes. The District Dual Language Immersion program has expanded to include 6th grade this year. Dual Language Immersion classes are offered at Longfellow, Hodge, and Valleydale. This year, both Hodge and Valleydale have Dual Language Immersion students enrolled in kinder through 6th grade. Dual Immersion teachers have had professional learning community time focused on the three pillars of dual language education: biliteracy, biculturalism, and academic achievement. Currently, Azusa USD is in the process of planning the middle school expansion of the Dual Language Immersion Program.	\$36,249 (Title III)	\$0 (Title III)
January 2023	\$950,000	\$29,777
16. Teachers have continued to use a specialized curriculum to support English language development for LTELs. The District continues to ensure that updated Chromebooks are available to teachers who have emerging multilingual students in their classrooms. District staff has provided additional supplementary English acquisition materials. To date, the District has used one-time funding sources and S & C carryover to provide these resources.		
TOTAL EXPENDITURES	Supplemental/Concentration	\$ 3,922,700
	Base	\$ 61,574
	State/Federal	\$ 120,326

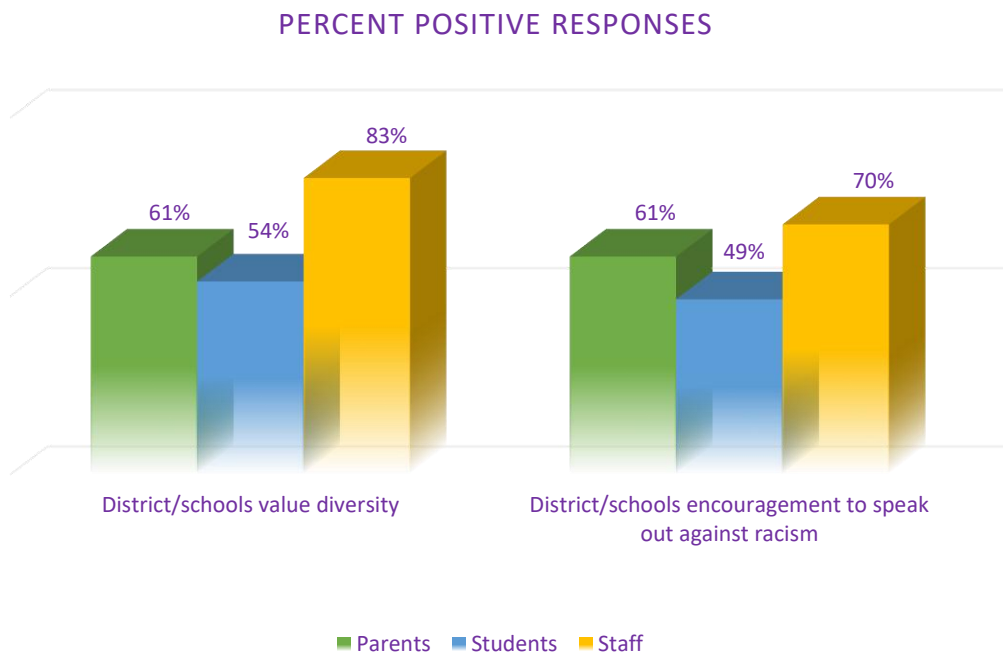
SECTION 5

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.

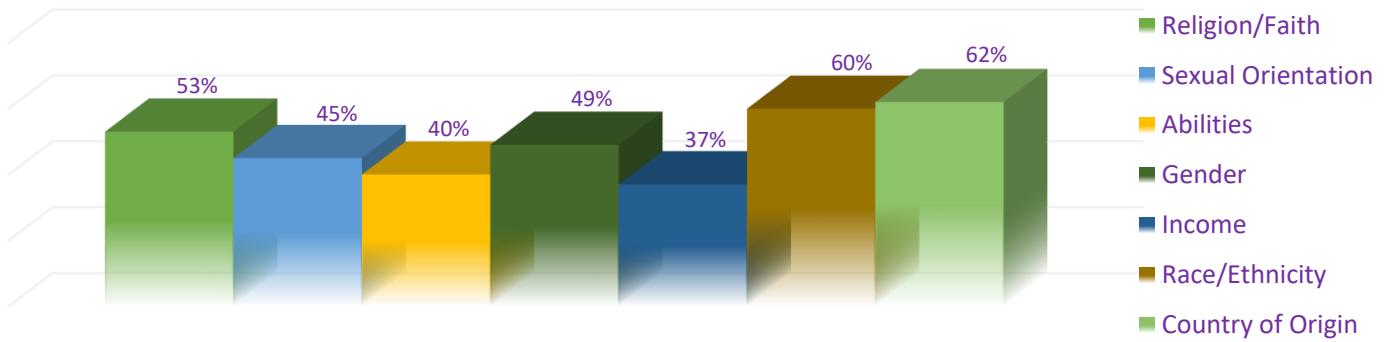
In light of events in the US and across the globe highlighting the need for our communities to address ongoing issues of diversity, equity, and inclusion (DEI), AUSD in collaboration with educational partners has embarked on a deep analysis of our equity work to date. Baseline data serves to highlight our areas of strength and areas of growth. Ongoing data collection will serve as a way to measure our progress on DEI work in Azusa USD 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-level positive responses. When asked whether students and staff in Azusa USD value diverse groups, all stakeholders also responded mid-level. Overall, on DEI questions there were fairly consistent responses between parents/families and staff with slightly lower positive responses from students. Staff responses were consistently higher than the other two groups on some questions which indicates a need to address the differences in perceptions between the groups. Data also 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.

The following are summary graphic representations of Goal 5 progress. The visual displays portray the District’s average facilities rating and overall budget expenditures for Goal 5 to date. A comprehensive and detailed examination of the metrics can be found in the subsequent sections following the infographics.

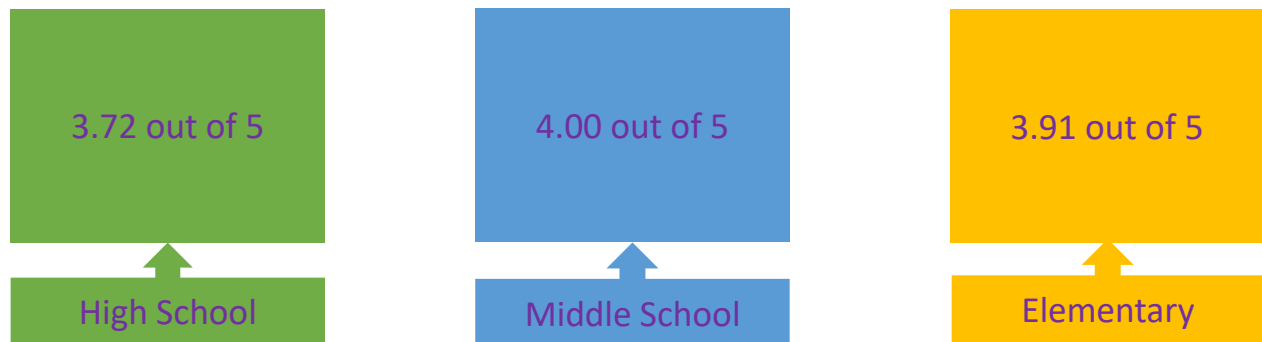
2021-2022 District Annual YouthTruth Survey Results



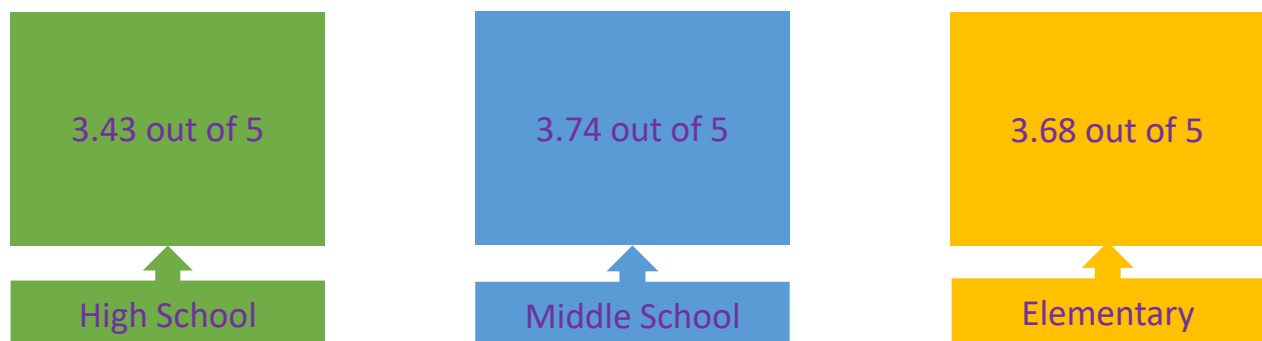
STUDENT COMFORT LEVEL SPEAKING ABOUT DIVERSE GROUPS



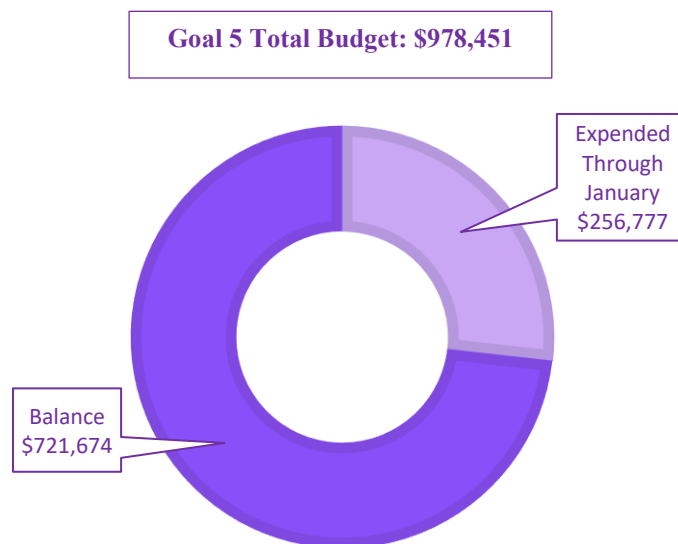
STAFF COMFORT LEVEL SPEAKING ABOUT DIVERSITY (1-5 SCALE)



STAFF OPPORTUNITIES TO LEARN ABOUT CULTURALLY RELEVANT TEACHING STRATEGIES (1-5 SCALE)



Goal 5 Expenditures



Goal 5 Metric Update

The primary metrics identified in LCAP Goal 5 are from the District Annual YouthTruth Survey which includes targeted DEI questions. Table 5.1 lists each metric identified in the LCAP along with the most recent results. Table 5.2 reflects the most recent survey results AUSD will administer the 2022-2023 District Annual Survey in January and results will be available in the LCAP Annual Update.

Table 5.1
Goal 5 LCAP Metrics

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
District Annual YouthTruth Survey for Parents/Families: (Percent positive responses)	New Metric	New Metric	District/Schools value diversity: 58% District/Schools encouragement to speak out against racism: 60%	District/Schools value diversity: 61% District/Schools encouragement to speak out against racism: 61%	TBD Spring 2023	10% increase in positive responses
District Annual YouthTruth Survey for Students: (Percent positive responses)	New Metric	New Metric	District/Schools value diversity: 53% District/Schools encouragement to speak out against racism: 53%	District/Schools value diversity: 54% District/Schools encouragement to speak out against racism: 49%	TBD Spring 2023	10% increase in positive responses

Metric	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023 January Update	Metric Target
District Annual YouthTruth Survey for Staff: (Percent positive responses)	New Metric	New Metric	District/Schools value diversity: 84% District/Schools encouragement to speak out against racism: 63%	District/Schools value diversity: 83% District/Schools encouragement to speak out against racism: 70%	TBD Spring 2023	10% increase in positive responses
District Annual YouthTruth Survey Student comfort level speaking about diverse groups (Percent positive responses)	New Metric	New Metric	Religion/Faith: 50% Sexual orientation: 44% Abilities: 38% Gender: 49% Income: 36% Race/Ethnicity: 59% Country of origin: 62%	Religion/Faith: 53% Sexual orientation: 45% Abilities: 40% Gender: 49% Income: 37% Race/Ethnicity: 60% Country of origin: 62%	TBD Spring 2023	10% increase in positive responses
District Annual YouthTruth Survey for Staff: Comfort speaking out about diversity (1-5 Scale)	New Metric	New Metric	High School: 3.72 Middle School: 4.00 Elementary School: 3.91	High School: 3.72 Middle School: 4.00 Elementary School: 3.91	TBD Spring 2023	Increase \geq .50
District Annual YouthTruth Survey for Staff: Opportunities to learn about culturally relevant teaching strategies (1-5 Scale)	New Metric	New Metric	High School: 3.43 Middle School: 3.74 Elementary School: 3.70	High School: 3.43 Middle School: 3.74 Elementary School: 3.68	TBD Spring 2023	Increase \geq .50

Table 5.2
2021-2022 District Annual YouthTruth Survey
Parent/Family Positive Responses to Diversity, Equity, and Inclusion Questions

	AUSD District/schools value diversity	AUSD District/schools encourage families to speak out against racism
AUSD	61%	61%
Alice M. Ellington TK-8	70%	65%
Azusa High	67%	66%
Center Middle	80%	71%
Charles H. Lee Elementary	64%	58%
Clifford D. Murray Elementary	60%	53%
Foothill Middle	78%	74%
Gladstone High	63%	62%
Henry Dalton Elementary	69%	62%
Longfellow	78%	68%
Magnolia Elementary	71%	69%
Paramount Elementary	68%	68%
Sierra High	58%	57%
Slauson Middle	57%	48%
Valleydale Elementary	75%	72%
Victor F. Hodge Elementary	64%	55%
W.R. Powell Elementary	69%	57%

Table 5.3
2021-22 District Annual YouthTruth Survey
Student Positive Responses to Diversity, Equity, and Inclusion Questions

	AUSD District/schools value diversity	AUSD District/schools encourage students to speak out against racism
AUSD	54%	49%
Azusa High	55%	49%
Gladstone High	54%	49%
Sierra High	48%	47%
Center Middle	52%	51%
Alice M. Ellington TK-8	66%	52%
Foothill Middle	52%	46%
Slauson Middle	55%	51%

Table 5.4
2021-2022 District Annual YouthTruth Survey
Student Positive Responses to comfort level speaking about

	Religions and Faiths	Sexual Orientation	Abilities (people with disabilities)	Gender	Family Income	Race/ Ethnicity	Country of Origin
AUSD	53%	45%	40%	49%	37%	60%	62%
Azusa High	52%	55%	38%	57%	40%	67%	68%
Gladstone High	51%	56%	38%	56%	35%	66%	66%
Sierra High	43%	40%	35%	41%	29%	51%	51%
Center Middle	46%	45%	34%	48%	34%	58%	69%
Alice M. Ellington TK-8	57%	52%	34%	48%	34%	61%	69%
Foothill Middle	52%	60%	40%	62%	35%	66%	70%
Slauson Middle	58%	55%	40%	57%	38%	68%	74%

Table 5.5
2021-2022 District Annual YouthTruth Survey
Staff Positive Responses to Diversity, Equity, and Inclusion Survey Questions

	AUSD District/schools value diversity	AUSD District/schools encourage staff to speak out against racism
Elementary Staff	85%	70%
Middle School Staff	84%	70%
High School Staff	82%	69%
District Office Staff	61%	55%

Table 5.6
2021-2022 District Annual YouthTruth Survey
Staff Average Responses
(Scale Score 1 - 5)

	Comfort level speaking about diversity	Opportunities to learn about culturally relevant teaching strategies
Elementary Staff	3.91	3.68
Middle School Staff	4.00	3.74
High School Staff	3.72	3.43

Goal 5 Qualitative Analysis and Expenditures

Six actions/services are aligned to Goal 5. These actions/services are intended to increase and improve diversity, equity, and inclusion throughout the District. Table 5.3 outlines the progress AUSD is making in each action and service associated with Goal 5. This qualitative analysis of progress also includes budget expenditures associated with each action/service.

Table 5.3
Goal 5 Actions and Services

<i>Actions/Services Summary</i>	<i>Budget</i>	<i>Expenditures (December 2021)</i>
January 2023 1. The District is implementing work around restorative practices in partnership with Western Justice Center. School staff and students are participating in workshops and training. Secondary schools have initiated the development of programs focused on peer mediation and student leadership that contribute to better school cultures, climates, and address racial disparities in discipline. Western Justice expanded the training of Restorative Circles and Peer Mediation to all middle Schools and some Elementary Schools. Starting in January, Western Justice will focus on working with Azusa High and Gladstone High to facilitate and support stakeholders with the transition to one high School and middle School.	\$14,300	\$0
January 2023 2. Professional learning for teachers and staff is focused on increasing culturally relevant teaching strategies and relevant, rigorous lessons. The District continues to implement job-embedded coaching and training facilitated by TOSAs, consultants, and statewide entities such as California Education Partners. Afterschool and weekend extra hours are also part of the professional learning implementation this year. Teachers are participating 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. Additionally, professional learning and afterschool support have been provided in extending opportunities for female students to explore careers in the science, technology, and engineering fields. Meanwhile, all professional learning continues to focus on the District's three success drivers and is embedded with culturally relevant and constructivist approaches.	\$304,494	\$14,272
January 2023 3. Sites have purchased materials and services that are specific to their School Plan for Student Achievement (SPSA) goals. School SPSA goals are aligned to the LCAP goals. Purchases include 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.	\$399,657	\$242,505
January 2023 4. The District is providing ongoing training and support for the implementation of trauma-informed practices in conjunction with the restorative practices training being offered by the Western Justice Center.	\$10,000	\$0
January 2023 5. Sparked by our students who are part of a nationwide organization called Diversify Our Narrative, AUSD has embarked on a journey to update school libraries and build classroom libraries that include a large number of books by diverse authors and focused on DEI topics.	\$50,000	\$0

--	--	--

January 2023

\$200,000

\$0

6. High School English teachers have participated in professional learning and lesson planning focused on the integration of diverse texts and the development of an Ethnic Studies course to meet new state requirements. Students benefit from the culturally relevant teaching and learning taking place in classes this year. All three high schools continue to offer Expository Reading and Writing Course (ERWC) for Seniors. ERWC targets emerging multilingual students, reclassified students, and long-term English learners as well as offering all students a curriculum that prepares them for college-level English courses and increases access to higher education for historically underserved populations.

TOTAL EXPENDITURES	Supplemental/Concentration	\$ 256,777
	Base	\$ 0
	Federal	\$ 0